

OVERARCHING SCHOOL GOAL: Trevvett Elementary School will increase reading and math SOL performance by 3 percentage points by 2021.

STRAND I: TEACHING FOR LEARNING					
DOMAIN: English					
SMART Goal(s): Students with disabilities taking the SOL reading assessment will increase the pass rate from 69% to 80% by 2021 as evidenced by incremental growth annually of at least 3 percentage points.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students through Professional Learning Communities					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
all teachers of SWD	monthly completion of Reading PLC data review form	all teachers	September 2018 - June 2019	A Professional Learning Community has been created for all teachers working with SWD. This PLC meets monthly to review recent data, collaborate with one another and develop action steps based upon the data.	Admin facilitates the PLC. Admin reviews PLC forms and provides feedback.
2. Essential Action/Research-Based Strategy: Set high expectations for student achievement, supported by frequent monitoring of student progress					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
K-1 students	monthly progress monitoring of student reading growth	K-1 teachers	September 2018 - June 2019	Associate Principal provides teachers with leveled books from the LLI collection to take a monthly running record on each student to determine instructional level.	Teachers input reading levels into data spreadsheet. The Associate Principal reviews the data collected each month.
2-5 students	regular monitoring of progress in reading	2-5 teachers	September 2018 - June 2019	Teachers guide students in maintaining year long data folders to track progress (NWEA, weekly summatives, F&P & benchmark scores) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals.	Administration regularly reviews data spreadsheet

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				and develop action steps for improvements.	
2-5 students	completion of daily formative exit tickets to assess learning	2-5 teachers	September 2018 - June 2019	Teachers assign and collect daily formative assessments to determine student learning on a daily basis. The data is utilized to remediate as necessary in small group.	Admin reviews plans to include formative assessments
3. Essential Action/Research-Based Strategy: Implement a response to intervention framework to support all students					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
K-5 collab & sped teachers	All teachers will hold students accountable for their metacognition while reading and for documenting their thinking on assessments.	K-5 collab and sped teachers	September 2018 - June 2019	During whole group instruction, teachers will differentiate instruction to meet the needs of students with disabilities and explicit instruction about the structure of reading and how to apply a specific strategy to answer questions.	Admin walkthrough. Teachers will address these strategies during goal setting conferences.
sped teachers	Small group instruction targeted to meet the needs of students while providing solid reading instruction.	sped teachers	September 2018 - June 2019	SWD will receive targeted small group instruction utilizing the Jan Richardson model of reading instruction	Case Manager creates the plans each week. Admin reviews the plans on Thursdays.
select 3-5 students	After school instruction / tutoring offered	select 3,4,5 teachers	October 2018 - May 2019	Students will participate in weekly tutoring afters school to address student needs	Admin
K-5 students	Completion of targeted modules utilizing Moby Max	all K-5 teachers	September 2018 - June 2019	Teachers assign targeted modules for instruction for students aligning with areas for remediation	Teachers assign modules based upon data. Teachers monitor data collected utilizing MobyMax reports.
grade 3 & 4 SWD	Reduction of pupil-teacher ratio	3rd & 4th gr collab classes	January 2018 - June 2019	An additional Instructional assistant has been placed in the 3rd & 4th grade collab classes to ensure the needs of students are met. This places 3 adults in these classrooms. All collab classes have a minimum of one Instructional Assistant or	Admin scheduled the additional support personnel in the classroom. Admin met with each team to discuss roles & responsibilities of each member of the team. Admin provides materials as to support spiraling review.

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				Exceptional Education Case Manager for consistency of instructional delivery and support	
K-5	Case Managers will provide Instructional Assistants explicit lesson plans for instruction that are aligned to individual student OR a group of students with similar goals.	All Case Managers		This form will be completed and sent to admin and Instructional Assistants on the Thursday before the week of instruction.	Case managers complete the form weekly. Admin reviews the form weekly and provides necessary feedback.
K-5	Case Managers will ensure that Tier I instruction is differentiated for students with disabilities and complete the ExEd Lesson Planner for co-teaching settings.	All Case Managers		This form will be completed and dropped in the grade level lesson plan folder on the Thursday before the week of instruction.	Case managers complete the form weekly. Admin reviews the form weekly and provides necessary feedback.

STRAND I: TEACHING FOR LEARNING

DOMAIN: Math

SMART Goal(s):

Students with disabilities taking the SOL math assessment will increase the pass rate from 60% to 70% by 2021 as evidenced by incremental growth annually of at least 3 percentage points.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students during Professional Learning Communities

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
all teachers of SWD	monthly completion of Math PLC data review form	all teachers	case managers / admin	A Professional Learning Community has been created for all teachers working with SWD. This PLC meets monthly to review recent data, collaborate with one another and develop action steps based upon the data.	Admin facilitates the PLC. Admin reviews PLC forms and provides feedback.

2. Essential Action/Research-Based Strategy: Implement an intervention framework to support all students

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Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
K-5 collab & sped teachers	All teachers will hold students accountable for their metacognition, understanding, and use of problem solving skills. Students will be held accountable for documenting their thinking on assessments.	K-5 collab and sped teachers	September 2018 - June 2019	During whole group instruction, teachers will provide explicit instruction on problem solving skills for multi step problems and how to apply a specific strategy to answer questions. Graphic organizers are utilized for problem solving.	Case managers include these strategies in their lesson planning for students.
select 3-5 students	After school instruction / tutoring offered	select 3,4,5 teachers	October 2018 - May 2019	Students will participate in weekly tutoring afters school to address student needs in the area of mathematics	admin
K-5 students	Completion of targeted modules utilizing Moby Max	all K-5 teachers	September 2018 - June 2019	Teachers assign targeted modules for instruction for students aligning with curriculum and need of students.	Teachers assign modules based upon data. Teachers monitor data collected utilizing MobyMax reports.
K-5 students	Math YouTube channel	all K-5 teachers	September 2018 - June 2019	Teachers develop and post videos organized by grade level providing math instruction videos. Teachers create these videos to provide support for families at home.	Admin prepares the schedule for new videos to be posted monthly for each grade level.
K-5 students	Completion of Math Fact challenge	all K-5 teachers	March 2019	Students will participate in a Math Fact Fluency challenge to develop fluency with facts according to the grade level standard.	Admin provides the guidelines and structure for March Math Madness Challenge.
grade 3 & 4 SWD	Reduction of pupil-teacher ratio	3rd & 4th gr collab classes	January 2018 - June 2019	An additional Instructional assistant has been placed in the 3rd & 4th grade collab classes to ensure the needs of students are met. This places 3 adults in the classroom.	Admin scheduled the additional support personnel in the classroom. Admin met with each team to discuss roles & responsibilities of each member of the team. Admin provides materials as to support spiraling review.

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grade 3 & 4 SWD	additional time for math remediation utilized during writing block (writing instruction provided 3 days/math remediation 2 days)	3rd & 4th gr classroom teachers	December 2018 - June 2019	Admin prepares remediation materials for math. Teachers implement them weekly.	admin
K-5 students	all students receive instruction using MIP lesson plans to ensure fidelity to new math standards and best practices	classroom teachers	January 2019-June 2019	Teachers will use MIP lessons provided by VDOE for whole group instruction. Lessons can be used in small groups for students who struggled in specific areas	Admin monitors lesson plans to check for MIP lessons. Checkpoints/exit tickets are created & utilized to assess learning.
3. Essential Action/Research-Based Strategy: Use coach as a critical element to move training into application					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
grade 3 & 4 teachers	All teachers will implement an aligned written, tested and taught curriculum with clear objectives in each classroom.	grade 3 & 4 teachers	September 2018 - June 2019	The math coach will work with and plan weekly with 3rd and 4th grade teams.	Admin monitors that the math coach plans weekly with the teams.
4. Essential Action/Research-Based Strategy: Set high expectations for student achievement, supported by frequent monitoring of student progress					
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Action Steps	Person(s) Responsible for Monitoring and Frequency
2-5 students	completion of daily formative exit tickets to assess learning	2-5 teachers	September 2018 - June 2019	Teachers assign and collect daily formative assessments to determine student learning on a daily basis.	Admin reviews plans to include formative assessments
2-5 students	regular monitoring of progress in math	2-5 teachers	September 2018 - June 2019	Teachers guide students in maintaining year long data folders to track progress (NWEA & weekly summatives) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals and develop action steps for improvements.	Administration regularly reviews data spreadsheet
3-5 SWD students	bi-weekly ExEd math data meetings	3-5 teachers and case managers	January 2019 -June 2019	Case Managers and teachers review data from NWEA and summative assessments. Case managers deliver targeted small group instruction to	Administration facilitates bi-weekly meetings.

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				address weak areas and post-test to ensure skill is met	
3-5 SWD students	weekly performance goals post-assessments	3-5 teachers and case managers	January 2019-June 2019	Case managers review bi-weekly data and create remediation plans and post-assessments to ensure skill is mastered	Administration reviews bi-weekly data on Google spreadsheet