



**APS SCHOOL MANAGEMENT PLAN**  
**SY: 2021-2022**  
**Performance Priorities and Actions to be Taken to**  
**Address Student Achievement and School Priorities**

School: Taylor Elementary

Principal: Iliana Gonzales

<b>PERFORMANCE PRIORITIES</b> <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	<b>ANNUAL PERFORMANCE SMART GOALS</b> <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	<b>ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS</b> <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	<b>ACTIONS TO PRIORITIES</b> <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	<b>TIMELINE FOR ACTIONS</b> <i>List timeline for specific actions and strategies</i>	<b>RESPONSIBLE PARTIES</b> <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	<b>RESULTS OF PROGRESS</b> <i>List specific results on desired goals and outcomes</i>
SY2021-2022 Reading SOL Data  <b>All</b> 91%  <b>Sped</b> 62%  <b>Pass/Advanced</b> 26%  SY2021-2022 BOY DIBELS Data  SY2021-2022 BOY PALS Data	Student Acceleration & Professional Learning in Literacy  <u>Goal One:</u> By May 2022, 90% of students in Kindergarten-Fifth Grade in intensive and strategic categories will increase their composite scores by 100 points on DIBELS.  <u>Goal Two:</u> Students in Special Education will improve reading achievement as measured by the end of the year Reading SOL from a pass rate of 62% for	Student Academic Progress	<u>ELA Core &amp; Intervention Instruction:</u> _Structured Literacy Instruction 95% Phonics Instruction Heggerty Phonemic Awareness Instruction Interactive Read Alouds Literacy Personalized Learning (Lexia) Small Group Instruction Targeted Group Interventions  <u>Consistent Progress Monitoring:</u> PALS (Phonological Awareness Literacy Screening) DIBELS (Dynamic Indicators of Basic Early Literacy Skills)  <u>Professional Development:</u> Instructional Leadership Team (ILT) to plan for Collaborative Learning Teams (CLTs) Collaborative Learning Teams Phonics Chip Kits Intervention Training Multisyllable word cards Intervention Training Teaching Blending Intervention Training (CLTs) to plan (data, calendar, backwards planning) do (direct instruction), check	Daily, Weekly, Quarterly	Principal Assistant Principal Reading Specialist Resource Teacher for the Gifted English Learner Teacher Instructional Technology Coordinator Librarian Classroom Teachers	Instructional Leadership Team Agendas CLT Agendas Planning Agendas Formal Teacher Observations PALS DIBELS SOL Data Taylor Responsive to the Whole Child (TRWC) Data Lexia Reports IEP Progress Updates	

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	<p>the 2020-2021 school year to 65% for the 2021-2022 school year.</p> <p><u>Goal Three:</u> The percentage of students scoring in the pass advanced range on the Reading SOL will increase from 26%for the 2020-2021 scool year to 31% for the 2021-2022 school year</p>		<p>(assessment, maintenance, monitor), and act (enrichment, remediation) Systematic Data Protocols Student data, interventions and extensions</p> <p>Taylor Responsive to the Whole Child Day (TRWC) Data</p> <p>ATSS (Arlington Tiered Systems of Support) Meetings to monitor interventions</p> <p>95% Phonological Awareness Lessons Training Lexia Professional Development</p> <p>Technology Integration for Instructional Strategies including Canvas and Seesaw</p>				
<b>SY2021-2022</b> Math SOL Data  <b>All</b>	Student Acceleration & Professional Learning in Numeracy  <u>Goal One:</u> By May 2022, 90% of students in Second-	Student Academic Progress	<u>Math Core &amp; Intervention Instruction:</u> _Math Workshop Instruction Small Group Instruction Targeted Group Interventions  <u>Consistent Progress Monitoring:</u> VKRP (Kindergarten) MI (Math Inventory- 2 <sup>nd</sup> -5 <sup>th</sup> )	Daily, Weekly, Quarterly	Principal Assistant Principal Reading Specialist Resource Teacher for the Gifted English Learner Teacher Instructional	Instructional Leadership Team Agendas CLT Agendas Planning Agendas Formal Teacher Observations MI Data VKRP Data	

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<p>82%</p> <p><b>Sped</b> 44%</p> <p><b>Pass/Advanced</b> 23%</p> <p><b>SY2021-2022</b> BOY MI Data</p> <p><b>SY2021-2022</b> VKRP</p>	<p>Fifth Grade will increase their MI scores by 50 points.</p> <p><u>Goal Two:</u> Students in Special Education will improve math achievement as measured by the end of the year Math SOL from a pass rate of 44% for the 2020-2021 school year to 47% for the 2021-2022 school year.</p> <p><u>Goal Three:</u> The percentage of students scoring in the pass advanced range on the Math SOL will increase from 23% for the 2020-2021 school year to 28% for the 2021-2022 school year</p>		<p><u>Professional Development:</u> Instructional Leadership Team (ILT) to plan for Collaborative Learning Teams (CLTs) Collaborative Learning Teams (CLTs) to plan (data, calendar, backwards planning) do (direct instruction), check (assessment, maintenance, monitor), and act (enrichment, remediation)</p> <p>Taylor Responsive to the Whole Child Day (TRWC) Data</p> <p>Systematic Data Protocols Student data, interventions, and extensions</p> <p>ATSS (Arlington Tiered Systems of Support) Meetings to monitor interventions</p> <p>Technology Integration for Instructional Strategies including Canvas and Seesaw</p>		<p>Technology Coordinator Librarian Classroom Teachers</p>	<p>SOL Data Taylor Responsive to the Whole Child (TRWC) Data IEP Progress Updates</p>	

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All students returning to school 5 days a week after virtual/hybrid instruction SY20-21	Social and Emotional Learning  <u>Goal One:</u> All students will be able to identify at least one trusted adult in the school building.	Climate Student Academic Progress	Responsive Classroom Framework-Morning Meeting & Teacher Language Taylor Responsive to the Whole Child Day (TRWC) Data Provide consistent Second Step Tier 1 Lessons Small Group Check-Ins Student Support Small Groups Conflict Resolution Small Groups Student Organization Small Groups One-One Check-Ins Lunch Groups Book Clubs Sensory Room 5 <sup>th</sup> grade Lunch with Principal 4 <sup>th</sup> grade Lunch with Assistant Principal  Professional Development: Responsive Classroom Professional Development: Improving Teacher and Student Language	Daily, Weekly,quarterly and ongoing	Principal Assistant Principal Counselor Psychologist Classroom Teachers Resource Teacher for the Gifted	Number of discipline and reflection forms  Classroom Morning Meetings  Sensory Room attendance  Counselor/ Psychologist Check-In Data	
All students returning to school 5 days a week after virtual/hybrid instruction SY20-21	Diversity, Equity and Inclusion and School Safety	Human Resource Management Climate Student Academic Progress	Hiring a Diverse Staff  No Place for Hate Activities  Taylor Responsive to the Whole Child Day (TRWC) Data  <u>Professional Development:</u> Instructional Leadership Team (ILT) to plan for	Quarterly	Principal Assistant Principal Counselor Psychologist Classroom Teachers Grade Lead Teachers	Hiring Data No Place for Hate Activities No Place for Hate Planning Taylor Responsive to the Whole Child Day (TRWC) Data	

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			<p>Collaborative Learning Teams (CLTs)  Collaborative Learning Teams (CLTs) to plan (data, calendar, backwards planning) do (direct instruction), check (assessment, maintenance, monitor), and act (enrichment, remediation)  Responsive Classroom Professional Development:  Improving Teacher and Student Language</p>				