



ASHLAWN MANAGEMENT PLAN PROGRESSIVE PLAN

FIRST SEMESTER ACTION PLAN: 2019-2020 School Performance Priorities and Actions to be Taken to Address Student Achievement

School Name: Ashlawn Elementary

School Principal: Breonna McClain

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[Overall Spreadsheet Data](#)

[Trust Survey](#)

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 (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>Ashlawn students performed as follows on the 2019 SOL assessments for reading:</p> <p>All Students: 91.5% Gap Group 1: 70.6% Gap Group 2: 80% Gap Group 3: 67.8% SWD: 64.3% EL: 68% Eco. Dis: 66.2% Asian: 89.4% White:</p>	<p>For the 2019-2020 school year, reading achievement as measured by the end-of-year SOL assessments, will improve by:</p> <p>Gap Group 1: Gap Group 2: 85% Gap Group 3: 68% SWD: 70% LEP: 75% Eco. Dis: 70% Asian: 80% White:</p>	<p>Student Success: Multiple pathways to student success</p>	<p>1. Weekly grade level Collaborative Team Meetings including Literacy Coach, Resource Teacher for Gifted, EL, Special Ed, Reading and General Ed staff. In addition, meet weekly with Reading/ Intervention Team</p> <p>2. Monitor the progress of all students and interventions through grade level data sheets</p> <p>3. Provide a double dose of direct reading instruction for all students below benchmark</p> <p>4. Identify students who are reading below benchmark as measured by performance on SOL assessments, DRA, PALs, and</p>	<p>Sept-June</p> <p>Sept-June</p> <p>Oct - June</p> <p>Sept-June</p>	<p>Admin, reading team, ESOL team, RTG, Sped, grade level teams</p> <p>Admin, reading team, ESOL team, RTG, Sped, grade level teams</p> <p>Admin, reading team, grade level teams</p> <p>Admin team, reading team,</p>	<p>CLT agendas and notes will demonstrate planning with differentiation, common assessments with data analysis and response with intervention</p> <p>CLT agendas and notes, school wide watch lists, data sheets and intervention sheet</p> <p>Grade level schedules, lesson plans, classroom observations</p> <p>Watch list, data sheets,</p>

		<p>Power School. Note specific area (s) of reading difficulty (decoding, comprehension, fluency).</p>		<p>ESOL team, sped, grade level teams</p>	<p>intervention sheets, CLT agendas, reading team notes</p>
		<p>5.Ensure a continuum of interventions to support the area of weakness in reading at each grade level to include Leveled Literacy Instruction, Orton Gillingham, and Read Well. (Spell Read, Eagle Lab, Rise, Rise Up, Wilson)</p>	<p>Sept-June</p>	<p>Admin team, reading team</p>	<p>Master schedule, intervention block, grade level schedule, list of staff trained in interventions, ATSS resources</p>
		<p>6.Provide at least 20 minutes a day for all students to engage in independent reading and ensure all students have access to appropriate level books</p>	<p>Sept-June</p>	<p>Admin team, classroom teachers</p>	<p>Master schedule, grade level schedules, classroom observations, lesson plans, classroom libraries, literacy committee and lead teacher agenda notes</p>
		<p>8.ESOL and Sped teachers co-teaching with general education teachers</p>	<p>Sept-June</p>	<p>Admin team, reading team, grade level teams</p>	<p>Grade level schedules, individual schedules</p>
		<p>9. Unpack standards and create proficiency for developing, meeting and exceeding the standards. Create pre-assessments, instructional activities and post assessments that address the exceeding portion of a standard in addition to targeted instruction for all students.</p>	<p>Sept-June</p>	<p>Admin team, reading team, ESOL team, sped, grade level teams</p>	<p>PLC agendas and quarterly planning documents</p>
		<p>10. Increasing diversity of texts to reflect student population and to broaden perspectives for all students</p>	<p>Oct - June</p>	<p>Literacy Committee</p>	<p>Literacy committee agendas and Principal Budget</p>

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<p>Ashlawn students performed as follows on the 2019 SOL math assessments:</p> <p>Math: All Students: 95.3% Gap Group 1: 80% Gap Group 2: 86% Gap Group 3: 80.7% SWD: 73.7% EL: 75.9% Eco. Dis: 77.5% Asian: 97.2% White:</p>	<p>For the 2019-2020 school year, achievement as measured by the end-of-year math SOL assessments, will improve by:</p> <p>Gap Group 1: Gap Group 2: 81% Gap Group 3: 78% SWD: 70% LEP: 78% Eco. Dis: 83% Asian: 84% White:</p>	<p>Student Success: Multiple pathways to student success</p>	<ol style="list-style-type: none"> 1. ESOL and SPED teachers co-teaching with general education teachers 2. Ensure a continuum of interventions to support the area of weakness with progress monitoring and use of intervention time. This is to include hands on science lessons in a small group setting 3. Unpack standards and create proficiency for developing, meeting and exceeding the standards. Create pre-assessments, instructional activities and post assessments that address the exceeding portion of a standard in addition to targeted instruction for all students. 4. Provide time for the use of DreamBox and professional development to staff on monitoring progress 5. Use of pre and post assessments to set goals and reflections 	<p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p> <p>Sept-June</p>	<p>Admin team</p> <p>Admin team, lead teachers, CLT's</p> <p>Admin team, reading team, ESOL team, sped, grade level teams</p> <p>Math coach and teachers</p>	<p>Grade level schedules, individual teacher schedules</p> <p>Watch list, data sheets, intervention sheets, CLT agendas, reading team notes, Master schedule, intervention block, grade level schedule, list of staff trained in interventions, ATSS resources</p> <p>PLC agendas and quarterly planning documents</p> <p>DreamBox progress monitoring; staff meeting notes</p>

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<p>In the fall of 2019, 637 students including VPI and grades Kindergarten through fifth answered these 3 questions with the following results:</p> <p>Is there an adult here at school you trust? 92% said yes</p> <p>Is there more than one adult you trust at Ashlawn? 78% said yes</p> <p>If you had a problem would you go to them? 90% said yes</p>	<p>For the 2019-2020 school year, achievement, a trust survey as measured by an end of year survey will have results improve by:</p> <p>100% of students at Ashlawn will say yes to having a trusted adult at Ashlawn.</p> <p>85% of students will say that they have more than one trusted adult at Ashlawn.</p> <p>100% of students will say that when they have a problem, they will go to that trusted adult.</p>	<p>Student well being: healthy, safe, and supported students</p>	<ol style="list-style-type: none"> 1. Monthly Birthday Celebrations 2. School counselors will incorporate specific lessons around trust and the different levels of trust 3. All students will complete a trust culminating activity after a series of lessons on trust 4. Staff will incorporate books, conversations, and videos to cultivate questions around trust and who trusted adults are 5. Mentoring program to build relationship with students who need a trusted adult 6. Greeting students by name as they enter 	<p>Sept-June</p> <p>Oct - Dec</p> <p>Dec - Feb</p> <p>Sept-June</p> <p>Nov - June</p> <p>Sept-June</p>	<p>Admin</p> <p>Student Services</p> <p>Student Services</p> <p>All staff</p> <p>Admin, staff, student services</p> <p>All staff</p>	<p>Calendars and Monday Memo</p> <p>Bi-weekly student services meetings to look at lessons and student responses</p> <p>Feedback at Lead teachers on staff using the resources provided</p> <p>Monthly mentoring activities and feedback from students</p>