



APS PROGRESSIVE PLANNING MODEL
FIRST SEMESTER ACTION PLAN: 2020-2021
 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><i>Due to Schools closing for Covid19, we do not have scores for SY 2020. We will continue to keep our School Performance Priorities based upon end of the year SOL assessments for students in grades 3-5</i></p> <p>School Year 2018-19 95.24% of students grades 3-5 at Glebe Elementary School passed the English Reading SOL.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">SOL</td> <td style="width: 15%;">SY18</td> <td style="width: 15%;">SY19</td> </tr> <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>EL</td> <td>74.5</td> <td>95.83</td> </tr> </table>	SOL	SY18	SY19	All	92.0	95.24	Black	63.2	77.27	SWD	80.0	81.08	EL	74.5	95.83	<p>Students designated as “black” 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 2020 - 2021 school year.</p> <p>Students designated as “students with a disability” 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 2020- 2021 school year.</p> <p>Students designated as “limited English proficient” 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 2020- 2021 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 quarterly</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 CLT 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 Assistant Principal</p> <p>Reading Specialist</p> <p>ESOL/HILT teacher</p> <p>Special Education teachers</p> <p>Grade Level Teachers</p>	<p>Quarterly assessments, 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 CLT 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>Due to Schools closing for Covid19, we do not have scores for SY 2020.</p> <p>We will continue to keep our School Performance Priorities based upon end of the year SOL assessments for students in grades 3-5</p>	<p>Students designated as "black" will improve math 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 2020-2021 school year.</p> <p>Students designated as "students with a disability" 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 2020-2021 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>Identify targeted students in grades k-5 who are reading below grade level as measured by performance on previous SOL assessments, DRA, PALS and quarterly</p> <p>Establish target interventions</p> <p>Actively monitor student progress and performance; effectiveness of interventions.</p> <p>Weekly collaborative team and CLT 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>On-going each week</p>	<p>Principal Assistant Principal Math Coach ESOL/HILT teacher Special Education teachers Grade Level Teachers</p>	<p>Quarterly, 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 intervention and progress monitoring data such as pre and post test</p>															
<p>School Year 2018-19</p> <p>97.11% of students grades 3-5 at Glebe Elementary School passed the Math SOL.</p> <table border="1" data-bbox="812 1785 974 2016"> <tr> <td>SOL</td> <td>SY18</td> <td>SY19</td> </tr> <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>EL</td> <td>72.2</td> <td>96.30</td> </tr> </table>	SOL	SY18	SY19	All	93.0	97.11	Black	63.2	82.61	SWD	77.1	88.89	EL	72.2	96.30	<p>Students designated as "limited English proficient" 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 2020-2021 school year.</p>					
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<p>Fall:</p> <p>Q1. My teachers believe I can do well at school. 79.4% Yes</p> <p>Q2. I feel supported by the adults at Glebe. 88.7% Yes</p> <p>Q3. I feel accepted by others at Glebe for who I am. 77.3% Yes</p> <p>Spring:</p> <p>Q1. My teachers believe I can do well at school.</p> <p>Q2. I feel supported by the adults at Glebe.</p> <p>Q3. I feel accepted by others at Glebe for who I am.</p>	<p>During the 2020-2021 school year, all students in grade 5, will respond positively as measured by a 5 point increase 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>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>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>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> <p>Number of performances throughout the school year.</p> <p>Number of opportunities and participants in programs that promote physical health.</p>

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<p>Continue to support the whole child at Glebe</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>-On Hold while in virtual school</p> <p>Continue PTA "Be your Body's Best Friend" program</p> <p>Walk, Ride and Roll every week & encouragement of physical education and participation via virtual PE</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> <p>-On hold while in virtual learning</p> <p>Participation in PE challenges, PTA activities</p>