

**APS SCHOOL MANAGEMENT PLAN PROGRESSIVE PLAN FIRST
SEMESTER ACTION PLAN: 2020-2021**

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 <small>(Based on Summative Performance Data)</small>	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES <small>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</small>	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES <small>(Be Specific)</small>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL
Reading Achievement School Year 2018-19 85% of students grades 3-5 at Long Branch Elementary School passed the English Reading SOL. SOL SY18 SY19 All 92 85 Black 100 80 Hisp. 84 67 SWD 71 66 LEP 81 61	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 2020 - 2021 school year. 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 2020-2021 school year. Students in Gap Group 3 designated as "Hispanic"	Multiple Pathways to Student Success	<ol style="list-style-type: none"> 1. 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. 2. Develop and utilize common assessments to monitor student progress throughout the year. Provide targeted intervention based on results of common assessments. 3. Utilize quarterly assessments, running records, Lexia Core 5, PALS and/or DIBELS data to monitor progress and reassign students to in-depth interventions as required (double-dose reading and phonemic interventions) 4. All students with disabilities will be instructed according to their Individualized Education Plans. 5. Provide student access to appropriate level books of their choice. 	On-going each week Second Quarter Data wall with data and interventions on it completed by January 31 Third Quarter Data wall with data and interventions on it completed by April 13 Fourth Quarter Data wall with	Principal Assistant Principal Reading Coaches EL teachers RTG Special Education teachers Grade Level Teachers	Beginning/End of unit assessments Classroom teachers will measure student reading progress through regular tools including: running records, PALS Quick records, PALS Quick Checks, DIBELS, Lexia Core 5, VKRP, quick checks, and reading conferences. Team meetings and CLT minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests. Grade level standards data walls completed

	<p>will 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 2020–2021 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 2020–2021 school year.</p>			<p>data and interventions on it completed by June 17</p>																				
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<p>Math Achievement</p> <p>School Year 2018-19</p> <p>90% of students grades 3-5 at Long Branch Elementary School passed the Math SOL.</p> <table border="1" data-bbox="194 94 381 315"> <tr> <td>SOL</td> <td>SY18</td> <td>SY19</td> </tr> <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> </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 2020–2021 school year.</p> <p>Students in Gap Group 3 designated as “Hispanic” will 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 2020–2021 school year.</p>	<p>Multiple Pathways to Student Success</p>	<ol style="list-style-type: none"> 1. 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. 2. Develop and utilize common assessments and quarterly assessments to monitor student progress throughout the year. Provide targeted intervention based on results of common assessments. 3. 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 programs such as Do The Math. 	<p>On-going each week</p> <p>Second</p> <p>Quarter Data wall with data and interventions on it completed by January 31</p> <p>Third</p> <p>Quarter Data wall with data and interventions on it</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 Teachers</p>	<p>Grade level unit assessments, formal and informal assessments, Performance Matters assessments, and possible other assessments/intervention s/re-teaching 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</p>
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<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 2020 - 2021 school year.</p>		<p>4. Engage students in remediation and/or intervention through Arlington Tiered System of Support 5. All students with disabilities will be instructed according to their Individualized Education Plans 6. Provide professional development in Mathematics. 7. Encourage staff to use instructional strategies that focus on academic vocabulary and explicit teaching to include SIOP and co-teaching.</p>	<p>completed by April 13 Fourth Quarter Data wall with data and interventions on it completed by June 17</p>		<p>data and planning for intervention and progress monitoring data such as pre and post test.</p>
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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>Fall: Q1. Is there at least one adult in your school who checks in with you about how things are going at school (such as asking if you need help with something or if you feel included)? Yes 73% Q2. Overall, how much do you feel like you belong at your school? Yes 68%</p>	<p>During the 2020-2021 school year, all students in grades 4 and 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, social workers, and psychologist. Lessons to grades K-5 on social emotional learning. Virtual needs assessment survey with students in grades 4 and 5 by school counselor Small group counseling as tier 2 interventions, for students identified by staff, families, or per self-referral. School-wide initiatives, such as bullying prevention month, red ribbon week, and great</p>	<p>Ongoing</p>	<p>Principal, Asst Principal, School Counselor, Staff</p>	<p>Data collected from Spring survey of Your Voice Matters (5th grade students). Morning Meetings in classrooms. Data from "Minute Meeting" conferences with students. Data collection of discipline referrals.</p>

<p>Q3. Student Well-Being: Social Emotional Mental Health Yes 71%</p> <p>Spring: Q1. Is there at least one adult in your school who checks in with you about how things are going at school (such as asking if you need help with something or if you feel included)?</p> <p>Q2. Overall, how much do you feel like you belong at your school?</p> <p>Q3. Student Well-Being: Social Emotional Mental Health</p>				
			<p>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>	

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<p>All staff will complete a self-assessment designed to provide schools with a tool to guide a review of current practices regarding inclusion.</p>	<p>When analyzed again in May 2021, data will show that Long Branch staff, based on the October self-assessment will move from "initiation" to "implementation" or "implementation" to "excellence" in all three areas assessed (vocabulary, accountability, tier 1 instruction) as evidenced by teacher self-assessment.</p>	<p>Student Success, Student Well-Being, Engaged Workforce, Partnerships</p>	<p>Complete pre- and post- self-assessment Complete monthly modules within Canvas Participate in monthly individual, small group and/or whole school PD Reflect on individual practices, approaches and strategies Implement new practices, approaches and strategies</p>	<p>Oct/ May Oct-May Oct-May January Oct-May</p>	<p>Administration Front Office Staff Instructional Staff and Assistants</p>	<p>Data from self-assessment survey Dialogue at CLT meetings Curriculum plans used by teams to facilitate learning that show strategies/tools that demonstrate inclusive practices Observations done by administration</p>
<p>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</p>	<p>ANNUAL PERFORMANCE GOALS</p>	<p>ALIGNMENT WITH STRATEGIC PLANNING GOALS</p>	<p>ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</p>	<p>TIMELINE FOR ACTIONS</p>	<p>RESPONSIBLE PARTIES (Be Specific)</p>	<p>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</p>

<p>All Equity Leadership Team members will complete a self assessment and a work together to complete a school-wide equity assessment to gather data to eliminate opportunity gaps and achieve excellence by providing access for all students' unique needs.</p>	<p>Create and implement Equity Team at Long Branch</p>	<p>Building a foundational structure to support the Strategic Plan and Equity Policy</p>	<p>Create diverse Equity Leadership Team Equity Leadership Team will participate in division-wide and school-wide training Equity Leadership Team will work with Equity Coordinator assigned to our school Equity Leadership Team will complete an equity audit/assessment using the division-wide equity-tool Long Branch will include diverse, underrepresented parent voices in decisions that affect students.</p>	<p>Oct/June Oct/June Oct/June</p>	<p>Equity Leadership Team Assistant Principal Equity Coordinator</p>	<p>Participate in Training Division-wide/school-wide training Conduct school-wide equity audit Data from audit Conduct and participate in monthly equity meetings</p>
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SCHOOL PLAN ADVISORY COMMITTEE

Verification for 2020-21 School Management Plan and Assessment of 2019-20 School Management Plan

(Name of School) School Plan Advisory Committee met on (date) (and additional meeting date, if applicable) to review the 2020-21 90-Day Progressive Plan and the assessment of the school's 2019-20 90-Day Progressive Plan.

The committee approves of the assessment and the plan as written.

Membership Criteria:

B-3.6.36 School Plan advisory Committees- Each school committee shall have either six (6) or seven (7) members. Members are appointed for one-year terms upon recommendation of the Superintendent or designee. Members may serve no more than three consecutive terms.

Each committee is composed of:

- The school principal,
- The PTA president,
- One other member of the PTA Executive Board,
- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and
- Two to three other members of the school community who are not on the PTA Executive Board

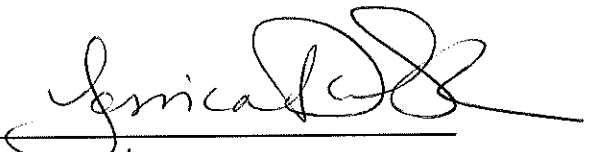
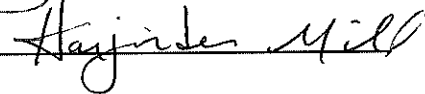
If the school does not have a PTA, all advisory committee members except the principal shall be selected from the school community.

The School Plan Advisory Committee shall not include staff members of that school, with the exception of the principal.

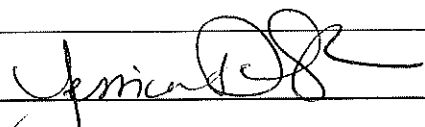
One Advisory Council on Instruction representative from each school is an ex-officio, nonvoting member of the School Plan Advisory Committee and should be notified of all meetings.

Members may not include more than one individual from the same household.

Members' Names and Title

Jessica DaSilva, principal 
Margjinder Gill, PTA President 

* Please see attached emails for other approvals.


Principal's Signature

11.13.2020
Date

DaSilva, Jessica

Mr. Erwin is a community member

From: Randy Erwin <randy.p.erwin@gmail.com>
Sent: Friday, November 13, 2020 10:21 AM
To: DaSilva, Jessica
Subject: Re: 90 Day Progressive Plan

w/o children
in APS.

CAUTION This email originated from outside of Arlington Public Schools. Do not click links or open attachments unless you know the content is safe.

"I approve of the assessment and plan as written."

On Fri, Nov 13, 2020 at 9:59 AM DaSilva, Jessica <jessica.dasilva@apsva.us> wrote:

Good morning,

Thanks again for meeting with me this morning!

If you approve of the plan, please reply to this email with the following statement:

"I approve of the assessment and plan as written."

Please also include what your role was from the list below:

- The PTA president,
- One other member of the PTA Executive Board,
- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and
- Two to three other members of the school community who are not on the PTA Executive Board

Thank you so much!

Jessica

Jessica DaSilva

DaSilva, Jessica

From: Caroline Rogus <crogus@gmail.com>
Sent: Friday, November 13, 2020 10:07 AM
To: DaSilva, Jessica
Subject: Re: 90 Day Progressive Plan

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I approve of the assessment and plan as written.

Caroline Rogus,
Long Branch parent (and not on the PTA Exec Board)

On Fri, Nov 13, 2020 at 9:59 AM DaSilva, Jessica <jessica.dasilva@apsva.us> wrote:

Good morning,

Thanks again for meeting with me this morning!

If you approve of the plan, please reply to this email with the following statement:

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- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and
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Thank you so much!

Jessica

Ms. Sleigh is a member of the PTA executive board.

DaSilva, Jessica

From: Lisa DeMarchi Sleigh <ldemarchisleigh@gmail.com>
Sent: Friday, November 13, 2020 10:36 AM
To: DaSilva, Jessica
Subject: Re: 90 Day Progressive Plan

CAUTION This email originated from outside of Arlington Public Schools. Do not click links or open attachments unless you know the content is safe.

I approve of the assessment and plan as written. Thanks!

Best,
Lisa DeMarchi Sleigh
member of PTA Executive Board

On Fri, Nov 13, 2020 at 9:59 AM DaSilva, Jessica <jessica.dasilva@apsva.us> wrote:

Good morning,

Thanks again for meeting with me this morning!

If you approve of the plan, please reply to this email with the following statement:

"I approve of the assessment and plan as written."

Please also include what your role was from the list below:

- The PTA president,
- One other member of the PTA Executive Board,
- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and
- Two to three other members of the school community who are not on the PTA Executive Board

Thank you so much!

Jessica

DaSilva, Jessica

From: Karina Martinez <karinamartinezrva@gmail.com>
Sent: Friday, November 13, 2020 1:15 PM
To: DaSilva, Jessica
Subject: Re: 90 Day Progressive Plan

CAUTION This email originated from outside of Arlington Public Schools. Do not click links or open attachments unless you know the content is safe.

Hi Jessica,

I approve of the assessment and plan as written.

I am a member of the school community who is not on the PTA Executive Board.

Thanks and have a good weekend,

Karina Martinez

Sent from my iPhone

On Nov 13, 2020, at 9:59 AM, DaSilva, Jessica <jessica.dasilva@apsva.us> wrote:

Good morning,
Thanks again for meeting with me this morning!

If you approve of the plan, please reply to this email with the following statement:

"I approve of the assessment and plan as written."

Please also include what your role was from the list below:

- The PTA president,
- One other member of the PTA Executive Board,
- One member from the neighboring community who does not have children currently enrolled in the Arlington Public Schools, and

DaSilva, Jessica

From: peter zirnite <pzirnite@yahoo.com>
Sent: Friday, November 13, 2020 2:52 PM
To: DaSilva, Jessica
Subject: plan approval

CAUTION This email originated from outside of Arlington Public Schools. Do not click links or open attachments unless you know the content is safe.

Dear Ms. DaSilva,

I, as a member of the school community who is not on the PTA Executive Board, approve of the assessment and plan as written.

Kind regards,
Peter Zirnite