



APS SCHOOL MANAGEMENT PLAN
SY: 2021-2022
Performance Priorities and Actions to be Taken to Address Student Achievement and School Priorities

School: Cardinal Elementary

Principal: Colin Brown

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>
SEL Both students and staff will participate in an SEL screener survey about considering the perspective of someone of a different race, ethnicity or cultural experience. Student/Staff survey questions include: How often do you think about what someone of a different race, ethnicity, or cultural experiences? <i>Almost never</i> <i>Once in a while</i> <i>Sometimes</i> <i>Frequently</i> <i>Almost always</i>	SMART Goal: By April 2022 75% of students in grades 3-5 will report considering the perspective of someone of a different race, ethnicity or cultural experience, frequently, as measured by targeted questions from an SEL screener. Student Acceleration Professional Learning In Literacy and Numeracy Social and Emotional Learning Diversity Equity and Inclusion School Safety	Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Professionalism Student Academic Progress	Pre-teach relevant vocabulary to students (e.g. “race”, “ethnicity”, “perspective”). Deliver purpose of lesson and SEL screener survey to students. Conduct staff SEL screener survey and administer Harvard IAT. Provide Professional Development training about unconscious bias to staff. Conduct lessons as part of SEL and counseling curriculum for students about understanding perspective and unconscious bias. Administer student posttest. Lead professional development for	November 2021 November 2021 November 2021 November 2021 December – January 2021 January 2022 March 2022	School Counselors	Student SEL pretest screener data Student SEL posttest screener data Staff SEL pretest screener data Staff SEL posttest screener data Staff IAT pretest data Staff IAT posttest data	

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<p>During the past 30 days, how carefully did you listen to other people’s points of view?</p> <p><i>Not carefully</i> <i>Slightly carefully</i> <i>Somewhat carefully</i> <i>Quite carefully</i> <i>Extremely carefully</i></p> <p>How confident are you that students at your school can have an honest conversation with each other about race?</p> <p><i>Not at all</i> <i>Slightly</i> <i>Somewhat</i> <i>Quite</i> <i>Extremely</i></p> <p>Staff will also complete the online Harvard Implicit Association (IAT) Test: Skin-tone <i>This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.</i></p>			<p>staff about incorporating specific strategies in the classroom to promote understanding perspective and reduce unconscious bias.</p> <p>Conduct staff posttest.</p>	<p>March 2022</p>			

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<p>READING: Based on an analysis of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener, it was determined that 43 out of 100 kindergarten students, 11 out of 95 first grade students, 19 out of 107 second grade students, and 9 out of 123 third grade students did not meet the BOY grade level benchmark on the Nonsense Word Fluency (NWF) task. They did not correctly identify specific letter sounds in a given nonsense word (CLS). *See Appendix A for graphic* NWF-CLS measures student knowledge of letter-sound correspondence. This is a key skill of the foundational reading skill known as the alphabetic principle. These students will need specific instructional support by enhancing the effectiveness of classroom instruction and providing structured, systematic interventions to targeted groups of students.</p>	<p>SMART Goal: By late spring 2022 kindergarten through third graders who failed to meet BOY benchmarks for the DIBELS Nonsense Word Fluency - Correct Letter Sound (NWF-CLS) task, will meet or exceed the grade level EOY expectations, scoring in the core support range with minimal risk at their respective grade levels for the 2021-22 school year. Student Acceleration Professional Learning In Literacy and Numeracy Social and Emotional Learning Diversity Equity and Inclusion School Safety</p>	<p>Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Professionalism Student Academic Progress</p>	<p>Develop and monitor targeted student list Hold CLT meetings at each grade level Participate in reading-focused CLT meetings on a regular basis Use 95% phonics common assessments to inform and drive instruction Routinely engage in progress monitoring to meet students' needs as indicated by those risk levels. Engage students in remediation and/or intervention through tiered system of supports (ATSS) Use Lexia Core5 lessons and skill builders to plan interventions for students, as indicated by student need Develop and deliver professional learning to teachers about effective strategies for incorporating and utilizing Lexia Core5 and 95% curriculum</p>	<p>October 2021 Ongoing Ongoing Ongoing Weekly/biweekly Per HB410, 8-10 week intervention blocks Weekly Ongoing</p>	<p>Reading Specialists Reading Specialists, Classroom teachers, ILT Administrators Classroom teachers, Reading Specialists Classroom teachers, Reading Specialists Classroom teachers, Reading Specialists Reading Specialists, Administrators</p>	<p>DIBELS midyear data Weekly LexiaCore5 progress reports Classroom observations LexiaCore5 usage data 95% phonics common assessments DIBELS EOY data</p>	

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			Support classroom teachers through coaching cycles to further develop their capacity to effectively instruct struggling students in reading	Ongoing	Reading specialists, ILT, Administrators		
MATH: Based on BOY Math Inventory data, 92 out of 455 students in grades 2 - 5 scored in the Below Basic level. Data from BOY Math Inventory Below Basic: 2 nd : 18/107 3 rd : 19/123 4 th : 26/118 5 th : 29/107 *See Appendix B for graphic*	SMART Goal: By late spring 2022, 2 nd graders through 5 th graders who scored in the Below Basic performance level on the BOY Math Inventory assessment, will meet or exceed the Basic performance level, bringing them to at least a basic level at their respective grade levels for the 2021-22 school year. Student Acceleration Professional Learning In Literacy and Numeracy Social and Emotional Learning Diversity Equity and Inclusion School Safety	Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Professionalism Student Academic Progress	Develop and monitor targeted student list & define interventions Hold CLT meetings at each grade level Participate in CLT meetings on a regular basis Identify and unpack power standards to plan purposeful core instruction and create common assessments. Use common assessments (pre-assessments & formative) to inform and drive instruction for each math unit Routinely engage in progress	October 2021 Ongoing Ongoing Ongoing Ongoing	Math Coach Math Coach, Classroom teachers, ILT Administrators Math Coach, Classroom teachers Classroom teachers Classroom teachers	Math Inventory midyear data Math Inventory EOY data Common unit assessments Lesson-specific exit tickets Dreambox student progress reports	

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			<p>monitoring to meet students' needs as indicated on results from common unit assessments</p> <p>Engage students in remediation and/or intervention through tiered system of supports (ATSS)</p> <p>Use Dreambox assignments to provide targeted interventions for students, as indicated by student need</p> <p>Reflect on the effectiveness of instructional strategies through data analysis</p> <p>Support classroom teachers through coaching cycles to further develop their capacity to effectively instruct struggling students in math</p>	<p>Per HB410, 8-10 week intervention blocks</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Math Coach, Classroom teachers</p> <p>Classroom teachers</p> <p>Math Coach, Classroom teachers</p> <p>Math Coach, ILT, Classroom teachers</p>		

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COVID Mitigation Based on a significant number of positive COVID cases in the public schools and the potential severity of illness related to those cases, we are seeking to minimize positive COVID cases among students and staff in order to maintain in-person learning.	SMART Goal: For the SY 21-22, health standards and mitigation strategies will be implemented to ensure a safe and healthy learning environment for students and staff.	Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Professionalism Student Academic Progress	All students and staff will wear masks at all times while indoors in the Cardinal facility. Students will eat lunch outdoors whenever possible, weather permitting. The master schedule will reflect one grade level scheduled to eat in the cafeteria per lunch period, in order to allow 3-foot distance between students. Cafeteria seating will follow social distancing requirements by marking off seats where students can and cannot sit. Students will wear masks in the cafeteria at all times, except when eating or drinking. Teachers will submit all classroom seating charts to accommodate contact tracing. Students will eat snacks outside whenever possible, weather permitting. When indoors, students will space at least 3 feet	Ongoing (Aug 2021-June 2022) Ongoing (Aug 2021-June 2022) Ongoing (Aug 2021-June 2022) Ongoing (Aug 2021-June 2022) Ongoing (Aug 2021-June 2022) Ongoing (Aug 2021-June 2022)	School staff School staff School staff School staff School staff School staff	Number of reported positive COVID student cases	


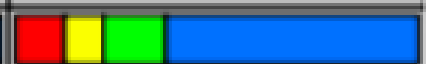
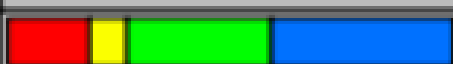
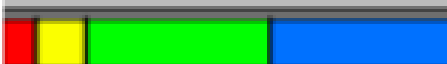
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			<p>apart to eat snacks.</p> <p>Families will be encouraged to have their students permitted to participate in weekly on-site COVID testing.</p> <p>Regular communications will occur with families to share vaccine and testing information as well as COVID protocols and requirements.</p> <p>Work closely with Emergency Management Office and school health personnel to identify positive COVID cases.</p> <p>Conduct contact tracing when necessary.</p>	<p>Ongoing (Aug 2021-June 2022)</p> <p>Ongoing (Aug 2021-June 2022)</p> <p>Ongoing (Aug 2021-June 2022)</p> <p>Ongoing (Aug 2021-June 2022)</p>	<p>School staff</p> <p>School staff</p> <p>School staff</p> <p>School staff</p>		

Kindergarten

1st Grade

2nd Grade

3rd Grade

NWF-CLS	NWF-CLS	NWF-CLS	NWF-CLS
			
<p>Intensive: 43 (43%) Strategic: 11 (11%) Core: 25 (25%) Core^: 21 (21%)</p>	<p>Intensive: 11 (12%) Strategic: 9 (9%) Core: 15 (16%) Core^: 60 (63%)</p>	<p>Intensive: 19 (18%) Strategic: 9 (8%) Core: 35 (33%) Core^: 44 (41%)</p>	<p>Intensive: 9 (7%) Strategic: 13 (11%) Core: 48 (39%) Core^: 52 (43%)</p>

Below Basic by Grade Level

