



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

School: Claremont Immersion

Principal: Jessica Panfil

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>58% of students in 2nd – 5th grades (247 students) scored basic or above on the Math Inventory (MI).</p> <p>42% of students in 2nd – 5th grades (177 students) qualify for math interventions.</p>	<p><u>APS Priorities</u></p> <p>Student Acceleration Professional</p> <p>Learning in Literacy & Numeracy</p> <p>Diversity, Equity, & Inclusion</p> <p><u>SMART Goal:</u> <u>Math in Spanish</u></p> <p>80% of students in 2nd – 5th grade (339 students) will demonstrate basic math skills and problem solving</p>	<p>Leadership</p> <p>Human Resource Management</p> <p>Student Academic Progress</p>	<p>Implement math workshop K-5 to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions. Classroom teachers core lesson plan in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Consistently use Common Formative Assessments to plan differentiated instruction. Specifically, pre and post assessments for each math unit and exit slips for each math skill taught will be implemented.</p> <p>Use Data Protocols to assess which students require small group re-teaching of skills and on-going extra support to increase math skills and knowledge.</p> <p>Classroom instruction co-taught and co-planned with special education teachers.</p>	<p>Students in intervention are progress monitored every 2 weeks, along with checking Dreambox and Reflex usage.</p> <p>All students are assessed using Math Inventory beginning and end of the year.</p>	<p>Principal/Assistant Principal</p> <p>Grade Level Teacher Teams (Classroom, English Learner, Special Education, Math Coach, and Gifted Resource Teachers)</p>	<p>DreamBox & Reflex Usage and Academic Progress</p> <p>Common Formative Grade Level Assessments (Pre & Post Unit Tests)</p> <p>Math Inventory</p>	

	strategies as evidenced by the Math Inventory (MI).		Engage in professional development through the on-going PLC process and Academic Choice (teacher facilitated professional learning) Consistently use math learning adaptive tools such as Dreambox and Reflex to sustain and improve students math skills and content knowledge.				
76% (of students in Kinder - 5th grades (487 students) do not require intervention as evidenced by DIBELS. 24% of students in Kinder – 5 th grades (158 students) qualify for literacy interventions based on being well below the benchmark goal on DIBELS.	<p><u>APS Priorities</u></p> <p>Student Acceleration Professional</p> <p>Learning in Literacy & Numeracy</p> <p>Diversity, Equity, & Inclusion</p> <p><u>SMART Goal: Literacy</u></p> <p>80 % of students in Kinder – 5th grade (516 students) will not require literacy intervention as evidenced by DIBELS.</p>	Leadership Human Resource Management Student Academic Progress	<p>Implement Phonics 95% in K-3 , Vocabulary Surge in 4-5, and Lexia as part of a balanced literacy program to maximize instruction and personalize learning for students.</p> <p>Teachers consistently engage in a professional learning (PLC) process to address four learning questions.</p> <p>Classroom teachers plan core lessons in weekly grade level meetings. Specialists plan with teachers in cross-curricular meetings to plan for interventions and enrichments.</p> <p>Use Common Formative Assessments in 1- 5th in English and Spanish Language Arts for standards-based literacy skills and to measure reading proficiency across English and Spanish.</p> <p>Use Data Protocols to assess which students require small group targeted instruction to increase reading proficiency.</p> <p>Use DIBELS progress monitoring to assess students progress and set new individual goals for students.</p> <p>Classroom instruction co-planned/ co-taught with special education and English Learner teachers.</p> <p>Engage in professional development through the on-going PLC process and Academic Choice (teacher facilitated professional learning).</p> <p>Consistently use Lexia as a learning adaptive tool to improve students reading skills.</p>	Students in intervention are progress monitored every 2 weeks, along with checking Lexia usage. All students are assessed using DIBELS beginning and end of the year.	Principal/Assistant Principal Grade Level Teacher Teams (Classroom, English Learner, Special Education, Reading Specialist, and Gifted Resource Teachers)	Lexia Usage and Progress Common Formative Grade Level Assessments DIBELS	
	<u>APS Priorities</u>	Leadership Climate	The five identified Social Emotional skills* are: Social Awareness: I am aware of how I feel.	Students in need of support receive weekly		Classroom teacher and counselor student	

<p>70% of students surveyed reported they are aware of and can name an emotion.</p> <p>50% of students surveyed reported they can stay calm even when they feel upset.</p>	<p>Social and Emotional Learning</p> <p>Student Acceleration</p> <p>Diversity, Equity, & Inclusion</p> <p>SMART Goal: <u>Social Emotional Skills</u></p> <p>80% of students in Kinder - 5th grades will identify three social-emotional skills that support their well-being.</p>	<p>Human Resource Management</p> <p>Student Academic Progress</p>	<p>Self-Management: I can stay calm even when I feel upset.</p> <p>Social Awareness: I am aware of other's feelings and they may be different or similar to mine.</p> <p>Relationship Skills: I can make and keep a friend and I can talk to a trusted adult.</p> <p>Responsible Decision Making: I can make safe, helpful, and responsible choices. (* Based on CASEL framework.)</p> <p>Implement a pre and post survey regarding having a trusted adult in the school and the self-reporting of the five social-emotional skills.</p> <p>Provide tier 1 support for every student through Responsive Classroom, Conscious Discipline, and Second Step strategies in classrooms and counseling lessons.</p> <p>Provide tier 2 support through targeted small group counseling and individual check-ins for identified students with counselors.</p> <p>Collaborate with the school-wide Creative Arts team (art, music, and PE teachers) to reinforce the social emotional skills being taught by the counseling team in their classes, and through school wide initiatives such as the Parrots' News, Casa de Papagayos Canvas course, and community events.</p>	<p>small group or individual check-ins by counselors.</p> <p>Students have monthly counseling lessons and check-ins by school counselors.</p> <p>Teachers assess social-emotional well-being of all students biweekly using the Responsive to the Whole Child process.</p>	<p>Principal/Assistant Principal</p> <p>Counselors</p> <p>Creative Arts Team (Art, Librarian, Music, & PE teachers)</p>	<p>observations and check-ins for specific social-emotional skills.</p>	
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