



**APS PROGRESSIVE PLANNING MODEL**  
**FIRST SEMESTER ACTION PLAN: 2019-2020**  
 School Performance Priorities and Actions to be  
 Taken to Address Student Achievement

School Name: Glebe Elementary School

School Principal: Jamie Borg

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															
<p><b>School Year 2018-19</b>            95.24% of students grades 3-5 at Glebe Elementary School passed the English Reading SOL.</p> <table border="1" data-bbox="86 1024 321 1170"> <thead> <tr> <th>SOL</th> <th>SY18</th> <th>SY19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.0</td> <td>95.24</td> </tr> <tr> <td>Black</td> <td>63.2</td> <td>77.27</td> </tr> <tr> <td>SWD</td> <td>80.0</td> <td>81.08</td> </tr> <tr> <td>LEP</td> <td>74.5</td> <td>95.83</td> </tr> </tbody> </table>	SOL	SY18	SY19	All	92.0	95.24	Black	63.2	77.27	SWD	80.0	81.08	LEP	74.5	95.83	<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 77.27% for the 2018-2019 school year to 80.0% for the 2019 – 2020 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 81.08% for the 2018-2019 school year to 84% for the 2019– 2020 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 95.83% for the 2018-2019 school year to 96% for the 2019– 2020 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>
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<p><b>School Year 2018-19</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>97.11% of students grades 3-5 at Glebe Elementary School passed the Math SOL.</p> <table border="1" data-bbox="86 224 268 467"> <thead> <tr> <th>SOL</th> <th>SY18</th> <th>SY19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.0</td> <td>97.11</td> </tr> <tr> <td>Black</td> <td>63.2</td> <td>82.61</td> </tr> <tr> <td>SWD</td> <td>77.1</td> <td>88.89</td> </tr> <tr> <td>LEP</td> <td>72.2</td> <td>96.30</td> </tr> </tbody> </table>	SOL	SY18	SY19	All	93.0	97.11	Black	63.2	82.61	SWD	77.1	88.89	LEP	72.2	96.30	<p>achievement as measured by the end of the year SOL from a pass rate of 82.61% for the 2018-2019 school year to 85% for the 2019– 2020 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 88.89% for the 2018-2019 school year to 90% for the 2019 – 2020 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 96.3% for the 2018-2019 school year to 97% for the 2019– 2020 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> Q1. My teachers believe I can do well at school. <b>82% Yes</b> Q2. I feel supported by the adults at Glebe. <b>86% 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.  <b>85% Yes</b>  <b>Spring:</b>  Q1. My teachers believe I can do well at school.  Q2. I feel supported by the adults at Glebe.  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 the whole child at Glebe</b></p>	<p>Support the whole child by working with stakeholders to increase and improve activities that develop the intellectual, physical, social and emotional potential of students.</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>Provide opportunities for students to grow beyond core subjects, including performances that support instruction.</p> <p>Provide opportunities for students that provide healthy habits.</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>Number of students participating in extra curricular and enrichment activities.</p>