



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: Jamestown Elementary School

School Principal: Michelle McCarthy

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 <u>SY18</u> <u>SY19</u> <u>SY 20</u> All 96% 98% NA</p> <p>Sped 77% 80% NA</p> <p>Pass Advanced 42% 44% NA</p> <p><u>SY 20</u> NA: Not administered</p>	<p>Reading Goal One Students designated as Special Education will improve reading achievement, as measured by the end of the year Reading SOL, from a pass rate of 77% for the 1819 school year to 80% for the 2021 school year.</p> <p>Goal Two The percentage of students scoring in</p>	<p>Student Success</p>	<p>Weekly grade level planning meetings in order to: Systematically use K-Grade 5 APS ELA planning documents and resources.</p> <p>Implement a structured literacy program.</p> <p>Quarterly grade level data team meetings will focus on analysis of student data and development of instructional interventions and extensions.</p> <p>Co-teaching in language arts instruction in order to: Use positive peer models Differentiate instruction Enable student-teacher conferencing Build stamina</p> <p>ATSS: Specific language arts interventions and extensions for targeted students to include:</p>	<p>Weekly</p> <p>Quarterly</p> <p>Daily</p> <p>Daily</p>	<p>Administrators</p> <p>Reading Specialists</p> <p>Special Educators</p> <p>RTG</p> <p>ITC</p> <p>Librarian</p> <p>EL Teacher</p> <p>Classroom Teachers</p>	<p>Planning meeting agendas and minutes.</p> <p>Grade Level Watch Lists</p> <p>Administrators' formal observation reports, & walk through checklists.</p> <p>SOL Data</p> <p>Performance Matters Assessments</p> <p>Teacher Feedback</p> <p>PALS</p> <p>DIBELS</p> <p>Running Records</p>

	the pass advanced range on the Reading SOL will increase from 42% for the 1819 school year to 44% for the 2021 school year.		<p>Reading Recovery Orton Gillingham Structured Literacy Lessons Lexia Junior Great Books Jacob's Ladder CCT Strategies</p> <p>Embedded use of technology for personalized blended learning, including Canvas, SeeSaw, and Reading A-Z.</p> <p>Students self-select texts using online library resources.</p>	Daily Daily		<p>Lexia Student Score Reports</p> <p>Core Phonics Survey</p> <p>Heggerty Phonemic Awareness Assessment</p> <p>IEP Progress Notes</p>
<p>Math</p> <p><u>SY18 SY19 SY20</u></p> <p>All 95% 97% NA</p> <p>SPED 86% 88% NA</p> <p>Pass Advanced 49% 50% NA</p> <p>SY 20 NA: Not administered</p>	<p>Math Goal One</p> <p>Students designated as Special Education will improve math achievement as measured by the end of the year SOL from a pass rate of 88% for the 1819 school year to 89% for the 2021 school year.</p> <p>Goal Two</p> <p>The percentage of students scoring in the pass advanced range on the Math SOL will increase from 49% for the 1819 school year to 50% for the 2021 school year.</p>	Student Success	<p>Weekly grade level planning meetings in order to: Systematically use current APS Math planning documents to plan for differentiated instruction and development of instructional interventions and extensions..</p> <p>Quarterly grade level data team meetings will focus on analysis of student data and development of instructional interventions and extensions.</p> <p>Pre Assessments and Post Assessments used to monitor student groups by unit.</p> <p>Virtual Systematic Implementation of Math Workshop Model (K-Gr 5) including: Emphasis on Process Standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation</p> <p>Daily Number Talks, emphasizing math talk and flexibility with numbers</p> <p>Choice of differentiated learning stations using menus.</p> <p>Guided math groups focused on differentiated</p>	Weekly Quarterly Daily Daily Daily	Administrators Reading Specialists Special Educators RTG ITC Librarian EL Teacher Classroom Teachers	<p>IEP Progress Notes</p> <p>Planning meeting agendas and minutes.</p> <p>Grade Level Watch Lists</p> <p>Administrators' formal observation reports, & walk through checklists.</p> <p>Quarterly APS created unit pre and post assessment results</p> <p>Teacher Feedback</p>

			<p>instruction</p> <p>Embedded use of technology for personalized blended learning, including Canvas, SeeSaw Dreambox and Reflex.</p> <p>Use of CCT Strategies</p> <p>Co-teaching in math instruction in order to: Use positive peer models Differentiate instruction</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p>		
Student Well-Being	All students will be able to identify at least one school-based adult who supports and encourages their academic and personal growth and comfort within the school/learning environment.	Student Success Student Well Being	<p>Administer a pre and post survey regarding having a trusted adult in the school.</p> <p>Provide Tier 1 supports for every student through Responsive Classroom strategies. Tier 2 supports will be provided through targeted check-ins, lunch groups, and counseling groups with counselors.</p> <p>Match children who require additional support to a team of staff members who will mentor and check-in with them on a weekly basis.</p> <p>Weekly asynchronous SEL activities for students to participate in.</p> <p>Books Before Bed. Teachers and administrators reading bedtime books through TEAMS.</p>	<p>BOY/EOY</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Fortnightly.</p>	Administration Counselors Instructional Specialists Classroom Teachers Office Staff Custodial Staff	<p>Data from surveys</p> <p>Classroom and schoolwide Morning Meetings, supported take a break rooms, reflection sheets, class agreements, logical consequences</p>

<p>Equity and Race</p>	<p>By January 2021, a schoolwide No Place for Hate Committee will be formed.</p> <p>By May, 100% of the staff and students will sign the No Place for Hate pledge.</p> <p>By June 2021, 100% of staff and students will participate in at least one school-wide No Place for Hate activity.</p> <p>The equity team leaders will development professional learning for staff.</p>	<p>Student Well Being Engaged Workforce</p>	<p>Establish a staff equity team to select and lead diversity training and professional development throughout the year.</p> <p>Survey staff about their level of engagement with racial and social justice issues, their comfort level regarding discussing and teaching about equity with their students, and perceived barriers to doing so.</p> <p>Using survey data, choose priorities for professional development on equity and diversity.</p> <p>Establish a Jamestown No Place for Hate (NPFH) Committee consisting of key stakeholders including staff members, parents, and students.</p> <p>Meet with NPFH Committee three times throughout the year.</p> <p>Examine Your Voice Matters Survey data to determine school priorities for the NPFH committee.</p> <p>Have the entire student body and all staff members sign the NPFH Pledge.</p> <p>Select and conduct at least one school-wide activity in which all students and staff members will participate.</p> <p>Entire Jamestown diversity team completed a full day of Equity Training</p> <p>Principal and Assistant Principal completed a two day institute on race from the Beyond Diversity Resource Center</p>	<p>Ongoing</p>	<p>Administrators</p> <p>Counselors</p> <p>Members of school diversity team</p> <p>Members of NPFH Committee</p> <p>Classroom Teachers</p> <p>Specialists</p> <p>Instructional Coaches</p> <p>Students</p>	<p>Data from surveys</p> <p>Signed NPFH Pledge</p> <p>Completion and feedback regarding NPFH activity</p> <p>Teacher Feedback</p> <p>Diversity Team and NPFH meeting agendas and minutes</p>
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