



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

School: Escuela Key

Principal: Marleny Perdomo

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>Reading Performance Reading performance on the SOL indicates that 63% of all students in grades 3-5 met the proficiency benchmark.</p> <table border="1" data-bbox="96 1182 354 1550"> <tr> <td>Reading</td> <td>20 - 21</td> </tr> <tr> <td>ALL</td> <td>63%</td> </tr> <tr> <td>Asian</td> <td>91%</td> </tr> <tr> <td>Black</td> <td><50</td> </tr> <tr> <td>Hispanic</td> <td>45%</td> </tr> <tr> <td>White</td> <td>93%</td> </tr> </table>	Reading	20 - 21	ALL	63%	Asian	91%	Black	<50	Hispanic	45%	White	93%	<p>During the 2021-22 academic school year, all students in grades 3-5 will demonstrate improved proficiency in reading with a 10-12% decrease in failure rates as measured by grade-level end of year assessments.</p>	<p>Student Academic Progress, Leadership, Human Resource Management</p>	<p>Monitor student progress in reading through weekly collaborative learning team meetings (CoCos).</p> <p>Engage students in remediation and/or interventions throughout the day and before and after school.</p> <p>Use of state, district, and common assessments to inform instruction and remediation to meet the needs of all students.</p> <p>prioritize the teaching of identified power standards that vertically align to the previous and next grade level.</p> <p>Instructional coaches help support the</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<p>Classroom teachers, Special Education teachers, ITC, Reading Specialists, EL Teachers, Gifted Resource Teacher, Administrators</p>	<p>CLT Minutes</p> <p>Intervention plans</p> <p>Monthly curriculum and data meetings to review student progress and develop intervention strategies</p> <p>-Quarterly planning documents reviewed and developed with teaching team</p> <p>-Reports by teacher and grade level/program records: -Orton Gillingham -LEXIA</p>	
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<p>Math performance SOL indicate that 48% of all students in grades 3-5 met the proficiency benchmark.</p>	<p>During the 2021-22 academic school year, all students in</p>	<p>Student Academic Progress, Leadership, Human Resource Management</p>	<p>Monitor student progress in math through weekly collaborative learning team meetings CoCos.</p> <p>Engage students in remediation and/or</p>	<p>Ongoing</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource</p>	<p>CLT Minutes and intervention plans</p> <p>Math Workshop support in</p>																																	

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	90% of all 2 nd -5 th grade students in the Below Basic (BB) and Basic (B) range will make adequate growth as measured by an increase in their quantile score of between 105-170 points based off the expected MI EOY Average growth.		Prioritize the teaching of identified power standards that vertically align to the previous and next grade level.				
Spanish Performance Language Arts BOY Spanish Writing Samples indicate 68% of students are at developing stage as measured by BOY writing sample.	By the end of the year, all Immersion students at Escuela Key will show an increase in their written proficiency in	Student Academic Progress, Leadership, Human Resource Management	Establish interrater reliability utilizing the Spanish Immersion Writing Rubric Analyze BOY writing samples to determine student needs. Revision of Spanish Immersion writing	September Ongoing Ongoing	Principal Assistant Principal Spanish Coach/Exemplary Project Coordinator Spanish Teachers	CoCo Planning Documents Writing Samples Addition of Spanish instructional assistant Antologia resources	

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Diversity, Equity and Inclusion Leadership for Equity Assessment & Development (LEAD™) data from Spring 2021 results: Emerging Equitable Practice (50%) Proficient Equitable Practice (50%)	By the Spring of 2022, the scores on the Leadership for Equity Assessment & Development (LEAD™) will show overall improvement: Emerging Equitable (from 50% to 25%)	Diversity, Equity and Inclusion, Leadership, Human Resource Management	<p>-Escuela Key will expand its equity and inclusion practices by celebrating and recognizing the diversity in our students, staff, and community.</p> <p>-Establish its Equity Team to include staff representing various scales, parents and students.</p> <p>- The Escuela Key Equity and Inclusion Committee will meet monthly to discuss/address equity in the building.</p>	<p>Ongoing</p> <p>Sept – May</p> <p>November – June</p>	-Equity and Inclusion Leads, classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators	<p>-The Escuela Key Equity and Inclusion Committee Minutes, identified priorities, tasks and needs.</p> <p>-Quarterly Planning Agendas</p> <p>-Surveys of staff and community addressing inclusion and equity.</p>																																																			

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	<p>Proficient Equitable Practice (from 50 to 75%).</p>		<p>-Participate in year 2 of No Place for Hate Schools</p> <p>-All students will sign the “No place for Hate Pledge”.</p> <p>-Establish book club to develop staff’s understanding of inclusion practices.</p> <p>-International Night Celebration of all nationalities.</p> <p>-Dia del Idioma celebration in alignment with our Dual Language program.</p>	<p>Ongoing</p> <p>December</p> <p>Ongoing</p> <p>Spring</p> <p>April</p>			

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Social and Emotional Development: Students were surveyed in Sept/Oct: Asked to respond the question, <i>"Is there a trusted adult at school who cares about you; someone you could talk to if you had a big problem?"</i>	By June 2022, students in kindergarten through 5th grades at Escuela Key will show a 5% increase in the percentage of students who respond positively to the question, <i>"Is there a trusted adult at school who cares about you; someone you could talk to if you had a big problem?"</i> when compared to the percentage who responded yes in Sept/Oct 2021.	Climate, Leadership, Communication and Community Relations	Daily morning meetings Classroom counseling instruction focused on building connections Counseling "Lunch Bunches" and other small groups Intentional individual student check-ins Periodic discussions and data analysis with faculty and collaboration with PBIS committee. Consultation/Collaboration with Student Support Team	Ongoing Ongoing Ongoing Ongoing Ongoing	Administrators Classroom teachers Counselors Counselors All staff All staff	Interim survey in Jan/February Final survey in May/June	

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Safety and Mitigation Supports in place to provide a safe and healthy environment at Escuela Key	During the 21-22 Academic year Escuela Key will implement all mitigation strategies and follow all COVID-19 pandemic established protocols	Climate, Leadership, Human Resource Management, Communication and Community Relations	<p>Implement, monitor and enforce mitigation measures in school: mask wearing, social distancing, sign in/out forms, seating charts.</p> <p>Supervise custodial staff to ensure cleaning protocols are followed (deep cleaning, timely refills of soap and hand sanitizer).</p> <p>Monitor Daily Qualtrics Report for potential positive cases.</p> <p>Conduct contact tracing at school once a positive case has been identified, in collaboration with the school nurse and Arlington Health Department.</p> <p>Monitor students with Covid Like Illness in isolation room, contact family and complete follow up Qualtrics report on their behalf.</p> <p>Prepare and distribute exclusion letters, testing information and timeline on return to school.</p> <p>Prepare and distribute community notification letters to parents.</p> <p>Ensure that students on quarantine receive</p>	Ongoing	Administrators School Nurse School Nurse Aide	Escuela Key Mitigation Plan Exclusion Algorithm Communication Protocols for COVID-19 COVID procedures Fidelity of implementation of APS Standard Operating Procedure – COVID Quarantine and Isolation Weekly meetings with clinic staff	

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			<p>adequate access to academic work.</p> <p>Student Testing in School: Organize weekly opt-in testing. Ensure opt-in students/staff report to site within 2 hr. window and collaborate with Resource Path staff.</p> <p>Lunch plan: Develop and implement an outdoor dining plan, provide yoga mats, request additional picnic tables for outdoor dining. Develop cafeteria plan, layout and schedule with assigned tables as mitigation measures.</p>				