



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

School Name: Taylor Elementary School

School Principal: Harold Pellegreen

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)																											
Reading performance on SOL assessments indicates that 95% of all students in grades 3-5 met the proficiency benchmark. All subgroups maintained/improved in growth from the previous school year except Asian (24/25), and SWD (33/38) <u>Baseline Data:</u> <table border="1" style="display: inline-table; margin-left: 10px;"> <thead> <tr> <th></th> <th><u>SY18</u></th> <th><u>SY19</u></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Black</td> <td>90%</td> <td>91%</td> </tr> <tr> <td>Asian</td> <td>100%</td> <td>96%</td> </tr> <tr> <td>White</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Hispanic</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>SWD</td> <td>90%</td> <td>87%</td> </tr> <tr> <td>EL</td> <td>100%</td> <td>97%</td> </tr> <tr> <td>Econ Dis</td> <td>89%</td> <td>90%</td> </tr> </tbody> </table> <u>SY 20</u> No SOL Data		<u>SY18</u>	<u>SY19</u>	All Students	95%	95%	Black	90%	91%	Asian	100%	96%	White	95%	95%	Hispanic	83%	100%	SWD	90%	87%	EL	100%	97%	Econ Dis	89%	90%	<u>All students</u> will achieve a pass rate on the 2021 Reading SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 90% of statewide performance, and will meet federal AMO's for each subgroup, including Gap Group 1 (SWD, EL, & Econ. Dis.).	Multiple Pathways to Success for All Students Eliminate Opportunity Gaps	Share data with instructional staff and engage in analysis of student performance data	August Monthly	Principal, Asst. Principal, Reading Teachers	Data charts; CLT minutes
		<u>SY18</u>	<u>SY19</u>																														
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Identify targeted students in grades K-5 who are reading below grade level as measured by performance on previous SOL assessments, DRA, PALS, F&P, DIBELS, and PowerTest.	Monthly—September to May	Reading Teachers and STC	Watch list; CLT minutes; Quarterly Action Plans																														
Establish student learning goals and plans to target interventions.	Monthly—November to May	Grade level teams and specialists	Student Learning Plans, PowerTest Benchmark Data; CLT minutes																														
Actively monitor student progress and performance; effectiveness of interventions.	Monthly	Principal; Reading Teachers; STC	Watch list; PowerTest Benchmark Data; CLT minutes																														

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<p>Math performance on SOL assessments indicates that 97% of all students met the proficiency benchmark. All subgroups showed growth from the previous school year.</p> <p><u>Baseline Data:</u> <u>SY17</u> <u>SY18</u></p> <table border="0"> <tr> <td>All Students</td> <td>93%</td> <td>97%</td> </tr> <tr> <td>Black</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>75%</td> <td>90%</td> </tr> <tr> <td>Asian</td> <td>78%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>95%</td> <td>97%</td> </tr> <tr> <td>SWD</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>EL</td> <td>78%</td> <td>94%</td> </tr> <tr> <td>Econ Dis</td> <td>73%</td> <td>96%</td> </tr> </table> <p><u>SY 20</u> No SOL Data</p>	All Students	93%	97%	Black	83%	100%	Hispanic	75%	90%	Asian	78%	100%	White	95%	97%	SWD	80%	90%	EL	78%	94%	Econ Dis	73%	96%	<p><u>All students</u> will achieve a pass rate on the 2021 Math SOL assessment that reflects accelerated growth for the group relative to statewide peers by scoring at or above 90% of statewide performance, and will meet federal AMO's for each subgroup, including Gap Group 1 (SWD, EL, Econ. Dis.).</p>	<p>Multiple Pathways to Success for All Students</p> <p>Eliminate Opportunity Gaps</p>	<p>Share data with instructional staff and engage in analysis of student performance data.</p> <p>Identify targeted students in grades K-5 who are performing below grade level in mathematics as measured by performance on previous SOL assessments, unit assessments and PowerTest.</p> <p>Establish student learning goals and plans to target interventions.</p> <p>Actively monitor student progress and performance; interventions.</p>	<p>August Monthly</p> <p>Monthly—September to May</p> <p>Monthly—November to May</p> <p>Monthly</p>	<p>Principal, Asst. Principal, Math Coach</p> <p>Principal, Asst. Principal, Math Coach, Teachers</p> <p>Grade level teams and specialists</p> <p>Principal; Asst. Principal, Math Coach;</p>	<p>Data charts; CLT minutes</p> <p>Watch list; PowerTest Benchmark Data; CLT minutes, Quarterly Action Plans</p> <p>Student Learning Goals; PowerTest Benchmark Data; CLT minutes</p> <p>Watch list, PowerTest Benchmark Data; Data grids; CLT minutes</p>
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Acronyms used and defined: AMO, annual measurable objective; Econ. Dia., Economically Disadvantaged; EL, English Learners; SWD, Students with Disabilities; SOL, Standards of Learning; PLC, Professional Learning Community; CLT, Collaborative Learning Teams; PALS, Phonemic Awareness Literacy Screening; DIBELS, Dynamic Indicators of Basic Early Literacy Skills; F&P, Fountas and Pinnell; DRA, Developmental Reading Assessment;

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	Students grades 3-5 can identify at least one school-based adult who supports and encourages their academic and personal growth and comfort within the school/learning environment	Healthy, Safe, and Supported Students Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments	Staff will determine ways to support student individual social needs.	Ongoing	Principal, Asst. Principal, PTA, Staff
	Students in grades Pk-2 will be able to identify their emotions based on the zones of regulation and choose an appropriate strategy to implement to help regulate their feelings.		Teachers will develop and engage students through trust activities utilizing Responsive Classroom morning meetings.	Every 2 weeks	Staff
			Responsive Classroom will be utilized throughout the school to provide for the social emotional needs of students.	Daily	Principal, Asst. Principal, Teachers, Staff
			All staff receive a copy of "The First Six Weeks of School"	Summer 2020	Admin.
			Help students get to know and care for the classroom and school environment	1 st 6 weeks of school & ongoing	Teachers and Staff
			Growth Mindset Unit	End 1 st Quarter and continued activities	Teachers, Staff
			Mini lessons on strategies to regulate behaviors	Daily, as needed	Teachers, Staff
	Lessons on Zones of Regulation & Strategies	End of 3 rd Quarter	Teachers and Staff (School Counselors)		
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