

Taylor - School Action Plan - 2023-24 to 2025-26

Principal: Katie Madigan

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Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - Math SOL Asian - 65% Black - 58% Hispanic - 74% EL - 47% SWD - 44% Econ. Disadv. - 44%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 65% to at least 74%, reducing the gap from 21% to 16% Black - Increase pass rate from 58% to at least 71%, reducing the gap from 28% to 19% Hispanic - Increase pass rate from 74% to at least 81%, reducing the gap from 12% to 9% EL - Increase pass rate from 47% to at least 67%, reducing the gap from 39% to 23% SWD - Increase pass rate from 44% to at least 66%, reducing the gap from 42% to 24% Econ. Disadv. - Increase pass rate from 44% to at least 66%, reducing the gap from 42% to 24%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 65% to at least 69%, reducing the gap from 21% to 19% Black - Increase pass rate from 58% to at least 65%, reducing the gap from 28% to 23% Hispanic - Increase pass rate from 74% to at least 77%, reducing the gap from 12% to 11% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 39% to 31% SWD - Increase pass rate from 44% to at least 55%, reducing the gap from 42% to 33% Econ. Disadv. - Increase pass rate from 44% to at least 55%, reducing the gap from 42% to 33%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 69% to at least 72%, reducing the gap from 19% to 17% Black - Increase pass rate from 65% to at least 68%, reducing the gap from 22% to 21% Hispanic - Increase pass rate from 77% to at least 79%, reducing the gap from 11% to 10% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 31% to 25% SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 33% to 27% Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 33% to 27%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Asian - Increase pass rate from 69% to at least 72%, reducing the gap from 19% to 17%</p> <p>Black - Increase pass rate from 68% to at least 71%, reducing the gap from 21% to 19%</p> <p>Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 10% to 9%</p> <p>EL - Increase pass rate from 64% to at least a 67%, reducing the gap from 25% to 23%</p> <p>SWD - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24%</p> <p>Econ Disadv. - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, RTG	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending C.I Ts
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, RTG	

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Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, RTG	attending CLTs.
Professional Learning: *Build common language around instructional planning using learning targets, tasks, scaffolds and evidence of student learning. *Use professional learning days to renorm around our math instruction and the componenets of math workshop to support teams in planning collaboratively in their CLTs.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"

Goal #2	Reading - Opportunity Gaps - SOL
Strategic Plan Goal Area	Student Success
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

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Baseline Data	Spring 2023 - SOL - English Black - Pass % (opp. gap %) Hispanic - Pass % (opp. gap %) EL - Pass % (opp. gap %) SWD - Pass % (opp. gap %) Econ. Disadv - Pass % (opp. gap %)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
READING SOL By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 60% to at least 71%, reducing the gap from 25% to 18% Black - Increase pass rate from 64% to at least 73%, reducing the gap from 21% to 16% Hispanic - Increase pass rate from 74% to at least 81%, reducing the gap from 11% to 8% EL - Increase pass rate from 32% to at least 64%, reducing the gap from 53% to 26% SWD - Increase pass rate from 53% to at least 68%, reducing the gap from 32% to 21% Econ. Disadv. - Increase pass rate from 36% to at least 65%, reducing the gap from 49% to 24%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 60% to at least 64%, reducing the gap from 25% to 23% Black - Increase pass rate from 64% to at least 67%, reducing the gap from 21% to 19% Hispanic - Increase pass rate from 74% to at least 77%, reducing the gap from 11% to 10% EL - Increase pass rate from 32% to at least 47%, reducing the gap from 53% to 40% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 32% to 26% Econ. Disadv. - Increase pass rate from 36% to at least 49%, reducing the gap from 49% to 37%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 20% Black - Increase pass rate from 67% to at least 71%, reducing the gap from 20% to 17% Hispanic - Increase pass rate from 77% to at least 79%, reducing the gap from 10% to 9% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 40% to 31% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 26% to 23% Econ. Disadv. - Increase pass rate from 49% to at least 58%, reducing the gap from 38% to 30%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Asian- Increase pass rate from 68% to at least 71%, reducing the gap from 20% to 18% Black - Increase pass rate from 71% to at least 73%, reducing the gap from 17% to 16% Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 9% to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 31% to 26% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 23% to 21% Econ. Disadv. - Increase pass rate from 58% to at least 65%, reducing the gap from 30% to 24%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension *Language Studio	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 *PLL use for intervention *Monitor DIEBELS data for Tier 2 students *Record intervention data into DDS and spreadsheet	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice *Monitor DIEBELS data for Tier 3 students *Record intervention data into DDS and spreadsheet	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning Continue to provide professional learning in grade level teams based on the needs of the team Implement common planning documents and practices to support teams in working collaboratively	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Progress Monitoring			

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	85% indicated they had a Trusted Adult on 2022 YVM and Spring 2023 school-based survey	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, 100% of students will be able to identify one trusted adult at Taylor Elementary School.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, 100% of students will be able to identify one trusted adult at Taylor Elementary School.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, 100% of students will be able to identify one trusted adult at Taylor Elementary School.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, 100% of students will be able to identify one trusted adult at Taylor Elementary School.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		

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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce
Strategic Plan Goal Area	Engaged Workforce
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.

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Baseline Data	2022 - YVM --% favorable response Workplace Climate- 45% Staff Engagement -41%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, staff will have an overall average of 80% on the staff engagement and climate, as indicated by the YVM survey			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, staff will have an overall average of 75% on the staff engagement and climate, as indicated by the YVM survey,		
Annual Performance Goal Year 2 (2024-25)	By June 2025, staff will have an overall average of 78% on the staff engagement and climate, as indicated by school-based survey		
Annual Performance Goal Year 3 (2025-26)	By June 2026, staff will have an overall average of 80% on the staff engagement and climate, as indicated by the YVM survey,		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-1-Recruit, retain, and advance high-quality employees.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-4-Develop integrated approaches that promote employee health and wellness.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
- Strengthen staff recognition program	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by developing and reviewing plans for staff recognition.
-Increase the frequency of providing feedback to staff	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by keeping tallies of walkthroughs completed
- Provide opportunities for staff to give feedback on initiatives and respond to feedback	Sept- June, ongoing	Principal & AP	Principal & AP will monitor by developing and reviewing plans for staff feedback and collecting anecdotal evidence from staff on opportunities provided
- build collective efficacy of teams, through structured support and instructional feedback	Sept- June, ongoing	Principal & AP, Coaches	Principal & AP will monitor by reviewing feedback provided to ensure it is specific, timely and actionable.

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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-6- YVM Staff: Engagement Results	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	November Staff survey		June Staff survey

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data		Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, maintain at least 90% favorable response on student and family engagement on the Your Voice Matters survey			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, increase % favorable response on student and family engagement on the Your Voice Matters survey from 87% to 90%.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, maintain at least 90% favorable response on student and family engagement on the Your Voice Matters survey		
Annual Performance Goal Year 3 (2025-26)	By 2026, maintain at least 90% favorable response on student and family engagement on the Your Voice Matters survey		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) * Staff will participate in implicit bias training during SY23/24. *	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & APs will monitor by working collaboratively with DEI on training
Action 2 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & AP will monitor by periodically reviewing staff use of Parent Square.
Action 3 (Student Success): Support students in K - 5 achieve academic success by collaborating with families so that they are informed about what their students are learning in K-5 using the new standards based report card to provide parents with tips and resources to help understand their student's progress, understanding areas of support and mastery.	Sept- June, ongoing	Admin, All Staff, DEI leads training	Principal & APs will monitor by reviewing schedule of planned activities and check-in meetings with staff involved in the planning and delivery

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	School Created Survey		YVM