



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

School: Discovery Elementary

Principal: Dr. Erin Russo

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>Literacy</p>	<p>By May of SY2122 all students will be make reading progress as measured by Dibels. 100% of students identified as needing intensive support will move to strategic support.</p>	<p>Leadership Organizational Management Student Academic Progress</p>	<ul style="list-style-type: none"> • Use of Data Dialogue Protocol in CLTs • Dedicated Time for Small Group planning in CLTs • Strategic Walk-thrus around small group teaching • New BOY, Midyear, teacher meeting structure • New ATSS meeting • Increase decodable books in classroom libraries 1-5. • Inventory of all decodable books with focus feature and provide teacher PD • Reading teachers will meet with students requiring intensive support three days a week and classroom teachers will meet in small groups two times a week. 	<p>ongoing</p>	<p>All classroom teachers, coaches, and admin.</p>	<p>Midyear DIBELS</p> <p>Teachers will frequently progress monitor small groups</p>	

Numeracy Data Hub 9 Math Inventory	By May SY2122, all students will demonstrate math growth as measured by the EOY MI. 100% of students identified as BELOW BASIC will move to BASIC. 100% of the students identified as BASIC will move to PROFICIENT.	Leadership Organizational Management Student Academic Progress	<ul style="list-style-type: none"> • Create the Data Hub 9 to easily access and sort MI data. • Use of Data Dialogue Protocol in CLTs • Dedicated Time for Small Group planning in CLTs • Strategic Small Group schedule- three days a week on past standards two days a week on current standards for all BELOW BASIC students • Strategic Walk-thrus around small group teaching • New BOY, Midyear, teacher meeting structure • New ATSS meeting • Focused PD on math strategies for special education teachers 	October ongoing ongoing ongoing ongoing November 12th/Feb Monthly Monthly	Keith Reeves and Angela Torpy Coach and classroom teachers Coach and classroom teachers Classroom teachers Admin Team Admin Team Admin Team and Mental Health Team Coach and sped teachers	Midyear MI EOY MI Teachers will frequently progress monitor small groups	
Social Emotional Baseline data on Take a Break/Calm Corner spaces at Discovery	By May 2022, 100% of teachers will designate a consistent space within their classrooms for a Take a Break Space/Calm Corner, place self-regulation tools within the space, and explicitly teach	Leadership Climate Professionalism Student Academic Progress	<ul style="list-style-type: none"> • Strategic Walk-Throughs in November, 2021 to determine current tools accessible to students for self-regulation • Survey students regarding Take a Break Spaces within their classroom • Survey teachers regarding their use of and needs regarding Take a Break spaces • Obtain feedback from Discovery SEL Committee 	November November November November December	School counselors School psychologist Classroom Teachers Admin Team	Walk through and survey pre- and post-data, order forms for materials, SEL Committee notes	

	their students how to use the self-regulation tools within these spaces and then return to learning.		<ul style="list-style-type: none"> Order additional self-regulation tools to provide to teachers for classroom Take a Break spaces Provide additional visual tools for Take a Break Spaces Provide a Google presentation for teachers to use with their students surrounding the use of Take a Break spaces Meet with grade level teams and Encore team 	December January January			
Equity	By May Discovery will complete 100% of No Place for Hate activities. By May 100% of teachers will move from Latent and Emergent to Established or Advanced on the MAEC Classroom Environment audit.	Leadership Climate Student Academic Progress	<ul style="list-style-type: none"> Reorganization of DELTA Team Students will sign the No Place for Hate Pledge Teachers classroom libraries will be include more diverse books Professional Development for all staff on creating an equitable classroom climate 	summer November ongoing ongoing	Admin Classroom Teachers Diversity and Inclusion Team Deep Equity Team	Check-ins with No Place for Hate Team Walk-thrus End of year survey	
Staff Pre-Survey MAEC 100% of the teacher responses in the Latent or Emergent included the following aspect of Classroom Environment: Are the instructional materials culturally inclusive and unbiased regarding race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status? 60% of the teachers responses in the Latent or Emergent included the following aspects of Classroom Environment: -materials -unbiased verbal and nonverbal language -invitational environment where commonalities are appreciated and differences are understood and valued							
Safety	For the SY 21-22 school year, health standards and	Leadership	Enhance opportunities for students to access outdoor lunch options; Work closely with Emergency Management Office and School	ongoing	Admin Clinic Staff		

	mitigation strategies will be implemented to ensure a safe and healthy learning environment for students and staff.	Operational Management	Health to identify positive COVID cases; Conduct Contact Tracing; Implement recommended safety mitigation strategies; Display visuals of expected safe practices; Communicate with staff, students and families on regular basis on safety guidelines, close contacts, etc				
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