



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

School Name: Long Branch Elementary School

School Principal: Jessica DaSilva

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>Reading Achievement</p> <p>School Year 2018-19 85% of students grades 3-5 at Long Branch Elementary School passed the English Reading SOL.</p> <table border="1" data-bbox="86 1112 304 1282"> <thead> <tr> <th>SOL</th> <th>SY18</th> <th>SY19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92</td> <td>85</td> </tr> <tr> <td>Black</td> <td>100</td> <td>80</td> </tr> <tr> <td>Hisp.</td> <td>84</td> <td>67</td> </tr> <tr> <td>SWD</td> <td>71</td> <td>66</td> </tr> <tr> <td>LEP</td> <td>81</td> <td>61</td> </tr> </tbody> </table>	SOL	SY18	SY19	All	92	85	Black	100	80	Hisp.	84	67	SWD	71	66	LEP	81	61	<p>Students in Gap Group 2 designated as “black” will improve reading achievement as measured by the end of the year SOL from a pass rate of 80% for the 2018-2019 school year to 85.0% for the 2019 – 2020 school year.</p> <p>Students in Gap Group 1 designated as “students with a disability” will improve reading achievement as measured by the end of the year SOL from a pass rate of 66% for the 2018-2019 school year to 71% for the 2019–2020 school year.</p> <p>Students in Gap Group 3 designated as “Hispanic” will</p>	<p>Multiple Pathways to Student Success</p>	<ol style="list-style-type: none"> Administrators, Reading Coaches, Resource Teacher for the Gifted, EL Teachers, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Learning Teams to plan for the needs of all students. Develop and utilize common assessments to monitor student progress throughout the year. Provide targeted intervention based on results of common assessments. Utilize quarterly assessments, DRA2, and PALS data to monitor progress and reassign students to in-depth interventions as required (PALS tutoring, double-dose reading, phonemic interventions. All students with disabilities will be instructed according to their Individualized Education Plans. Provide student access to appropriate level books of their choice. 	<p>On-going each week</p> <p>Second Quarter Data wall with data and interventions on it completed by January 31</p> <p>Third Quarter Data wall with data and interventions on it completed by April 13</p> <p>Fourth Quarter Data wall with data and interventions on it completed by June 17</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coaches</p> <p>EL teachers</p> <p>RTG</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, VKRP, quick checks, and reading conferences.</p> <p>Team meeting and CLT minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests.</p> <p>Grade level standards data walls completed</p>
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	<p>improve reading achievement as measured by the end of the year SOL from a pass rate of 67% for the 2018-2019 school year to 73% for the 2019-2020 school year.</p> <p>Students in Gap Group 1 designated as “limited English proficient” will improve reading achievement as measured by the end of the year SOL from a pass rate of 61% for the 2018-2019 school year to 70% for the 2019-2020 school year.</p>																							
<p>Math Achievement</p> <p>School Year 2018-19 90% of students grades 3-5 at Long Branch Elementary School passed the Math SOL.</p> <table border="1" data-bbox="86 1365 310 1539"> <thead> <tr> <th>SOL</th> <th>SY18</th> <th>SY19</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>86</td> <td>90</td> </tr> <tr> <td>Black</td> <td>77</td> <td>78</td> </tr> <tr> <td>Hisp.</td> <td>67</td> <td>84</td> </tr> <tr> <td>SWD</td> <td>59</td> <td>68</td> </tr> <tr> <td>LEP</td> <td>70</td> <td>80</td> </tr> </tbody> </table>	SOL	SY18	SY19	All	86	90	Black	77	78	Hisp.	67	84	SWD	59	68	LEP	70	80	<p>Students in Gap Group 2 designated as “black” will improve math achievement as measured by the end of the year SOL from a pass rate of 78% for the 2018-2019 school year to 83% for the 2019-2020 school year.</p> <p>Students in Gap Group 3 designated as “Hispanic” will</p>	<p>Multiple Pathways to Student Success</p>	<ol style="list-style-type: none"> Administrators, Resource Teacher for the Gifted, EL teachers, Special Ed, and General Ed staff meet weekly in grade-level Collaborative Learning Teams to plan for the needs of all students. Develop and utilize common assessments and quarterly assessments to monitor student progress throughout the year. Provide targeted intervention based on results of common assessments. Utilize an intervention/extension block to provide targeted intervention/extension based on results of common assessments and quarterly assessments. Groupings are determined based upon current common assessment data. Interventions shall include research-based 	<p>On-going each week</p> <p>Second Quarter Data wall with data and interventions on it completed by January 31</p> <p>Third Quarter Data wall with data and</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Coach</p> <p>RTG</p> <p>EL teachers</p> <p>Special Education teachers</p> <p>Grade Level</p>	<p>Quarterly PowerSchool, VKRP (for kindergarten), Midyear 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 CLT minutes will demonstrate focus on data and planning for</p>
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	<p>improve math achievement as measured by the end of the year SOL from a pass rate of 84% for the 2018-2019 school year to 89% for the 2019–2020 school year.</p> <p>Students in Gap Group 1 designated as “students with a disability” will improve math achievement as measured by the end of the year SOL from a pass rate of 68% for the 2018-2019 school year to 73% for the 2019 – 2020 school year.</p> <p>Students in Gap Group 1 designated as “limited English proficient” will improve math achievement as measured by the end of the year SOL from a pass rate of 80% for the 2018-2019 school year to 85% for the 2019–2020 school year.</p>		<p>programs such as Do The Math.</p> <p>4. Engage students in remediation and/or intervention through Arlington Tiered System of Support</p> <p>5. All students with disabilities will be instructed according to their Individualized Education Plans</p> <p>6. Provide professional development in Mathematics.</p> <p>7. Encourage staff to use instructional strategies that focus on academic vocabulary and explicit teaching to include SIOP and co-teaching.</p>	<p>interventions on it completed by April 13</p> <p>Fourth Quarter Data wall with data and interventions on it completed by June 17</p>	<p>Teachers</p>	<p>intervention and progress monitoring data such as pre and post test.</p>

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<p>Fall: Q1. My teachers believe I can do well at school. 97% Yes Q2. I feel supported by the adults at Long Branch. 94% Yes Q3. I feel safe at school. 86% Yes Spring: Q1. My teachers believe I can do well at school. Q2. I feel supported by the adults at Long Branch. Q3. I feel safe at school.</p>	<p>During the 2019-2020 school year, all students in grade 5, will respond positively as measured by a 5 point increase (or a 100% rate) in the percentage of students answering yes to the same three questions asked in the fall by the end of the year.</p>	<p>Safe, Healthy, Supported Students</p>	<p>Access to Long Branch Counselor(s), social workers, and psychologist.</p> <p>Lessons to grades K-5 on social emotional learning.</p> <p>“Minute Meetings” with all grade 4 and 5 students with school counselor.</p> <p>Small group counseling as tier 2 interventions, for students identified by staff, families, or per self-referral.</p> <p>School-wide initiatives, such as bullying prevention month, red ribbon week, and great kindness challenge to help foster an environment of inclusion and acceptance.</p> <p>One-on-one counseling (tier 3) to help those students who need specific targeted support.</p> <p>Provide mentorship for students identified with limited school connections (YES Club).</p> <p>Supporting SEL by incorporating CASEL standards</p>	<p>Ongoing</p> <p>Admin</p>	<p>Principal, Asst Principal, School Counselor(s), Staff</p>	<p>Data collected from Spring survey of Your Voice Matters (5th grade students).</p> <p>Morning Meetings in classrooms.</p> <p>Data from “Minute Meeting” conferences with students.</p> <p>Data collection of discipline referrals.</p>