

**APS SCHOOL MANAGEMENT PLAN PROGRESSIVE PLAN FORMAT  
FIRST SEMESTER ACTION PLAN: 2021**

**School Performance Priorities and Actions to be Taken to Address Student Achievement**

School Name: **Arlington Traditional School**

School Principal: **Holly Hawthorne**

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH STRATEGIC PLANNING GOALS</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)
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<p><b>English</b> (Reading) performance on the 2019 English Standards of Learning assessments indicates that 97.2% of all students in grades 3-5 met the proficiency benchmark.</p> <p>All subgroups scored between 91.7% - 100%.</p> <table border="1"> <thead> <tr> <th><b>*Data</b></th> <th><b>SY 18</b></th> <th><b>SY 19</b></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>99.1%</td> <td>97.2%</td> </tr> <tr> <td>Asian</td> <td>97.5%</td> <td>97.4%</td> </tr> <tr> <td>Black</td> <td>96.0%</td> <td>96.4%</td> </tr> <tr> <td>Econ. Dis.</td> <td>95.2%</td> <td>97.9%</td> </tr> <tr> <td>EL</td> <td>98.3%</td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>93.3%</td> </tr> <tr> <td>SWD</td> <td>93.9%</td> <td>91.7%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>97.8%</td> </tr> </tbody> </table> <p><b>Note: SY20 SOL data is not provided due to no state SOL testing because of COVID-19.</b></p> <p>*Virginia Department of Education 2019-2020 School Accreditation Detail Report.</p>	<b>*Data</b>	<b>SY 18</b>	<b>SY 19</b>	All Students	99.1%	97.2%	Asian	97.5%	97.4%	Black	96.0%	96.4%	Econ. Dis.	95.2%	97.9%	EL	98.3%	100%	Hispanic	100%	93.3%	SWD	93.9%	91.7%	White	100%	97.8%	<p>All students in grades 3, 4, and 5 will demonstrate <b>English</b> (Reading) proficiency 90% or higher on the 2021 <b>English</b> Virginia Standards of Learning assessments.</p> <p>All opportunity gap groups will demonstrate <b>English</b> (Reading) proficiency 90% or higher on the 2021 <b>English</b> (Reading) Virginia Standards of Learning Assessments.</p>	<p>Student Success: Multiple Pathways to Student Success</p>	<p>Analyze and share data with staff</p> <p>Develop a school literacy goal. <a href="#">ATS Literacy Goal</a></p> <p>Identify students in grades K-5 who are struggling to learn to read or reading below grade level as measured by performance on SOL assessments, universal screeners PALS (grades K-2), DIBELS (grades 3-5), and quarterly assessments</p> <p>Follow the Student Support Process and provide strategic reading interventions for targeted students and progress monitor (i.e. small group targeted instruction, Reading Recovery, Orton Gilligham, and Read Naturally)</p> <p>Daily explicit phonemic awareness instruction K-1 (Heggerty) and phonics instruction K-2 (Foundations)</p> <p>Lexia Core 5 (phonemic awareness, phonics, structural analysis, fluency, vocabulary, comprehension)</p> <p>Continue annual Summer Reading Challenge</p>	<p>Beginning of year, monthly, and quarterly</p>	<p>Administrators and teacher specialists.</p> <p>Collaborative Learning Teams (CLT) meetings led by the Reading Specialist (Teachers, Specialists, Administrator)</p>	<p>Beginning of year data and quarterly Reading assessments</p> <p>Teacher SMART goals</p> <p>Intervention data and progress monitoring following APS protocols</p> <p>Weekly CLT agendas and minutes</p> <p>Monitor Reading and Writing report card grades</p>
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<p>Create and implement an Equity Team at ATS</p>	<p>Fulfill year one requirements for becoming a No Place For Hate School.</p>	<p>Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.</p>	<p>Establish an Equity Team (staff, students, and parents)</p> <p>Students sign the No Place for Hate pledge</p> <p>Plan and implement one school-wide event</p>	<p>December 2020</p> <p>Feb./March 2021</p> <p>April/May 2021</p>	<p>Administrators</p> <p>Counselor and teachers</p> <p>Equity Team</p>	<p>Completion of year one requirements</p>
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