



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2019-2020
School Performance Priorities and Actions to be Taken to
Address Student Achievement**

School Name: OAKRIDGE ELEMENTARY SCHOOL

School Principal: DR. LYNNE WRIGHT

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)
Improve overall student reading proficiency.	During the 2018-19 school year, 100% of Oakridge students will have made one to one and a half years progress in reading proficiency.	Goal 1: Student Success Goal 3: Engaged Workforce	<ol style="list-style-type: none"> 1. Strengthen core reading instruction through the implementation of the Readers and Writers Workshop Models 2. Support an after-school reading mentoring program during Extended Day 3. Maintain a standards-based data umbrella, using the Synergy Grade Book, to monitor the intervention learning cycle 4. Continue to align MOSAIC exemplary project deeper learning lessons and experiences with reading/writing standards 5. Facilitate data-driven quarterly meetings to provide opportunities for instructional planning to provide challenging, deeper learning opportunities for all children 6. Adjust CLT agendas to better provide flexibility for teachers to plan to meet student needs 	<ol style="list-style-type: none"> 1. Completed by end-of-first quarter 2. Students identified and grouped, intervention started 9/17 3. Ongoing 4. Ongoing 5. Quarterly 6. Ongoing 	<ol style="list-style-type: none"> 1-3 Classroom Teachers, Specialists, Coaches, RTG, EL Teachers, Special Education Teachers, Administrators, Extended Day Staff 4. MOSAIC Committee 5. Classroom Teachers, Specialists, Coaches, RTG, EL Teachers, Special Education Teachers 6. Classroom Teachers, Specialists, Coaches, RTG, EL Teachers, Special Education Teachers 	

Improve overall student mathematics proficiency.	During the 2018-19 school year, 100% of Oakridge students will have 100% proficiency of mathematics power standards (practical problem solving problem: story problems), as measured by EOY assessments.	Goal 1: Student Success Goal 3: Engaged Workforce	<ol style="list-style-type: none"> 1. Strengthen core mathematics instruction through the use of a Mathematics Workshop Model 2. Maintain a standards-based data umbrella, using the Synergy Gradebook, to monitor the intervention learning cycle 3. Facilitate data-driven quarterly meetings to provide opportunities for instructional planning to provide challenging, deeper learning opportunities for all children 4. Adjust CLT agendas to better provide flexibility for teachers to plan to meet student needs 	<ol style="list-style-type: none"> 1. Ongoing 2. Students assessed, identified and grouped, intervention started 9/5/18 3. Students identified and grouped 4. Ongoing 	1-4. Classroom Teachers, Specialists, Coaches, RTG, EL Teachers, Special Education Teachers, Administrators	

<p>Create an equitable learning environment that incorporates deeper learning for all students.</p>	<p>100% of Oakridge students will express that feel that they are respected as a member of the school community, as demonstrated on a questionnaire.</p>	<p>Goal 1: Student Success Goal 2: Student Well-Being Goal 3: Engaged Workforce</p>	<ol style="list-style-type: none"> 1. Restructure CLT purpose & schedule to include a Whole Child agenda focused on specific children identified by staff 2. Continue MOSAIC focus on Deeper Learning 3. Continue ASCA Model Counseling Program 4. Increase YES Club participation & focus on reading 5. Have students in grades 3 and 5 identify two staff members with whom they connect 6.. Continue to recruit and retain diverse staff 7. Continue to create a safe and inclusive environment for all members of the community 8. Provide opportunities for children to provide feedback on instruction 9. Initiate data-driven, quarterly student-progress meetings to review and discuss IEP progress for students who are identified as requiring Special Education Services. 10. Initiate data-driven, quarterly student-progress meetings to review and discuss EL progress for students who are identified as requiring English Language services. 	<ol style="list-style-type: none"> 1.- 4. Ongoing 5. BOY, MY, EOY 6.- 8. Ongoing 9. 11/19, 1/20, 3/20 10. 11/19, 1/20, 3/20 	<ol style="list-style-type: none"> 1.- 4. Classroom Teachers, Specialists, Coaches, RTG, EL Teachers, Special Education Teachers, Counselors, Social Worker, SST Coordinator, Administrators 5. School Counselors 6. Administrators 7. All staff 8. Classroom teachers 9. Coaches, Special Education Teachers, Administrators 10. Coaches, EL Teachers, Administrators 	
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