



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

School: Alice West Fleet Elementary

Principal: Dr. Francis Legagneur

<b>PERFORMANCE PRIORITIES</b> <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	<b>ANNUAL PERFORMANCE SMART GOALS</b> <i>List SMART goals based on baseline data focused on key priorities:</i> <i>Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	<b>ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS</b> <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>	<b>ACTIONS TO PRIORITIES</b> <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	<b>TIMELINE FOR ACTIONS</b> <i>List timeline for specific actions and strategies</i>	<b>RESPONSIBLE PARTIES</b> <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	<b>RESULTS OF PROGRESS</b> <i>List specific results on desired goals and outcomes</i>								
<p>Reading performance on the SOL indicates that 74% of all students in grades 3-5 met the proficiency benchmark.</p> <p>Highlighted sub-groups below did not demonstrate proficiency at the 74-percentile mark.</p> <table border="1" data-bbox="96 1312 336 1555"> <tr> <td>Reading</td> <td>20 - 21</td> </tr> <tr> <td>ALL</td> <td>74</td> </tr> <tr> <td>Asian</td> <td>77</td> </tr> <tr> <td>Black</td> <td>74</td> </tr> </table>	Reading	20 - 21	ALL	74	Asian	77	Black	74	<p>During the 2021-22 academic school year, all students in grades 3-5 will demonstrate improved proficiency in reading with a 12% decrease in failure rates as measured by grade-level end of year assessments.</p>	<p>Leadership, Climate, Student Academic Progress</p>	<p>Monitor student progress in reading through weekly collaborative learning team meetings.</p> <p>Engage students in remediation and/or interventions throughout the day during Falcon Time an intervention block for all grades K - 5.</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</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators</p>	<p>CLT Minutes and intervention plans</p> <p>Monthly curriculum and data meetings to review student progress and develop intervention strategies</p> <p>Quarterly planning documents.</p> <p>Orton Gillingham My Virtual Reading Coach Lexia Decodables</p>	<p>During the 2021-22 academic school year, all students in grades 3-5 will demonstrate improved proficiency in reading with a 12% decrease in failure rates as measured by grade-level end of year assessments.</p> <p>In primary grades, 90% of all students in grades K-2 will be on grade level as measured by the DIBELS.</p>
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<p>Qualitative data indicates students will need additional social and emotional support based on the impact of pandemic learning. The qualitative data indicates that students will need support in the virtual to in-person transition support, emotional regulation, and behavioral support during the 2021 – 2022 academic year.</p>	<p>All students will be provided with the framework and curriculum to build awareness of their feeling and utilize strategies to regulate and correctly identify their emotional state in the school.</p>	<p>Climate, Program Progress, and Community Relations</p>	<p>Created dedicated morning meeting time for all grade levels to allow students time to discuss concerns in school and home.</p> <p>Staff will dedicate time during morning meeting to deliver zones of regulation curriculum to all students in the building.</p> <p>Provide Zones of Regulation training to staff on emotional talk to allow for differentiated approaches for all grade levels.</p> <p>Display ZONES of Regulation posters to all instructional spaces in the building.</p> <p>Survey of all 3rd, 4th, and 5th grade students to identify their knowledge of zones and there ability to link emotional states to zones.</p> <p>Fleet Town Hall on Social Emotional Learning at Fleet.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October--- May</p> <p>October</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators, Counselors</p>	<p>Professional Development programs and staff feedback</p> <p>Distribution of materials for lessons and classroom posters</p> <p>Counselor Lesson plans</p> <p>Schoolwide survey for 3-5th graders</p> <p>PTA night on Social Emotional Learning and how to use Zones of Regulation in your home</p>	<p>100% of all students in grades 3 – 5 will identify the differing zones and describe the emotional state for each zone.</p> <p>Staff will correctly use and implement the language of Zones of Regulation throughout the school day to address student needs in the classroom.</p>

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<p>During 2020 – 2021 school year the Fleet administration and staff worked on the creation of the equity and inclusion within the building. Equity has been selected as a core foundation principle of the Fleet Mission and Vision. The equity and inclusion celebration was a month long read aloud in which students and staff discussed equity in the classroom.</p>	<p>Fleet will expand its equity and inclusion practices by celebrating differing voices in our students, staff, and community.</p>	<p>Climate, Program Progress, Community Relations, Professionalism</p>	<p>Fleet staff will meet monthly in an Equity and Inclusion Committee to discuss ways to address equity in the building.</p> <p>Fleet will participate in the No Place for Hate Year 2</p> <p>Fleet will provide a monthly inclusion Friday video and lesson on differing topics for all students. (Race, Faith, Disability, Gender, Socio-economic status)</p> <p>International Night Celebration of all nationalities</p> <p>Fleet will conduct an Inclusion Month Celebration in May continuing our dedication to Inclusion.</p>	<p>Sept – May</p> <p>Ongoing</p> <p>November – June</p> <p>May - June</p>	<p>Classroom teachers, special education teachers, ITC, reading specialists, EL Teachers, Gifted Resource Teacher, Administrators, Counselors</p>	<p>International Night</p> <p>Fleet Inclusion Month</p> <p>Celebration of Staff Diversity</p> <p>DHOH Sign of the Week</p> <p>No Place for Hate</p> <p>Flag Celebration</p> <p>Reflection of Voice in Fleet</p> <p>Equity Committee meeting notes and action items</p>	<p>Fleet staff will meet monthly in an Equity and Inclusion Committee to discuss ways to address equity in the building.</p> <p>Fleet will participate in the No Place for Hate Year 2</p> <p>Fleet will provide a monthly inclusion Friday video and lesson on differing topics for all students. (Race, Faith, Disability, Gender, Socio-economic status)</p> <p>International Night Celebration of all nationalities</p> <p>Fleet will conduct an Inclusion Month Celebration in May continuing our dedication to Inclusion.</p>