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

<table>
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<th>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</th>
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| **MATH**
2019 SOL for Math
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%**

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. | 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. | ☒ STUDENT SUCCESS
☒ STUDENT WELL-BEING
☐ ENGAGED WORKFORCE
☐ OPERATIONAL EXCELLENCE
☐ PARTNERSHIPS | **Collective Responsibility**
Develop and monitor targeted student watch list
Hold CLT meetings at each grade level | October 2019
Weekly beginning September 2019 | Teachers, Math Coach, Instructional Lead Teacher, Administrators |

Data sheets were created to monitor student progress on quarterly assessments, interventions, or state tests. | Data Link Here |
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<td><strong>READING</strong>&lt;br&gt;2019 SOL for Reading&lt;br&gt;All students: 92.8%&lt;br&gt;(19) Asian: 100%&lt;br&gt;(0) Black: 0&lt;br&gt;(19) Hispanic: 79%&lt;br&gt;(186) White: 93.5%&lt;br&gt;(22) Other: 95.7&lt;br&gt;(8) LEP: 66.7&lt;br&gt;(28) SWD: 68.3%&lt;br&gt;(9) Econ. Dis: 69.2%&lt;br&gt;Based on BOY (Oral Reading Fluency)&lt;br&gt;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.&lt;br&gt;*additional assessments will be completed to determine more learner details.</td>
<td>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.</td>
<td><strong>Collective Responsibility</strong>&lt;br&gt;Develop and monitor targeted student list&lt;br&gt;Hold CLT meetings at each grade level</td>
<td>September 2019&lt;br&gt;Weekly beginning September 2019&lt;br&gt;Routinely throughout the school year&lt;br&gt;Sept/Nov/Jan/Apr/June</td>
<td>Teachers, Math Coach, Instructional Lead Teacher, Administrators&lt;br&gt;Teachers, Math Coach, Instructional Lead Teacher, Administrators</td>
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<td><strong>Concentrated Instruction</strong>&lt;br&gt;Use quarterly math and other common assessments to inform/drive instruction&lt;br&gt;Identify and unpack power standards based on pre-assessment data&lt;br&gt;Engage students in remediation and/or intervention</td>
<td>At the start of each unit of study&lt;br&gt;Throughout each unit of study&lt;br&gt;Routinely throughout the school year</td>
<td>Teachers, Reading Specialists, SS Coordinator, Instructional Administrators&lt;br&gt;Teachers, Reading Specialists, SS Coordinator, Administrators</td>
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<td><strong>Convergent Assessment</strong>&lt;br&gt;Determine the specific learning needs of each child and the effectiveness of instruction</td>
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<td><strong>Certain Access</strong>&lt;br&gt;Develop a progress monitor system to track student progress&lt;br&gt;Build capacity for individual teachers at each tier level</td>
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| In the 2017-18 school year, the Your Voice Matters Survey indicated that 64% of 5th grade students responded favorably to the question *If you came to school upset, do you know of an adult at school you can talk to?* | 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. | ☒ STUDENT SUCCESS ☒ STUDENT WELL-BEING ☒ ENGAGED WORKFORCE ☐ OPERATIONAL EXCELLENCE ☐ PARTNERSHIPS | **Collective Responsibility**  
Staff asked to attend after-school events and community events | Ongoing | Instructional Staff |  
**Concentrated Instruction**  
During bully prevention month and within the Child Protection unit, asking students to identify one adult they can go to  
In individual counseling of students, specifically asking students to identify adult allies in the building | Ongoing | Grade-level teams | Ongoing  
**Convergent Assessment**  
data analysis, 2019-2020 Your Voice Matters Survey | Ongoing  
November 2019  
December 2019 and Summer 2020 | Teachers | Ongoing  
November | Teachers, administrators | Ongoing | Teachers, administrators | Ongoing  
Spring 2020 | Teachers, Administrators, Counselors |
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