



**APS Progressive Plan
Management Plan: 2019-2020
School Performance Priorities and Actions to be Taken to
Address Student Achievement**

School Name: Nottingham Elementary School

School Principal: Eileen Gardner

SCHOOL PERFORMANCE PRIORITIES <small>(Based on Summative Performance Data)</small>	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES <small>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</small>	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES <small>(Be Specific)</small>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <small>(Progress Monitoring by quarter)</small>
<p><u>MATH</u> 2019 SOL for Math</p> <p>All students: 95.8% (19) Asian: 100% (0) Black: 0 (22) Hispanic: 91.7 % (191) White: 96% (22) Other: 95.7% (10) LEP: 83.3% (32) SWD: 78% (11) Econ. Dis: 84.6%</p> <p>Based on the 2nd grade EOY, 17 students did not meet benchmark (70%) and 21 students scored 430 or below on the 3rd and 4th grade math SOLs for the end of the 2019 school year.</p>	<p>Third graders who scored less than 70% on the 2nd grade Interactive Achievement EOY assessment and 4th and 5th graders who scored 430 or below, on their 3rd or 4th grade math SOL will meet or exceed the 400 SOL score benchmark in math for their respective grade levels for the 2019-20 school year.</p>	<p><input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input type="checkbox"/> PARTNERSHIPS</p>	<p><u>Collective Responsibility</u> Develop and monitor targeted student watch list</p> <p>Hold CLT meetings at each grade level</p> <p><u>Concentrated Instruction</u> Use quarterly math and other common assessments to inform/drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data</p> <p>Engage students in remediation and/or intervention</p> <p><u>Convergent Assessment</u> Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><u>Certain Access</u> Develop a progress monitor system to track student progress</p> <p>Build capacity for individual teachers at each grade</p>	<p>October 2019</p> <p>Weekly beginning September 2019</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At start of each unit of study</p> <p>Throughout each unit of study</p> <p>Throughout each unit of study</p> <p>Staff meetings, Lead Teacher meetings, CLT meetings, Observation conferences, as appropriate</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, SS Coordinator, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, SS Coordinator, Math Coach, Instructional Lead Teacher, Administrators</p>	<p>Data sheets were created to monitor student progress on quarterly assessments, interventions, or state tests.</p> <p>Data Link Here</p>

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 by quarter)
<p>READING 2019 SOL for Reading</p> <p>All students: 92.8% (19) Asian: 100% (0) Black: 0 (19) Hispanic: 79% (186) White: 93.5% (22) Other: 95.7 (8) LEP: 66.7 (28) SWD: 68.3% (9) Econ. Dis: 69.2%</p> <p>Based on BOY (Oral Reading Fluency) PALS, six, 3rd grade students scored below benchmark on BOY assessments*; 34 students scored 430 or below based on the 3rd or 4th grade reading SOL for the end of the 2019 school year.</p> <p>*additional assessments will be completed to determine more learner details.</p>	<p>Third graders who failed to meet BOY benchmarks for PALS and/or 4th and 5th graders who scored 430 or below on their 3rd or 4th grade reading SOL will meet or exceed the 400 SOL score benchmark in reading for their respective grade levels for the 2019-20 school year.</p>	<p><input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input type="checkbox"/> PARTNERSHIPS</p>	<p><u>Collective Responsibility</u> Develop and monitor targeted student list</p> <p>Hold CLT meetings at each grade level</p> <p><u>Concentrated Instruction</u> Use quarterly math and other common assessments to inform/drive instruction</p> <p>Identify and unpack power standards based on pre-assessment data</p> <p>Engage students in remediation and/or intervention</p> <p><u>Convergent Assessment</u> Determine the specific learning needs of each child and the effectiveness of instruction</p> <p><u>Certain Access</u> Develop a progress monitor system to track student progress</p> <p>Build capacity for individual teachers at each tier level</p>	<p>September 2019</p> <p>Weekly beginning September 2019</p> <p>Routinely throughout the school year</p> <p>Sept/Nov/Jan/Apr/June</p> <p>At the start of each unit of study</p> <p>Throughout each unit of study</p> <p>Routinely throughout the school year</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p> <p>Teachers, Reading Specialists, SS Coordinator, Instructional Administrators</p> <p>Teachers, Reading Specialists, SS Coordinator, Administrators</p>	<p>Data sheets were created to monitor student progress on quarterly assessments, interventions, or state tests.</p> <p>Data Link Here</p>

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 by quarter)
<p>In the 2017-18 school year, the Your Voice Matters Survey indicated that 64% of 5th grade students responded favorably to the question <i>If you came to school upset, do you know of an adult at school you can talk to?</i></p>	<p>By the 2019-2020 Your Voice Matters Survey, all fifth grade students will be able to identify at least one school-based adult who supports and encourages their academic and personal growth.</p>	<p> <input checked="" type="checkbox"/> STUDENT SUCCESS <input checked="" type="checkbox"/> STUDENT WELL-BEING <input checked="" type="checkbox"/> ENGAGED WORKFORCE <input type="checkbox"/> OPERATIONAL EXCELLENCE <input type="checkbox"/> PARTNERSHIPS </p>	<p><u>Collective Responsibility</u></p> <p>Staff asked to attend after-school events and community events</p> <p>Classroom teachers, SPED teachers and assistants present during recess (rotating basis)</p> <p>Auction items for special time with teachers</p> <p>Increase number of staff trained in Responsive Classroom</p> <p>Provide PD in Responsive Classroom throughout the year</p> <p>Form Leadership Committee to address school and student concerns.</p> <p><u>Concentrated Instruction</u></p> <p>During bully prevention month and within the Child Protection unit, asking students to identify one adult they can go to</p> <p>In individual counseling of students, specifically asking students to identify adult allies in the building</p> <p><u>Convergent Assessment</u></p> <p>data analysis, 2019-2020 Your Voice Matters Survey</p>	<p>Ongoing</p> <p>Ongoing</p> <p>November 2019</p> <p>December 2019 and Summer 2020</p> <p>Ongoing</p> <p>November</p> <p>October 2019</p> <p>Ongoing</p> <p>Spring 2020</p>	<p>Instructional Staff</p> <p>Grade-level teams</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, administrators</p> <p>Teachers, administrators</p> <p>Counselors</p> <p>Counselors</p> <p>Teachers, Administrators, Counselors</p>	

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			<p><u>Certain Access</u></p> <p>Small group counseling and individual counseling</p>	<p>Ongoing</p>	<p>Counselors</p>	