



	Reading SOL will increase from <b>42%</b> for the <b>1819</b> school year to <b>44%</b> for the <b>1920</b> school year.		ATSS: Specefic language arts interventions and extensions for targeted students to include: Reading Recovery Orton Gillingham Level Literacy Intervention (LLI) Read Naturally My Virtual Reading Coach Junior Great Books Jacob’s Ladder	Daily		Running Records  IEP Progress Notes
<b>Math</b> <u>SY17 18 19</u> All 95% 95% 97%  SPED 80% 86% 88% PA 48% 49% 51%	<b>Math Goal One</b> Students designated as Special Education will improve math achievement as measured by the end of the year SOL from a pass rate of <b>86%</b> for the <b>1819</b> school year to <b>87%</b> for the <b>1920</b> school year.  <b>Goal Two</b> The percentage of students scoring in the pass advanced range on the Math SOL will increase from <b>49%</b> for the <b>1819</b> school year to <b>50%</b> for the <b>1819</b> school year.	Multiple Pathways to Success  Eliminate opportunity gaps	Weekly grade level planning meetings in order to: Systematically use current APS Math planning documents to plan for differentiated instruction and development of instructional interventions and extensions..  Quarterly grade level data team meetings will focus on analysis of student data and development of instructional interventions and extensions.  Systematic Implementation of Math Workshop Model (K-Gr 5) including: Emphasis on Process Standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation Daily Number Talks, emphasizing math talk and flexibility with numbers Choice of differentiated learning stations Guided math groups focused on differentiated instruction Embedded use of technology for personalized blended learning.	Weekly       Quarterly    Daily	Administrators  Reading Specialists  Special Educators  RTG ITC  Librarian  EL Teacher  Classroom Teachers	IEP Progress Notes  Planning meeting agendas and minutes.  Grade Level Watch Lists  Administrators’ formal observation reports, & walk through checklists.  SOL Data  Quarterly APS Power School assessment results  Teacher Feedback
<b>Student Well-Being</b>	All students will be able to identify at least one	Healthy, Safe, and Supported Students	Administer a pre and post survey regarding having a trusted adult in the school.	BOY/EOY	Administration Counselors Instructional Specialists	Data from surveys  Classroom and

	<p>school-based adult who supports and encourages their academic and personal growth and comfort within the school/learning environment.</p>		<p>Provide Tier 1 supports for every student through Responsive Classroom strategies. Tier 2 supports will be provided through targeted check-ins, lunch groups, and counseling groups with counselors.</p> <p>Match children who require additional support to a team of staff members who will mentor and check-in with them on a weekly basis.</p>	<p>On-going</p>	<p>Classroom Teachers Office Staff Custodial Staff</p>	<p>schoolwide Morning Meetings, supported take a break rooms, reflection sheets, class agreements, logical consequences</p>
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