



APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2020-2021
Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan

ATTACHMENT 1A

Department: Alice West Fleet Elementary School

School Principal: Dr. Francis Legagneur

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO 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)																								
<p>Reading performance on the SOL indicates that 79% of all students in grades 3-5 met the proficiency benchmark.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Reading</td> <td style="width: 15%;">18-19</td> <td style="width: 15%;">17-18</td> </tr> <tr> <td>ALL</td> <td>79%</td> <td>83%</td> </tr> <tr> <td>Asian</td> <td>83%</td> <td>87%</td> </tr> <tr> <td>Black</td> <td>68%</td> <td>71%</td> </tr> <tr> <td>Hispanic</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>White</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>SWD</td> <td>40%</td> <td>56%</td> </tr> <tr> <td>Econ Dis.</td> <td>61%</td> <td>71%</td> </tr> </table>	Reading	18-19	17-18	ALL	79%	83%	Asian	83%	87%	Black	68%	71%	Hispanic	65%	75%	White	92%	93%	SWD	40%	56%	Econ Dis.	61%	71%	<p>During the 2020-21 academic school year, all students in grades 3-5 will demonstrate improved proficiency in reading with a 10 decrease in failure rates in grade-level end of year assessments</p> <p>In primary grades, 93% of all students in grades K-2 will be on grade level as measured by the PALS or Fountas and Pinnell reading assessments.</p>	<p>Multiple Pathways to student success</p>	<p>Monitor student progress in reading through weekly collaborative learning team meetings.</p> <p>Engage students in remediation and/or interventions throughout the school day and office hours after school based on the needs identified through data.</p> <p>Use of state, district, and common assessments to inform instruction and remediation to meet the needs of all students.</p> <p>Use of reading coaches in the virtual classrooms to help support the implementation of structured literacy and string literacy block instruction.</p> <p>CLT Data meetings to review the available data, analyze student progress, and plan intervention strategies for students as appropriate.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators</p>	<p>CLT Minutes and intervention plans</p> <p>Monthly curriculum and data meetings to review student progress and develop intervention strategies</p> <p>Performance Matters, PALS, Dibels, and other common assessments used by grade level teachers to address student performance in reading</p>
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EL	63%	71%			Provide a double dose of direct reading instruction/intervention for students reading below grade level	Ongoing																							
					<p>Targeted Intervention Programs to support students below grade level:</p> <p>Academic mentors for students needing additional support</p> <p>Academic Support for Parents</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>	<p>Classroom teachers, special education teachers, ITC, reading coaches, EL Teachers, Gifted Resource Teacher, Administrators</p>	<p>Orton Gillingham Leveled Literacy Intervention Reading Recovery PALS Intervention</p> <p>Counselor's Support Group</p> <p>Monday Intervention, after school office hours, small group instruction</p>																					
<p>Math performance on the SOL indicates that 87% of all students in grades 3-5 met the proficiency benchmark.</p> <table border="1" data-bbox="107 1127 430 1539"> <tr> <td>Math</td> <td>18-19</td> <td>17-18</td> </tr> <tr> <td>ALL</td> <td>87%</td> <td>84%</td> </tr> <tr> <td>Asian</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>Black</td> <td>76%</td> <td>68%</td> </tr> <tr> <td>Hispanic</td> <td>81%</td> <td>76%</td> </tr> <tr> <td>White</td> <td>96%</td> <td>92%</td> </tr> <tr> <td>SWD</td> <td>45%</td> <td>49%</td> </tr> </table>			Math	18-19	17-18	ALL	87%	84%	Asian	90%	90%	Black	76%	68%	Hispanic	81%	76%	White	96%	92%	SWD	45%	49%	<p>During the 2020-21 academic school year, all students in grades 3-5 will demonstrate improved proficiency in reading with an 8% decrease in failure rates in grade-level end of year assessments</p> <p>In primary grades, 95% of all students in grades K-2 will be on grade level as measured by</p>	<p>Multiple Pathways to student success</p>	<p>Monitor student progress in math through weekly collaborative learning team meetings.</p> <p>Engage students in remediation and/or interventions throughout the school day based on the needs identified through data.</p> <p>Use district math assessments and common assessments to inform instruction and remediation to meet the needs of all students.</p> <p>Use of math coach in classrooms to help support the implementation of the workshop format in all grades.</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators</p> <p>Classroom teachers, special education teachers, ITC, reading specialists, EL</p>	<p>CLT Minutes and intervention plans</p> <p>Performance Matters, PALS, DRA, and other common assessments used by grade level teachers to address student performance in reading</p> <p>Math Workshop support in establishing and implementing new</p>
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	All students can identify at least one school-based adult who supports and encourages their academic and personal growth	Student Well-Being	<p>Created dedicated morning meeting time for all grade levels to allow students time to discuss concerns in school and home</p> <p>Provide Zones of Regulation training on emotional talk to allow for differentiated approaches for all grade levels</p> <p>Counselor lessons on identifying allies and trusted adults</p> <p>Survey of all 3rd, 4th, and 5th grade students to identify the percentage who can identify a trusted adult in the building</p> <p>PTA Meeting with Counselor</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October---May</p> <p>October</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators, Counselors</p>	<p>Professional Development programs and staff feedback</p> <p>Distribution of materials for lessons and classroom posters</p> <p>Counselor Lesson plans</p> <p>Schoolwide survey for 3-5th graders</p> <p>PTA night on Trusted Adults and supports</p>							