



**APS PROGRESSIVE PLANNING MODEL FIRST
SEMESTER ACTION PLAN: 2015-2016**
School Performance Priorities and Actions to be Taken
to Address Student Achievement

Discovery Elementary School

Erin Russo

School Name: _____

School Principal: _____

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 by quarter)
<p>MATH 95% of 4th grade students at Discovery Elementary School passed the 2015 Math SOL.</p> <p><u>SOL SY 15</u> Fail 5% Pass Proficient 55% Pass Advanced 40%</p>	<p>100% of 4th grade students who failed their 2015 Math Spring SOL will pass their 2016 Spring SOL.</p> <p>The number of 4th grade students who achieved a Pass Proficient score on their 2015 Math Spring SOL will increase by at least 5 percentage points.</p> <p>The number of 4th grade students that achieved a Pass Advanced on their 2015 Spring SOL will increase by at least 5 percentage points.</p> <p>100% of 5th grade students who failed</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Challenging/Engaging Program <input checked="" type="checkbox"/> 2. Eliminating Gaps <input type="checkbox"/> 3. High Quality Staff <input checked="" type="checkbox"/> 4. Optimal Learning Environments <input checked="" type="checkbox"/> 5. The Whole Child 	<p>Develop and monitor targeted student list from Assessment Index data.</p> <p>Use quarterly math and other common assessments to inform and drive instruction and provide intervention as appropriate for students not meeting benchmarks.</p> <p>Hold weekly collaborative learning team meetings to discuss data, progress, interventions and other strategies and include all appropriate staff.</p> <p>Identify “at risk” students (students who scored 400 and below) and partner them with a staff mentor with regular check-ins to help develop a positive relationship.</p> <p>Have identified “at risk” students take the 2016 SOL with the mentor staff member.</p> <p>Direct instruction of test-taking strategies as related to the SOL</p>	<p>October 2015</p> <p>October 2015-May 2016</p> <p>Weekly</p> <p>November-June</p> <p>Spring</p> <p>January-May 2016</p>	<p>Teachers, Math Coach, Instructional Lead Teacher, Administrators</p>	<p>IA data Common formative and summative classroom data Smart Goal Data</p>

<p>MATH 98% of 5th grade students at Discovery Elementary School passed the 2015 Math SOL.</p> <p><u>SOL SY 15</u> Fail 2% Pass Proficient 42% Pass Advanced 56%</p>	<p>their 2014 Spring SOL will pass their 2016 Spring SOL.</p> <p>The number of 5th grade students that achieved a Pass Advanced score on their 2014 Spring SOL will increase by at least 7 percentage points.</p>		<p>Provide professional development in 5th Grade Extended Curriculum, Do the Math, FASTT Math,</p> <p>Implement interventions and extension during ATSS (Explorer Time)</p> <p>Utilize teacher SMART goal strategies in daily lessons.</p>	<p>August-June</p> <p>October-June 2016</p> <p>October-June 2016</p>		
<p>Reading 95% of 4th grade students at Discovery Elementary School passed the 2015 Reading SOL.</p> <p><u>SOL SY 15</u> Fail 5% Pass Proficient 56% Pass Advanced 39%</p> <p>Reading 95% of 5th grade students at Discovery Elementary School passed the 2015 Reading SOL.</p> <p><u>SOL SY 15</u></p>	<p>100% of 4th grade students who failed their 2015 Spring SOL will pass their 2016 Spring SOL.</p> <p>The number of 4th grade students who achieved a Pass Proficient score on their 2015 Spring SOL will increase by at least 5 percentage points.</p> <p>The number of 4th grade students that achieved a Pass Advanced on their 2015 Spring SOL will increase by at least 5 percentage points.</p> <p>100% of 5th grade students who failed their 2015 Spring SOL will pass their 2015 Spring SOL.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input checked="" type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p>Develop and monitor targeted student list from Assessment Index data.</p> <p>Use quarterly reading and other common assessments to inform and drive instruction and provide intervention as appropriate for students not meeting benchmarks.</p> <p>Hold weekly collaborative learning team meetings to discuss data, progress, interventions and other strategies and include all appropriate staff.</p> <p>Identify ‘at risk’ students (students who scored 400 and below) and partner them with a staff mentor with regular check-ins to help develop a positive relationship.</p> <p>Have identified ‘at risk’ students take the 2016 SOL with the mentor staff member.</p> <p>Direct instruction of test-taking strategies as related to the SOL</p>	<p>October 2015</p> <p>October 2015-May 2016</p> <p>September 2015-June 2016</p> <p>October 2015-May 2016</p> <p>May-June 2016</p> <p>January-May 2016</p>	<p>Teachers, Reading Specialists, Instructional Lead Teacher, Administrators</p>	<p>IA data Common formative and summative classroom data Smart Goal Data</p>

<p>Fail 5% Pass Proficient 65% Pass Advanced 30%</p>	<p>The number of 5th grade students that achieved a Pass Proficient score on their 2015 Spring SOL will increase by at least 5 percentage points.</p> <p>The number of 5th grade students that achieved a Pass Advanced score on their 2015 Spring SOL will increase by at least 5 percentage points.</p>		<p>Provide professional development in Leveled Literacy Intervention, Step Up To Writing, GMU Early Literacy Training, Orton Gillingham, and Phono-Graphix</p> <p>Implement interventions and extension during ATSS (Explorer Time)</p> <p>Utilize teacher SMART goal strategies in daily lessons.</p>	<p>August-June 2016</p> <p>October-June 2016</p> <p>October-June 2016</p>		
<p><u>Whole Child</u></p> <p>___% of students reported a high understanding of cooperation.</p> <p>___% of students reported a high understanding of assertion.</p> <p>___% of students reported a high understanding of responsibility.</p> <p>___% of students reported a high understanding of empathy.</p> <p>___% of students reported a high understanding of self-control.</p>	<p>Students will increase their ability to demonstrate and discuss the Responsive Classroom CARES approach of Cooperation, Assertion, Responsibility, Empathy, and Self-Control.</p>	<p><input checked="" type="checkbox"/> 1. Challenging/Engaging Program</p> <p><input checked="" type="checkbox"/> 2. Eliminating Gaps</p> <p><input type="checkbox"/> 3. High Quality Staff</p> <p><input checked="" type="checkbox"/> 4. Optimal Learning Environments</p> <p><input checked="" type="checkbox"/> 5. The Whole Child</p>	<p>Hold school-wide assembly to kick-off CARES.</p> <p>Staff will plan and deliver lessons on CARES approach during Morning Meeting.</p> <p>Staff will award students with Explorer bracelets when students demonstrate cooperation, assertion, responsibility, empathy, and self-control.</p>	<p>December, 2015</p> <p>Dec.- Cooperation Jan.-Assertion Feb.-Responsibility Mar.-Empathy April-Self-Control</p>	<p>Teachers, Counselor, Staff, Administration</p>	<p>Student survey data Number of Explorer bracelets distributed</p>