



**APS MANAGEMENT PLAN**  
**90-Day PROGRESSIVE PLAN FORMAT**  
**FIRST SEMESTER ACTION PLAN: 2019-2020**  
**Performance Priorities and Actions to be Taken to**  
**Address Student Achievement**  
**2019-2025 APS Strategic Plan**

Department: Arlington Traditional School

School Principal: Holly Hawthorne

<b>PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH STRATEGIC PLANNING GOALS</b>	<b>ACTIONS TO PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)																											
<p><b>English (Reading)</b> performance on the 2019 English Standards of Learning assessments indicates that 97.2% of all students in grades 3-5 met the proficiency benchmark.</p> <p>All subgroups scored between 91.7% - 100%.</p> <table border="0"> <tr> <td>*Data</td> <td>SY 18</td> <td>SY 19</td> </tr> <tr> <td>All Students</td> <td>99.1%</td> <td>97.2%</td> </tr> <tr> <td>Asian</td> <td>97.5%</td> <td>97.4%</td> </tr> <tr> <td>Black</td> <td>96.0%</td> <td>96.4%</td> </tr> <tr> <td>Econ. Dis.</td> <td>95.2%</td> <td>97.9%</td> </tr> <tr> <td>EL</td> <td>98.3%</td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>93.3%</td> </tr> <tr> <td>SWD</td> <td>93.9%</td> <td>91.7%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>97.8%</td> </tr> </table> <p>*Virginia Department of Education 2019-2020 School Accreditation Detail Report.</p>	*Data	SY 18	SY 19	All Students	99.1%	97.2%	Asian	97.5%	97.4%	Black	96.0%	96.4%	Econ. Dis.	95.2%	97.9%	EL	98.3%	100%	Hispanic	100%	93.3%	SWD	93.9%	91.7%	White	100%	97.8%	<p>All students in grades 3, 4, and 5 will demonstrate English (Reading) proficiency 90% or higher on the 2020 English Virginia Standards of Learning assessments.</p> <p>All opportunity gap groups will demonstrate English (Reading) proficiency 90% or higher on the 2020 English (Reading) Virginia Standards of Learning Assessments.</p>	<p>Student Success: Multiple Pathways to Student Success</p>	<p>Analyze and share data with staff</p> <p>Identify students in grades K-5 who are struggling to learn to read or reading below grade level as measured by performance on SOL assessments, literacy and phonics screeners (RAN/RAS, Heggerty, and PALS), and quarterly assessments (PowerSchool)</p> <p>Follow the Student Support Process and provide strategic reading interventions for targeted students and progress monitor (i.e. small group targeted instruction, Reading Recovery, Orton Gillingham, Leveled Literacy Intervention, Read Naturally)</p> <p>Continue Reading and Writing Workshop K-5 to increase personalized learning opportunities</p> <p>Daily explicit phonemic awareness instruction K-1 (Heggerty) and phonics instruction K-2 (Foundations)</p> <p>Continue annual Summer Reading Challenge and reading enrichment activities throughout the year (i.e. Reading is Fundamental, Read Across America Week, March Book Madness Tournament, author visit)</p>	<p>Beginning of year, monthly, and quarterly</p>	<p>Collaborative Learning Teams (CLT) meetings led by the Reading Specialist</p> <p>Teachers, Specialists, Administrators</p> <p>Literacy Committee</p>	<p>2019 SOL scores, beginning of year data and quarterly Reading assessments</p> <p>Monthly Curriculum and Instruction Committee meetings</p> <p>Intervention (Star Block) data and progress monitoring in Synergy</p> <p>Weekly CLT agendas and minutes</p> <p>Monitor Reading and Writing report card grades</p> <p>K-2 Teachers</p> <p>Monthly Literacy Committee meetings</p>
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<p> <b>Science</b> performance on the 2019 Science Standards of Learning assessments indicates that 97.2% of all students in grade 5 met the proficiency benchmark.             *Data            SY 18    SY 19            All Students  91.6%  97.2%             *Virginia Department of Education 2019-2020 School Accreditation Detail Report.         </p>	<p>           All students in grades 5 will demonstrate 90% or higher proficiency on the 2020 Science Virginia Standards of Learning Assessment.         </p>	<p>           Student Success: Multiple Pathways to Student Success         </p>	<p>           Grade 3-5 teachers will monitor student achievement on APS Quarterly Science Assessments             Incorporate Science Leveled Literature in Science and Reading             Use SIOP strategies to teach and learn Science vocabulary and concepts             Use online Science Fusion             Annual STEM Day - all students in grades 3-5 will complete a science fair project following the scientific method             Science related field trips (i.e. Planetarium, Nature Centers, Outdoor Lab, Gangplank, farm, National Zoo, museums)             Establishment of a Garden Committee and outdoor activities             Electronic science portfolio (Wixie) for grades 3-5         </p>	<p>           Quarterly             Ongoing             Ongoing             March             Ongoing             September             Ongoing         </p>	<p>           Classroom teachers             Reading Specialists             EL teachers             Science Lead Teachers             Classroom Teachers             Garden Committee             ITC Classroom Teachers         </p>	<p>           County Quarterly Science Assessments (grades 4 and 5) and performance-based assessments (grade 3)             Monitor Science grades on report cards             CLT Agendas             Grade 5 Science SOL scores         </p>

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<p><b>Mathematics</b> performance on the 2019 Mathematics Standards of Learning assessments indicates that 97% of all students in grades 3-5 met the proficiency benchmark.</p> <p>All subgroups scored between 92.6% - 100%.</p> <table border="1" data-bbox="86 609 403 876"> <thead> <tr> <th>*Data</th> <th>SY 18</th> <th>SY 19</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>97.5%</td> <td>99.1%</td> </tr> <tr> <td>Asian</td> <td>97.5%</td> <td>100%</td> </tr> <tr> <td>Black</td> <td>92.0%</td> <td>92.6%</td> </tr> <tr> <td>Econ. Dis.</td> <td>90.7%</td> <td>100%</td> </tr> <tr> <td>EL</td> <td>95.0%</td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>91.9%</td> <td>100%</td> </tr> <tr> <td>SWD</td> <td>93.9%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>*Virginia Department of Education 2019-2020 School Accreditation Detail Report.</p>	*Data	SY 18	SY 19	All Students	97.5%	99.1%	Asian	97.5%	100%	Black	92.0%	92.6%	Econ. Dis.	90.7%	100%	EL	95.0%	100%	Hispanic	91.9%	100%	SWD	93.9%	100%	White	100%	100%	<p>All students in grades 3, 4, and 5 will demonstrate 90% or higher pass rate on the 2020 Mathematics Virginia Standards of Learning Assessments.</p> <p>All opportunity gap groups will demonstrate 90% or higher pass rate in the 2020 Mathematics Virginia Standards of Learning Assessments.</p>	<p>Student Success: Multiple Pathways to Student Success</p>	<p>Monitor K-5 math achievement to measure growth for all students through quarterly assessments, Math Inventory (MI) at grade 5, and Virginia Kindergarten Readiness Program (VKRP) at Kindergarten</p> <p>Support development of number sense routines, flexible groupings for targeted instruction, co-teaching during Star Block, and teaching concepts from concrete to pictorial to abstract</p> <p>Support students, following the Student Support Process, with math interventions such as Do the Math and strategic targeted instruction, guided by Math intervention protocol</p> <p>Students in grades 2-5 will participate in the Continental Math League Contests</p> <p>Grade 5 students will participate in the county Math Dice Tournament</p>	<p>Quarterly</p> <p>Ongoing</p> <p>Ongoing</p> <p>November - May</p> <p>April</p>	<p>Weekly CLT meetings led by the Math Coach (Teachers, specialists, administrator)</p> <p>Teachers and Math Coach</p> <p>Teachers and Math Coach</p>	<p>CLT designed cyclical cycle of unpacking standards, developing assessments (pre, formative, summative), planning lessons to meet the needs of all students, and analyzing data</p> <p>Monthly curriculum and instruction Committee meetings.</p> <p>County Quarterly Math Assessments.</p> <p>CLT Agendas</p> <p>Progress monitoring in Synergy</p> <p>Monitor Math report card grades</p>
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<p>All students can identify at least one school-based adult who supports and encourages their academic and personal growth.</p>	<p>At least 90% of surveyed students will identify at least one school-based adult who supports their academic and social emotional growth demonstrated on the 2020 Your Voice Matters Survey.</p>	<p>Student well-being: Healthy, safe, and supported students</p> <p>Improvement in mental health measures and access to mental health resources</p>	<p>School wide intervention block will continue to support students in academic and social emotional growth</p> <p>Teach all K-5 students four lessons on Bullying, Skills for Learning, Empathy Training, and Problem-Solving (Second Step), check in three times 1:1 with each student in grades 4 and 5, provide Professional Development around mental health at monthly Staff Meetings, train Extended Day staff on social emotional mental health issues, and share information with parents through Friday SchoolTalk message</p> <p>Run groups of mindfulness practices to teach self-regulation and social skills</p> <p>Implement a Sensory Path and Calm Space</p> <p>Small groups of children will participate in instruction to help support social emotional needs and growth (Zones of Regulation and Unstuck-On Target)</p> <p>Mindfulness lessons (Mind Up) will be implemented</p> <p>Teach Common Sense media lessons emphasizing online safety</p> <p>Information about vaping will be presented at a PTA Parent Education Meeting and 1-3 lessons to grade 5 students</p> <p>Students in grades K-5 will have health lessons to educate students about the negative effects of drugs and alcohol on a healthy lifestyle</p>	<p>Quarterly</p> <p>Ongoing</p> <p>Ongoing as needed</p> <p>Quarter 1</p> <p>Ongoing as needed</p> <p>Ongoing</p> <p>Ongoing</p> <p>November and Spring</p> <p>4th Quarter</p>	<p>Teachers, Counselor, Psychologist, Social Worker</p> <p>School Counselor</p> <p>Psychologist</p> <p>Psychologist and AP</p> <p>Special Education Teachers</p> <p>Teachers</p> <p>ITC, Librarian, Classroom Teachers</p> <p>APS Substance Abuse Counselor</p> <p>PE Teachers</p>	<p>CLT agendas</p> <p>Quarterly Assessments</p> <p>2020 Your Voice Matters Survey</p> <p>Discipline Records</p>

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			<p>Visible and strategic welcoming presence for arrival and dismissal</p> <p>Monitor school attendance</p> <p>Investigate Positivity Project for implementation next year</p>	<p>Ongoing all year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff and Administrators</p> <p>School Social Worker</p> <p>Climate Committee</p>	