| **Performance Targets** | Measure | 2019 | 2020 | 2021 | 2022 | **2024 target** |
| --- | --- | --- | --- | --- | --- | --- |
| **Gr. K-2: % at/above literacy benchmark (DIBELS)** |  |
| All students | - | - | 45 |  | **TBD** |
| Economically disadvantaged | - | - | 34 |  |  |
| Students with disabilities | - | - | 21 |  |
| **Gr. 3 – 5: average ELA year-end percentile rank (STAR)** |  |
| All students | 50 | 45 | 42 |  | **>60** |
| Economically disadvantaged | 44 | 37 | 31 |  |  |
| Students with disabilities | 18 | 13 | 12 |  |
| **Gr. 3 – 5: average Math year-end percentile rank (STAR)** |  |
| All students | 60 | 56 | 42 |  | **65** |
| Economically disadvantaged | 49 | 49 | 32 |  |  |
| Students with disabilities | 29 | 25 | 17 |  |
| **Gr. 1 – 5: % absent >= 10% of enrolled attendance days**[[1]](#footnote-0) | 11 | - | 15 |  | **5** |
| **Gr. K – 5: % >= 5 discipline referrals** | 5 | 3 | 2 |  | **<3** |

| **2022 – 25 Activities** | **Action step** | **Owner** | **Due** |
| --- | --- | --- | --- |
|  | **Use literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.** |
| Continue to expand and refine the use of assessments to identify skill deficits. | ELA Reps | Summer of 2022 |
| Continue the professional development of teachers in the use of the curriculum and assessments in literacy. | Instructional CoachAdministratorsDirector of C & I | Ongoing 2022-2023 |
| Refine or expand the use of assessment data (DIBELS, PAST, QPS, etc) to drive instruction. | Instructional CoachAdministratorsDirector of C & IGrade level andDept. Chairs | Ongoing 2022-2023 |
|  | **Address students' physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.** |
| Research and select an SEL assessment tool. | Administrators, APS Team | Spring 2022 |
| Train staff on the selected SEL tool. Develop and roll out Tier 1 interventions for SEL. | PBIS Committee | Summer- October 2022 |
| Administer the SEL assessment tool in the K-5 buildings. | Classroom Teachers | October2022 |
| Select a PBIS sub committee to train in Tier 2 interventions. | APS | May 2022 |
|  | **Implement clear processes, protocols and expectations for the collection, analysis and use of student data to support achieving building-level goals.**  |
| Continue and expand the deep dive into data of ELA and Math assessments. | Curriculum Committee and Grade level and Dept. Chairs | Ongoing 2022-2023 |
| Implement a review of SEL data and its implications at APS and faculty meetings. | APS and Building Admins. | October-June of 2022-2023 |
|  Establish a structured data review cycle. | Instructional Coaches andAdmins. | Summer2022 |

| **Appendix** | Measure | 2018 | 2019 | 2020 | 2021 | 2022 |
| --- | --- | --- | --- | --- | --- | --- |
| **Gr. 3 – 5: % proficient (NYS ELA assessment)** |  |  |
| All students | 37 | 30 | n/a | n/a |  |
| Economically disadvantaged | 27 | 23 | n/a | n/a |  |
| Students with disabilities | 6 | 0 | n/a | n/a |  |
|  **Gr. 4 – 5: Student Growth Percentile**[[2]](#footnote-1) **(NYS ELA)** |  |  |
| All students | 49 | 46 | n/a | n/a |  |
| Gr. 4 ELA | 37 | 42 | n/a | n/a |  |
| Gr. 5 ELA | 61 | 50 | n/a | n/a |  |
| **Gr. 3 – 5: % proficient (NYS Math assessment)** |  |  |
| All students | 40 | 41 | n/a | n/a |  |
| Economically disadvantaged | 26 | 30 | n/a | n/a |  |
| Students with disabilities | 4 | 7 | n/a | n/a |  |
|  **Gr. 4 – 5: Student Growth Percentile (NYS Math)** |  |  |
| All students | 50 | 53 | n/a | n/a |  |
| Gr. 4 Math | 36 | 45 | n/a | n/a |  |
| Gr. 5 Math | 63 | 62 | n/a | n/a |  |

1. 2016 & 2017 based on SIRS 361; 2018 beyond based on SIRS 107 [↑](#footnote-ref-0)
2. A score > 50 means we are exceeding the average growth of similar students across NYS; a score < 50 means we are lagging the average growth of similar students across NYS. Under ESSA, the state considers a score of > 54 Highly Effective (Level 4), while 50.1 - 54 is Effective (Level 3), 45.1 - 50 is Developing
(Level 2) and < 45 is Ineffective (Level 1). [↑](#footnote-ref-1)