



**APS PROGRESSIVE PLANNING MODEL**  
**FIRST SEMESTER ACTION PLAN: 2018-2019**  
 School Performance Priorities and Actions to be  
 Taken to Address Student Achievement

School Name: Glebe Elementary School

School Principal: Jamie Borg

| SCHOOL PERFORMANCE PRIORITIES<br>(Based on Summative Performance Data)   | ANNUAL PERFORMANCE GOALS                                       | ALIGNMENT WITH STRATEGIC PLANNING GOALS    | ACTIONS TO SCHOOL PRIORITIES<br>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence) | TIMELINE FOR ACTIONS      | RESPONSIBLE PARTIES<br>(Be Specific) | EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
|--|--|--|--|---------------------------|--------------------------------------|---|-----|-------|------|-------|-------|------|-----|-------|------|-----|-------|------|--|---|--|---------------------------|--|--|
| <p><b>School Year 2017-18</b><br/>           92.0% of students grades 3-5 at Glebe Elementary School passed the English Reading SOL.</p> <table border="1" data-bbox="86 1052 321 1198"> <thead> <tr> <th>SOL</th> <th colspan="2">SY17</th> </tr> </thead> <tbody> <tr> <td>SY18</td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>90.68</td> <td>92.0</td> </tr> <tr> <td>Black</td> <td>65.21</td> <td>63.2</td> </tr> <tr> <td>SWD</td> <td>69.76</td> <td>80.0</td> </tr> <tr> <td>LEP</td> <td>77.08</td> <td>74.5</td> </tr> </tbody> </table> | SOL  | SY17                                       |  | SY18                      |                                      |   | All | 90.68 | 92.0 | Black | 65.21 | 63.2 | SWD | 69.76 | 80.0 | LEP | 77.08 | 74.5 | <p>Students designated as <b>“black”</b> will improve reading achievement as measured by the end of the year SOL from a pass rate of 63.2% for the 2017-2018 school year to 67.0% for the 2018 – 2019 school year.</p> <p>Students designated as <b>“students with a disability”</b> will improve reading achievement as measured by the end of the year SOL from a pass rate of 80.0% for the 2017-2018 school year to 82% for the 2018– 2019 school year.</p> <p>Students designated as <b>“limited English proficient”</b> will improve reading achievement as measured by the end of the year SOL from a pass rate of 74.5% for the 2017-2018 school year to 79% for the 2018– 2019 school year.</p> | <p>Multiple Pathways to Student Success</p> | <p>Share data with instructional staff and engage in analysis of student performance data.</p> <p>Continue to train staff in reading interventions (LLI, OG, Read Naturally)</p> <p>Identify targeted students in grades k-5 who are reading below grade level as measured by performance on previous SOL assessments, DRA, PALS and Powerschool</p> <p>Engage students in remediation and/or intervention through Arlington Tiered System of Support</p> <p>Actively monitor student progress and performance; effectiveness of interventions.</p> <p>Weekly collaborative team and PLC meetings with grade level teachers, reading specialist and specialists focused on data and planning to improve students’ reading achievement</p> <p>Provide staff training on Culturally Responsive Teaching.</p> <p>All students with disabilities will be instructed according to their Individualized Education Plans</p> <p>Provide student access to appropriate level books of their choice</p> | <p>On-going each week</p> | <p>Principal</p> <p>Assistant Principal</p> <p>Reading Specialist</p> <p>ESOL/HILT teacher</p> <p>Special Education teachers</p> <p>Grade Level Teachers</p> | <p>Quarterly Powerschool, Midyear PALS and other assessments for students identified as working below grade level.</p> <p>Classroom teachers will measure student reading progress through regular tools including: running records, PALS, quick checks and reading conferences.</p> <p>Team meeting and PLC minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests.</p> |
| SOL  | SY17   |  |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| SY18   |  |  |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| All  | 90.68  | 92.0                                       |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| Black  | 65.21  | 63.2                                       |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| SWD  | 69.76  | 80.0                                       |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| LEP  | 77.08  | 74.5                                       |  |                           |                                      |   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |
| <p><b>School Year 2017-18</b></p>  | <p>Students designated as <b>“black”</b> will improve math</p> | <p>Mutiple Pathways to Student Success</p> | <p>Share data with instructional staff and engage in analysis of student performance data.</p>                   | <p>On-going each week</p> | <p>Principal</p> <p>Assistant</p>    | <p>Quarterly Powerschool, Midyear</p>   |     |       |      |       |       |      |     |       |      |     |       |      |  |   |  |                           |  |  |

| <p>93.0% of students grades 3-5 at Glebe Elementary School passed the Math SOL.</p> <table border="1" data-bbox="86 224 310 370"> <thead> <tr> <th>SOL</th> <th>SY17</th> <th>SY18</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90.03</td> <td>93.0</td> </tr> <tr> <td>Black</td> <td>39.13</td> <td>63.2</td> </tr> <tr> <td>SWD</td> <td>60.46</td> <td>77.1</td> </tr> <tr> <td>LEP</td> <td>77.55</td> <td>72.2</td> </tr> </tbody> </table> | SOL   | SY17 | SY18 | All | 90.03 | 93.0 | Black | 39.13 | 63.2 | SWD | 60.46 | 77.1 | LEP | 77.55 | 72.2 | <p>achievement as measured by the end of the year SOL from a pass rate of 63.2% for the 2017-2018 school year to 68% for the 2018 – 2019 school year.</p> <p>Students designated as “<b>students with a disability</b>” will improve math achievement as measured by the end of the year SOL from a pass rate of 77.1% for the 2017-2018 school year to 80% for the 2018 – 2019 school year.</p> <p>Students designated as “<b>limited English proficient</b>” will improve math achievement as measured by the end of the year SOL from a pass rate of 72.2% for the 2017-2018 school year to 76% for the 2018–2019 school year.</p> |  | <p>Identify targeted students in grades k-5 who are reading below grade level as measured by performance on previous SOL assessments, DRA, PALS and Powerschool</p> <p>Establish target interventions</p> <p>Actively monitor student progress and performance; effectiveness of interventions.</p> <p>Weekly collaborative team and PLC meetings with grade level teachers, math coach, and specialists focused on data and planning to improve students’ math achievement</p> <p>Provide year- long professional learning related to differentiation in the classroom</p> <p>Provide staff training on Culturally Responsive Teaching.</p> <p>Engage students in remediation and/or intervention through Arlington Tiered System of Support</p> <p>All students with disabilities will be instructed according to their Individualized Education Plans</p> <p>Engage in schoolwide math workshop training</p> |  | <p>Principal</p> <p>Math Coach</p> <p>ESOL/HILT teacher</p> <p>Special Education teachers</p> <p>Grade Level Teachers</p> | <p>and other assessments for students identified as working below grade level.</p> <p>Classroom teachers will measure student math progress through regular tools.</p> <p>Team meeting and PLC minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post test</p> |
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|---|--|--|---|-------------------------------|---|--|
| <p><b>Fall:</b><br/>Q1. My teachers believe I can do well at school. <b>81% Yes</b><br/>Q2. I feel supported by the adults at Glebe. <b>62% Yes</b></p> | <p>During the 2018-2019 school year, all students in grade 5, will respond positively as measured by a 5 point increase in the</p> | <p>Safe, Healthy, Supported Students</p> | <p>Maintain and expand access to extracurricular activities. (PTA – After School Activities Program)</p> <p>Provide opportunities for students to grow beyond core subjects, including performances that support instruction.</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Principal, Asst Principal, PTA, Staff</p> <p>Principal, Asst Principal, PTA,</p> | <p>Number of students participating in extra-curricular and enrichment activities.</p> <p>Number of performances throughout the school</p> |

|   |   |  |   |                |   |  |
|---|---|--|---|----------------|---|--|
| <p>Q3. I feel safe at school.<br/> <b>70% Yes</b><br/> <b>Spring:</b><br/> Q1. My teachers believe I can do well at school.<br/> Q2. I feel supported by the adults at Glebe.<br/> Q3. I feel safe at school.</p> | <p>percentage of students answering yes to the same three questions asked in the fall by the end of the year.</p> |  | <p>Provide opportunities for students that support healthy habits.</p> <p>Access to Glebe Counselor(s), social workers, and psychologist</p> <p>Provide mentorship for students identified with limited school connections (YES Club)</p> | <p>Ongoing</p> | <p>Staff</p> <p>Principal, Asst Principal, PTA, Staff</p> | <p>year.</p> <p>Number of opportunities and participants in programs that promote physical health.</p> |
|---|---|--|---|----------------|---|--|

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|---|---|--|--|--|--|--|
| <p><b>Continue to support wellness at Glebe</b></p>                 | <p>Glebe will meet the goals identified in the wellness inventory</p> | <p>Safe, Healthy, Supported Students</p> | <p>Maintain and expand access to extracurricular activities. (PTA – After School Activities Program)</p> <p>Continue PTA “Be your Body’s Best Friend” program</p> <p>Walk, Ride and Roll to school every week</p> <p>Promote healthy eating in cafeteria via monthly food introductions via PTA</p> <p>Continue handwashing practices</p> <p>Continue to monitor cleanliness of classrooms</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Principal, Asst Principal, PTA, Staff</p> <p>Principal, Asst Principal, PTA, Staff</p> <p>Principal, Asst Principal, PTA, Staff</p> | <p>The wellness assessment was completed in summer of 2018 and will be updated in the spring of 2019</p> |