



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2018-2019
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

School Name: Taylor Elementary School

School Principal: Harold Pellegreen

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																								
<p>Reading performance on SOL assessments indicates that 95% of all students in grades 3-5 met the proficiency benchmark. All subgroups maintained/improved in growth from the previous school year except Hispanic (10/12), and Econ. Dis.(16/18)</p> <p><u>Baseline Data:</u> <u>SY17</u> <u>SY18</u></p> <table border="0"> <tr> <td>All Students</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Black</td> <td>100%</td> <td>90%</td> </tr> <tr> <td>Asian</td> <td>86%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>83%</td> </tr> <tr> <td>SWD</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>LEP</td> <td>94%</td> <td>100%</td> </tr> <tr> <td>Econ Dis</td> <td>91%</td> <td>89%</td> </tr> </table>	All Students	95%	95%	Black	100%	90%	Asian	86%	100%	White	95%	95%	Hispanic	100%	83%	SWD	82%	90%	LEP	94%	100%	Econ Dis	91%	89%	<p><u>All students</u> will achieve a pass rate on the 2018 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 91% of statewide performance, and will meet federal AMO's for each subgroup, including Gap Group 1 (SWD, ELL, & Econ. Dis.).</p>	<p>Multiple Pathways to Success for All Students</p> <p>Eliminate Opportunity Gaps</p>	<p>Share data with instructional staff and engage in analysis of student performance data</p>	<p>August Monthly</p>	<p>Principal, Asst. Principal, Reading Teachers</p>	<p>Data charts; PLC minutes</p>
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<p>Identify targeted students in grades K-5 who are reading below grade level as measured by performance on previous SOL assessments, DRA, PALS and PowerTest.</p>	<p>Monthly – September to May</p>	<p>Reading Teachers and STC</p>	<p>Watch list; PLC minutes; Quarterly Action Plans</p>																											
<p>Establish student learning goals and plans to target interventions.</p>	<p>Monthly – November to May</p>	<p>Grade level teams and specialists</p>	<p>Student Learning Plans, PowerTest Benchmark Data; PAL's data, Quick checks and PLC minutes</p>																											
<p>Actively monitor student progress and performance; effectiveness of interventions.</p>	<p>Monthly</p>	<p>Principal; Reading Teachers; STC</p>	<p>Watch list; PowerTest Benchmark Data; quick checks and PLC minutes</p>																											

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<p>Math performance on SOL assessments indicates that 93% of all students met the proficiency benchmark. All subgroups showed growth from the previous school year except Hispanic (9/12), Asian (14/18) and Ec. Dis. (11/15)</p> <p><u>Baseline Data:</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>SY17</u></th> <th><u>SY18</u></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>95%</td> <td>93%</td> </tr> <tr> <td>Black</td> <td>78%</td> <td>83%</td> </tr> <tr> <td>Hispanic</td> <td>89%</td> <td>75%</td> </tr> <tr> <td>Asian</td> <td>86%</td> <td>78%</td> </tr> <tr> <td>White</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>SWD</td> <td>74%</td> <td>80%</td> </tr> <tr> <td>LEP</td> <td>76%</td> <td>78%</td> </tr> <tr> <td>Econ Dis</td> <td>91%</td> <td>73%</td> </tr> </tbody> </table>		<u>SY17</u>	<u>SY18</u>	All Students	95%	93%	Black	78%	83%	Hispanic	89%	75%	Asian	86%	78%	White	94%	95%	SWD	74%	80%	LEP	76%	78%	Econ Dis	91%	73%	<p>All students will achieve a pass rate on the 2018 Math SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 90% of statewide performance, and will meet federal AMO's for each subgroup, including Gap Group 1 (SWD, ELL, Econ. Dis.).</p>	<p>Multiple Pathways to Success for All Students</p> <p>Eliminate Opportunity Gaps</p>	<p>Share data with instructional staff and engage in analysis of student performance data.</p>	<p>August Monthly</p>	<p>Principal, Asst. Principal, Math Coach</p>	<p>Data charts; Powerschool quarterly data, PLC minutes</p>
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<p>Identify targeted students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL assessments, unit assessments and PowerTest.</p>	<p>Monthly – September to May</p>	<p>Principal, Asst. Principal Math Coach, Teachers</p>	<p>Watch list; PowerTest Benchmark Data; PLC minutes, Quarterly Action Plans</p>																														
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	Support the Whole Child by working with stakeholders to increase and improve activities that develop the intellectual, physical, social and emotional potential of students.	Healthy, Safe, and Supported Students	Maintain and expand access to extra-curricular activities.	Ongoing	Principal, Asst. Principal, PTA, Staff	Number of students participating in extra-curricular and enrichment activities.
			Provide opportunities for students to grow beyond core subjects, including performances that support instruction.	Ongoing	Principal , Asst. Principal, PTA, Staff	Number of performances throughout the school year.
			Provide opportunities for students that provide healthy habits.	Ongoing	Principal, Asst. Principal, PTA, Staff	Number of opportunities and participants in programs that promote physical health.
			<p>Responsive Classroom will be utilized throughout the school to provide for the social emotional needs of students.</p> <p>All staff receive a copy of “The First Six Weeks of School”</p> <p>Each classroom teacher engages students in Morning Meeting at the start of each school day.</p> <p>Help students get to know and care for the classroom and school environment</p>	<p>Daily</p> <p>Summer 2018</p> <p>Ongoing</p> <p>1st 6 weeks of school & ongoing</p>	<p>Principal, Asst. Principal, Teachers, Staff</p> <p>Admin.</p> <p>Teachers and Staff</p>	<p>Daily morning message (observation); Posted class rules; Take a break area in each classroom; logical consequences; class guidelines,</p>