



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

School: Glebe Elementary School

Principal: Jamie Borg

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>SOL test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors. Variations in participation rates and learning conditions should be considered when reviewing 2020-2021 assessment data.</p> <p>School Year 2020-21 83% of students grades 3-5 at Glebe Elementary School passed the English Reading SOL.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SOL</th> <th>SY19</th> <th>SY21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.24 %</td> <td>83 %</td> </tr> <tr> <td>Black</td> <td>77.27 %</td> <td>55 %</td> </tr> <tr> <td>SWD</td> <td>81.08 %</td> <td>62 %</td> </tr> </tbody> </table>	SOL	SY19	SY21	All	95.24 %	83 %	Black	77.27 %	55 %	SWD	81.08 %	62 %	<p>Students designated as “black” will improve reading achievement as measured by the end of the year SOL from a pass rate of 55% for the 2020-2021 school year to 80.0% for the 2021 – 2022 school year.</p> <p>Students designated as “students with a disability” will improve reading achievement as measured by the end of the year SOL from a pass rate of 62% for the 2020-2021 school year to 80% for the 2021– 2022 school year.</p> <p>Students designated as “limited English proficient” will improve reading achievement as measured by the end of the year SOL from a pass rate of 29% for the</p>	<p>Student Academic Progress</p> <p>Climate</p>	<p>Accelerated Learning Plan: Grade level CLTs determine;</p> <ul style="list-style-type: none"> -The most critical skills and knowledge for each subject area per grade level -To plan meaningful and engaging instruction for all students - Teach identified power standards which are vertically aligned to the previous grade level as well as the next grade level - Utilize scaffolding strategies - Determine unfinished learning and learning gaps as determined by assessment data -Address the identified gaps during learning -Monitor student progress, provide supports and modifications -Provide targeted, explicit, and specially designed instruction for SWD to address IEP goals and Els to address learning gaps - Provide scaffolded instruction for EL learners in alignment with their ELP levels 	<p>On Going</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Specialist</p> <p>EL Staff</p> <p>Special Education Staff</p> <p>Grade Level Teachers</p>	<p>Quarterly assessments, Midyear Dibels and other assessments for students identified as working below grade level.</p> <p>Classroom teachers will measure student reading progress through regular tools including: running records, Dibels, quick checks and reading conferences.</p> <p>Team meeting and CLT minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests.</p>	
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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>Develop relationships that support and foster social, emotional, and academic needs to ensure individual student success.</p> <p>Fall: Q1. My teachers believe I can do well at school 78.5% Yes Q2. I feel supported by the adults at Glebe. 79.5 % Yes Q3. I feel accepted by others at Glebe for who I am. 77.2% Yes Spring: Q1. My teachers believe I can do well at school. Q2. I feel supported by the adults at Glebe Q3. I feel accepted by others at Glebe for who I am.</p>	<p>During the 2021-2022 school year, all students in grade 5, will respond positively as measured by a 5 point increase in the percentage of students answering yes to the same three questions asked in the fall by the end of the year.</p>	<p>Climate</p> <p>Leadership</p> <p>Human Resource Management</p> <p>Student Academic Performance</p>	<p>Student survey in Fall and Spring about connections to staff and school environment.</p> <p>Continue Glebe Equity Project through literature 2021-22: <u>All Are Welcome</u>, <u>The Proudest Blue</u> and <u>The Name Jar</u></p> <p>Maintain and expand access to extracurricular activities. (PTA – After School Activities Program)</p> <p>Provide opportunities for students to grow beyond core subjects, including performances that support instruction.</p> <p>Provide opportunities for students that support healthy habits.</p> <p>Access to Glebe Counselor(s), social workers, and psychologist</p> <p>Provide mentorship for students identified with limited school connections (YES Club)</p> <p>No Place for Hate</p>	<p>On Going</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Staff</p>	<p>Survey results in the spring will show a 5 point increase</p> <p>Number of SEL lessons for grade levels</p> <p>Number of students participating in extra curricular and enrichment activities.</p> <p>Participation in PE challenges, PTA activities</p>	
					<p>Principal</p>		

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>
Create procedures to eliminate barriers so that all students can participate and experience success in high quality curricular and extracurricular programs.	Provide, communicate and monitor opportunities for every student to participate in at least one activity that connects them to teachers, staff and other students at school.	Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Student Academic Progress	Collect quarterly data CLT teams work with quarterly data to provide interventions to students in need Continue Glebe Equity Project through literature 2021-22: <u>All Are Welcome</u> , <u>The Proudest Blue</u> and <u>The Name Jar</u> Trusted adult for each child No Place For Hate SEL lesson plans Maintain and expand access to extracurricular activities. (PTA – After School Activities Program) Walk, Ride and Roll every week Provide opportunities for students to grow beyond core subjects, including performances that support instruction. Provide opportunities for students that provide healthy habits.	On Going	Assistant Principal Staff	Quarterly student data progress reporting Number of students participating in extra curricular and enrichment activities. Participation in PE challenges, PTA activities	