



APS SCHOOL MANAGEMENT PLAN

SY: 2021-2022

Performance Priorities and Actions to be Taken to Address Student Achievement and School Priorities

School: Arlington Science Focus School

Principal: Mary E. Begley & Barbara E. Jones

PERFORMANCE PRIORITIES <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	ANNUAL PERFORMANCE SMART GOALS <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	ACTIONS TO PRIORITIES <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	TIMELINE FOR ACTIONS <i>List timeline for specific actions and strategies</i>	RESPONSIBLE PARTIES <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	RESULTS OF PROGRESS <i>List specific results on desired goals and outcomes</i>																				
<p>Math Data - MI September 2021M</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Grade</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> <td style="width: 10%;">5</td> </tr> <tr> <td># Students</td> <td>68</td> <td>76</td> <td>62</td> </tr> <tr> <td>Sept % Pass</td> <td>51% (35)</td> <td>49% (37)</td> <td>39% (24)</td> </tr> <tr> <td>% LEP Pass (##)</td> <td>43% n=6</td> <td>33% n=2</td> <td>25% n=3</td> </tr> <tr> <td>% SPED Pass (##)</td> <td>33% n=4</td> <td>17% n=1</td> <td>33% n=3</td> </tr> </table>	Grade	3	4	5	# Students	68	76	62	Sept % Pass	51% (35)	49% (37)	39% (24)	% LEP Pass (##)	43% n=6	33% n=2	25% n=3	% SPED Pass (##)	33% n=4	17% n=1	33% n=3	<p>All students in grades 3- 5 will demonstrate math proficiency \geq 90% pass rate on the 2020 Virginia Math Standard of Learning Assessments.</p> <p>All opportunity</p>	<p>Student Academic Progress</p> <p>Climate</p> <p>Multiple Path- ways to Student Success</p> <p>Student Acceleration Plan for Literacy and Numeracy.</p>	<p>Grades 3-5 will monitor achievement on Virginia quarterly growth assessments and MI at BOY.</p> <p>Utilizing Math Workshop structures to increase personalized learning opportunities and differentiation to meet the needs of all students.</p> <p>Provide support teachers in using and growing their math workshop structures during school through coaching cycles, before and after school as PD offering.</p> <p>Use SIOP strategies to teach and learn math vocabulary.</p>	<p>On Going & Quarterly</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Specialist</p> <p>EL Staff</p> <p>Special Education Staff</p> <p>Grade Level Teachers</p>	<p>Quarterly assessments, Midyear Dibels 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, Dibels, quick checks and reading conferences.</p> <p>ILT members,</p>	
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<p>*To be updated with with quarterly growth assessments * 2-5th grade VAAP students *1-4th grade VAAP students</p> <p>Math Below BOY on MI</p> <table border="1" data-bbox="94 932 287 1175"> <tr> <td>3rd</td> <td>49% Below</td> </tr> <tr> <td>4th</td> <td>51% Below</td> </tr> <tr> <td>5th</td> <td>61% Below</td> </tr> </table> <p>Math Below BOY on MI</p> <table border="1" data-bbox="94 1300 330 1503"> <tr> <td>3rd</td> <td>49% Below</td> </tr> <tr> <td>4th</td> <td>51% Below</td> </tr> </table>	3rd	49% Below	4th	51% Below	5th	61% Below	3rd	49% Below	4th	51% Below	<p>gap groups will demonstrate math achievement by score growth \geq 20% on the 2020 Virginia's Math Standards of Learning Assessment compared to the BOY results.</p>		<p>Annual STEM Night – opportunities for math integration into science and technology. Virtual in November 2021</p> <p>Math Day or Night Virtually-(TBD)</p> <p>Provide support for cluster groups of students (GT, EL, SPED) during and after schools.as PD offering.</p> <p>Teachers will use strategies from the Critical and Creative Thinking Framework, and resources from the Resource Teacher for the Gifted; Project M3 units, Project A3 activities and lessons, Continental Math League type problems, Open Middle type problems and Hands-On Equations type problems to provide students opportunities to extend themselves past proficiency once they have reached that level of achievement.</p> <p>PD for technology and new apps for students - throughout the year.</p> <p>Accelerated Learning Plan:</p>			<p>classroom teachers, sp.ed teachers, reading specialist, EL teachers, librarian, ITC, school psychologists, school counselors, mentors, special area teachers doing Lightning Round.</p>	
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			Monthly Equity Team meetings All students with disabilities will be instructed according to their Individualized Education Plans -Before and afterschool interventions and learning opportunities								
<p>SOL Reading Test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors. Variations in participation rates and learning conditions should be considered when reviewing 2020-2021 assessment data.</p> <p>School Year 2020-21 Reading - Diebels October 2021 Reading Data October 2021/Dibels</p> <table border="1" data-bbox="96 1263 489 1529"> <tr> <td>Grade</td> </tr> <tr> <td># Students</td> </tr> <tr> <td>BOY % Meeting Composite Benchmark</td> </tr> <tr> <td>% LEP Meeting Benchmark (##)</td> </tr> </table>	Grade	# Students	BOY % Meeting Composite Benchmark	% LEP Meeting Benchmark (##)	<p>All students in grades 3, 4, and 5 will demonstrate reading proficiency \geq 90% meeting Composite benchmark on the 2022 EOY Dibels Assessment.</p> <p>All opportunity gap groups will demonstrate reading achievement</p>	<p>Student Academic Progress</p> <p>Climate</p> <p>Multiple Path- ways to Student Success</p> <p>Student Acceleration Plan for Literacy and Numeracy</p>	<p>Accelerated Learning Plan: Grade level CLTs determine; *The most critical skills and knowledge for each subject area per grade level *Teach identified power standards which are vertically aligned to the previous grade level as well as the next grade level *Utilize scaffolding strategies *Monitor student progress, provide supports and modifications *Provide targeted, explicit, and specially designed instruction for SWD to address IEP goals and Els to address learning gaps *Afterschool learning Opportunities and learning opportunities</p>	<p>On Going</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Coach</p> <p>EL Staff</p> <p>Special Education Staff</p> <p>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>	
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% SPED Meeting Benchmark (##)	by score growth \geq 20% on the 2022 Dibels as compared to the BOY results		*Share data with instructional staff and engage in analysis of student performance data. *Continue the use of reading interventions such as Structured Literacy, Small group, Guided Reading, Orton Gillingham, Reading Recovery, targeted small group instruction, Lexia Core 5 and progress monitor interventions. *Train and use the assessments to determine specific reading weaknesses and develop interventions with parent notification. *Teachers will implement structured literacy, guided reading, and writing workshop to increase personalized learning opportunities. *Identify targeted students in grades k-5 who are reading below grade level as measured by performance on previous SOL assessments *Weekly collaborative team and CLT meetings with grade level teachers, math coach, and specialists focused on data and planning to improve students' math achievement				
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			*Provide year- long professional learning related to differentiation in the classroom *Provide staff training on Culturally Responsive Teaching.				
Social Emotional Learning	During the 2021-2022 school year, all students in grades 3, 4, & 5, will respond positively as measured by a 5 question survey around trusted adults at school, what to do when frustrated administered by the Counselors .increase in	Multiple Path- ways to Student Success Social/Emotional Development from Counseling services Climate Leadership Human Resource Management	Counselors, psychologist present lessons in the classrooms and to VLP students on SEL. Follow up lessons in classrooms Counselors, social worker, and psychologist will have lunch groups YES Club to focus on positive traits and increasing opportunities No Place for Hate lessons	On Going/January/ June	Principal Assistant Principal Staff	Survey results in the spring will show a 10% increase in positive results at each grade level on surveys Number of SEL lessons for grade levels Number of students participating in extra curricular and enrichment activities. Participation in PTA activities	

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	<p>the percentage of students answering yes to the same three questions asked in the fall by the end of the year.</p>	<p>Student Academic Performance</p>					
<p>Diversity, Equity, Inclusions Create opportunities for all students to participate in 1-2 schoolwide No place for Hate activities through the school team and the PTA..</p>	<p>Continue with No Place for Hate with staff, students, and community</p> <p>By the end of the academic year, staff will be more comfortable responding to student</p>	<p>Leadership</p> <p>Climate</p> <p>Human Resource Management</p>	<p>Collect quarterly data</p> <p>CLT teams work with quarterly data to provide interventions to students in need</p> <p>Continue Glebe Equity Project through literature</p>	<p>On Going/Monthly Lead Teacher meeting/Bi-Monthly Parent Meetings/Quarterly countywide meetings</p>	<p>Principal</p> <p>Assistant Principal</p> <p>No place for Hate chair Person</p> <p>Counselors</p>	<p>Quarterly student data progress reporting</p> <p>Number of students participating in extra curricular and enrichment activities.</p> <p>Principal, Assistant Principal, Lead Teacher, ILT, Classroom Teachers, Parent volunteers, students, Grade Level Chairs, and counselors. We will continue to work with Central office</p>	

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	<p>questions regarding diversity, equity, and inclusion (especially as they relate to race and current events). Staff members will also be more comfortable having and mediating development ally appropriate discussions in the classroom that arise from these student inquiries, comments, etc.</p>	<p>Organizational Management</p> <p>Communication and Community Relations</p> <p>Student Academic Progress</p> <p>Multiple Path- ways to Student Success</p> <p>Safe, healthy, and supported students</p>	<p>2021-22: <u>All Are Welcome</u>, <u>The Proudest Blue</u> and <u>The Name Jar</u></p> <p>Instructional Team Summer Planning Meetings- begin discussion about our identified needs regarding DEI; identified staff desire to receive PD related to holding conversations about hard topics (e.g race, current events, etc.) when they naturally arise in the classroom environment</p> <p>Develop and deliver Professional Development (PD) at staff meetings in 45 minute increments one times per month in January., February, and March of 2022</p> <ul style="list-style-type: none"> • Session #1 Focus: Why is race such a hard topic to discuss? Video, brief follow-up discussion, and survey (data point #1) about current comfort level when the issue of race and DEI arise in the classroom • Session #2- break out groups to begin talking about race amongst ourselves; questions will focus on personal and professional comfort with the 		<p>Social Worker/Psychologist</p> <p>Staff</p>	<p>and Dr. Otley’s office through our chair, Aileen Mavity.</p>	

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	<p>Ensure opportunities for every student to participate in at least one activity related to No Place for Hate activities that connects them to teachers, staff and other students to school and the community.</p>		<p>topic and reasons behind group and individual answers</p> <ul style="list-style-type: none"> • Session #3: Direct instruction in strategies that educators can use in the classroom to more confidently hold those discussions as they arise naturally in the classroom/school environment; retake survey after instruction and 3 sessions to determine new comfort level and reason for change or lack thereof • June- end of year survey (final data point) <p>Parent book group(monthly) ?</p> <p>Opportunities for in-house, staff PD that utilizes common texts (ex. White Fragility) and free resources from Dr. Paul Gorski and the Equity Literacy Institute</p> <p>Student activities in classrooms K-5(bi-weekly)</p>				

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			<p>Share out findings at Lead Teacher meetings</p> <p>PD broken into groups based on grade levels/subjects taught.</p> <p>Monthly Lead Teachers/Leadership meetings to discuss grade level, schoolwide, and individual points of view.</p> <p>Sharing of student work groups during ILT meetings.</p> <p>Combined PTA meetings, separate information sessions.</p> <p>Virtual and in person small group work with students</p>				