



# APS SCHOOL MANAGEMENT PLAN

SY: 2021-2022

## Performance Priorities and Actions to be Taken to Address Student Achievement and School Priorities

Department: Long Branch ES

School Principal: Jessica DaSilva

<p><b>PERFORMANCE PRIORITIES</b> Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</p>	<p><b>ANNUAL PERFORMANCE GOALS</b> 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</p>	<p><b>ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS</b> Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</p>	<p><b>ACTIONS TO PRIORITIES</b> List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</p>	<p><b>TIMELINE FOR ACTIONS</b> List timeline for specific actions and strategies</p>	<p><b>RESPONSIBLE PARTIES</b> List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</p>	<p><b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</p>	<p><b>RESULTS OF PROGRESS</b> List specific results on desired goals and outcomes</p>															
<p><b>Literacy - Reading Achievement</b></p> <p>76% of students grades 3-5 at Long Branch Elementary School passed the English Reading SOL in the Spring 2021.*</p> <table border="1"> <thead> <tr> <th>SOL</th> <th>SY19</th> <th>SY21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85</td> <td>76</td> </tr> <tr> <td>Black</td> <td>80</td> <td>46</td> </tr> <tr> <td>Hisp.</td> <td>67</td> <td>53</td> </tr> <tr> <td>SWD</td> <td>66</td> <td>66</td> </tr> </tbody> </table>	SOL	SY19	SY21	All	85	76	Black	80	46	Hisp.	67	53	SWD	66	66	<p>The overall reading proficiency rate for students in grades 3-5 as measured by the end of the year SOL will increase from a pass rate of 76% for the 2020-2021 school year to 80.0% for</p>	<p><b>STUDENT SUCCESS:</b> Multiple Pathways to Student Success</p> <p><b>STUDENT WELL-BEING:</b> Healthy, Safe, and Supported Students</p> <p><b>ENGAGED WORKFORCE:</b> All staff participate in training that meets or exceeds</p>	<ol style="list-style-type: none"> <li>Plan instruction utilizing reframed APS curriculum documents that emphasize the most critical skills and knowledge for each course or grade level.</li> <li>Work in Collaborative Learning Teams (CLTs) to plan meaningful and engaging instruction for all students with diverse learning needs.</li> <li>Prioritize the teaching of identified power standards which vertically align to the previous and next grade level.</li> <li>Utilize scaffolding strategies to help students with diverse learning needs master the key concepts in grade-level content.</li> </ol>	<p>Weekly / ongoing throughout the year</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coaches</p> <p>EL teachers</p> <p>RTG</p> <p>Special Education teachers</p>	<p>Classroom teachers will measure student reading progress through regular tools including, but not limited to: running records, PALS, PALS Quick Checks, DIBELS progress monitoring, Lexia Core 5, VKRP, beginning/ end of unit assessments, and reading conferences.</p>	
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LEP 61 49	the 2021 – 2022 school year.	industry standards for their position and focuses on student success and well-being.	<ol style="list-style-type: none"> <li>5. Determine students’ unfinished learning and identify any learning gaps through the use of assessments (Ex: ELA will assess students’ foundational reading skills using DIBELS).</li> <li>6. Address the identified key gaps during learning. This work will not be done in isolation or through separate remediation programs, but during current instruction at the appropriate time.</li> <li>7. Provide targeted interventions with progress monitoring to address significant learning gaps.</li> <li>8. Gather formative data to gauge students’ understanding and use it to inform ongoing planning with collaborative teams.</li> <li>9. Monitor student progress and provide modifications and supports based on results.</li> <li>10. Utilize new resources to strengthen tier one instruction while addressing identified learning gaps.</li> <li>11. Provide targeted, explicit, and specially designed instruction to SWD to address IEP and/or Recovery Service goals.</li> <li>12. Monitor progress on IEP and/or Recovery Service Goals for SWD using ongoing data.</li> <li>13. Communicate content and language learning targets in student-friendly language accessible to students’ English Language Proficiency (ELP) levels.</li> <li>14. Provide instruction appropriately scaffolded for English Learners in alignment with their ELP levels.</li> <li>15. Use IA CLTs to build assistant’s understandings of literacy best practices so they can use best practices in literacy to support students and teachers during the school day</li> </ol>		Grade Level Teachers	<p>Team meetings and CLT minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests.</p> <p>Grade level standards data walls completed</p> <p>Observations done by administration</p>	
<b>Math</b>	The overall math	<b>STUDENT SUCCESS:</b> Multiple	<ol style="list-style-type: none"> <li>1. Plan instruction utilizing reframed APS curriculum documents that emphasize</li> </ol>	Weekly / ongoing	Principal	Grade level unit assessments, formal	

<p>69% of students grades 3-5 at Long Branch Elementary School passed the Math SOL in the Spring of 2021.*</p> <table border="1"> <thead> <tr> <th>SOL</th> <th>SY19</th> <th>SY21</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90</td> <td>69</td> </tr> <tr> <td>Black</td> <td>78</td> <td>46</td> </tr> <tr> <td>Hisp.</td> <td>84</td> <td>26</td> </tr> <tr> <td>SWD</td> <td>68</td> <td>29</td> </tr> <tr> <td>LEP</td> <td>80</td> <td>26</td> </tr> </tbody> </table> <p>38% of 2nd graders at Long Branch Elementary School scored proficient or advanced on the Math Inventory (MI) in the Fall of 2021.</p> <p><u>MI Fall 2021- 2nd grade</u>  Advanced 17%  Proficient 21%  Basic 33%  Below Basic 29%</p> <p>71% of kindergarteners at Long Branch Elementary met the benchmark for the Early Mathematics Assessment System (EMAS) portion of the</p>	SOL	SY19	SY21	All	90	69	Black	78	46	Hisp.	84	26	SWD	68	29	LEP	80	26	<p>proficiency rate for all students in grades 3-5 as measured by the end of the year SOL will increase from a pass rate of 69% for the 2020-2021 school year to 80.0% for the 2021 - 2022 school year.</p> <p>The overall percent of students in 2nd grade scoring proficient or advanced as measured by the Spring Math Inventory will increase from 38% in the Fall of 2021 to 80% in the Spring of 2022.</p> <p>The overall percent of students in kindergarten meeting the benchmark of the math portion of</p>	<p>Pathways to Student Success</p> <p><b>STUDENT WELL-BEING:</b> Healthy, Safe, and Supported Students</p> <p><b>ENGAGED WORKFORCE:</b> All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.</p>	<p>the most critical skills and knowledge for each course or grade level.</p> <ol style="list-style-type: none"> <li>2. Work in Collaborative Learning Teams (CLTs) to plan meaningful and engaging instruction for all students with diverse learning needs.</li> <li>3. Prioritize the teaching of identified power standards which vertically align to the previous and next grade level.</li> <li>4. Utilize scaffolding strategies to help students with diverse learning needs master the key concepts in grade-level content.</li> <li>5. Determine students' unfinished learning and identify any learning gaps through the use of assessments both formal and informal.</li> <li>6. Address the identified key gaps during learning. This work will not be done in isolation or through separate remediation programs, but during current instruction at the appropriate time.</li> <li>7. Provide targeted interventions to address significant learning gaps.</li> <li>8. Gather formative data to gauge students' understanding and use it to inform ongoing planning with collaborative teams.</li> <li>9. Monitor student progress and provide modifications and supports based on results.</li> <li>10. Utilize new resources to address identified learning gaps.</li> <li>11. Provide targeted, explicit, and specially designed instruction to SWD to address IEP and/or Recovery Service goals.</li> <li>12. Monitor progress on IEP and/or Recovery Service Goals for SWD using ongoing data.</li> <li>13. Communicate content and language learning targets in student-friendly language accessible to students' English Language Proficiency (ELP) levels.</li> </ol>	<p>throughout the year</p>	<p>Assistant Principal</p> <p>Math Coaches</p> <p>RTG</p> <p>EL teachers</p> <p>Special Education teachers</p> <p>Grade Level Teachers</p>	<p>and informal assessments, MI assessments, and possible other assessments/interventions/re-teaching for students identified as working below grade level.</p> <p>Classroom teachers will measure student math progress through regular tools.</p> <p>Team meetings and CLT minutes will demonstrate focus on data and planning for intervention and progress monitoring data such as pre and post tests.</p> <p>Observations done by administration.</p>	
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<p>VKRP in Spring 2021</p> <p><u>% met</u>    <u>% not met</u> 71            29</p>	<p>the VKRP will increase from 71% for the 2020-2021 school year to 85% for the 2021 – 2022 school year.</p>		<p>14. Provide instruction appropriately scaffolded for English Learners in alignment with their ELP levels.</p>				
<p><b>Social Emotional Learning</b> 75.4% of students grades K-5 at Long Branch Elementary School can identify at least 1 adult at school they feel like they can trust and talk to with a problem.</p>	<p>By the end of the 2021-2022 school year, the percentage of K-5 students who can identify at least 1 adult at school they feel they can trust and talk to with a problem will increase from 75.4% to 85%.</p>	<p><b>STUDENT WELL-BEING:</b> Healthy, Safe, and Supported Students</p>	<ol style="list-style-type: none"> <li>1. Access to Long Branch Student Support Team: counselors, social worker, and psychologist.</li> <li>2. Lessons to grades K-5 on social emotional learning.</li> <li>3. Needs assessment/minute meeting survey with students in grades 2 through 5 by school counselor</li> <li>4. Small group counseling as tier 2 interventions, for students identified by staff, families, or per self-referral.</li> <li>5. School-wide initiatives, such as bullying prevention month, to help foster an environment of inclusion and acceptance.</li> <li>6. One-on-one counseling (tier 3) to help those students who need specific targeted support.</li> <li>7. Provide mentorship for 5th grade students identified with limited school connections (YES Club).</li> <li>8. All staff with classrooms provide a “calm down corner” for students that need to take a self-directed or teacher-directed break.</li> <li>9. Buddy Bench on the playground, with teachers explicitly teaching how to use the Buddy Bench.</li> <li>10. Mental Health team consisting of admin, school counselors, school psychologist, Student Support Coordinator, school social worker meet weekly to dialogue and create action plans for students that need more than a Tier I support.</li> </ol>	<p>Ongoing</p>	<p>Principal, Asst Principal, School Counselors, Student Service Staff, Staff</p>	<p>Morning Meetings in classrooms.</p> <p>Data from “Minute Meeting” conferences with students.</p> <p>Data collection of discipline referrals.</p>	

<p><b>Diversity, Equity, and Inclusion</b></p> <p>1. All instructional staff will be trained on Standard Based Grading</p> <p>2. 132 families have been identified and will be surveyed to determine the best way to build relationships and home/school communication. Develop the Minority Language Families at LBES 21 - 22 survey to best understand the home/school communications needs for families whose home language is different from English.</p> <p>3. Data from the 2020 Your Voice Matters survey identified areas of opportunity for improvement with how teachers and staff responded to valuing diversity in the school. The score from staff (55 responses) indicated that 69% favorability responded.</p>	<p><b>TBD</b></p>	<p><b>STUDENT SUCCESS:</b> Multiple Pathways to Student Success</p> <p><b>PARTNERSHIPS:</b> Strong and Mutually Supportive Partnerships</p>	<ol style="list-style-type: none"> <li>1. Focus on including all diverse learners' participation during grade level instruction when appropriate.</li> <li>2. Family Partnerships: Family engagement event to target areas of literacy need. Will provide opportunities for families to learn and practice skills that they can use at home to support their child's academic growth. Will invite parents to participate in the development and planning of the event.</li> <li>3. School signage in 5 languages</li> <li>4. Develop and start implementing a school-based Equity team with a focus on exploring personal and intellectual work to understand power and privilege by looking at bias, identity, values, privilege, and assumptions.</li> <li>5. Create and implement an Equity Team at Long Branch</li> <li>6. Cultural BINGO</li> <li>7. "Why" Activity</li> <li>8. Windows and Mirrors</li> <li>9. Provide staff with culturally responsive teaching and resources</li> <li>10. Administer LEAD Tool (Engaging in self-reflection and growth for equity)</li> </ol>	<p>Weekly / ongoing throughout the year</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coaches</p> <p>EL teachers</p> <p>Bilingual Family Liaison</p> <p>RTG</p> <p>Special Education teachers</p> <p>Grade Level Teachers</p> <p>FACE Action Team</p> <p>FACE Action Coordinator</p> <p>Partnership (Tutor)</p> <p>Equity Coordinator</p> <p>Equity Team</p>	<p>Classroom teachers will measure student participation through regular tools.</p> <p>Team meetings and CLT minutes will demonstrate focus on scaffolding instruction for all learners.</p> <p>Observations done by administration.</p> <p>Agenda and filming of spring Reach for Reading and Math family workshop.</p> <p>Completion of the Minority Language Families at LBES 21 - 22. This survey was given to understand the most preferred communications with our families whose home language is different from English.</p> <p>End of year activity</p> <p>Responses to LEAD tool in December and June</p> <p>Resources on LB Hub</p> <p>Equity team agenda</p>	
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<p>Engaged Workforce: Workplace Climate-How much do staff at your school or department value diversity?</p> <p><b>Professional Learning</b> <b>You Voice Matters</b> <b>Spring 2020</b></p> <p>4/55 -A little bit 13/55- Some 22/55 -Quite a bit 16/55 -A tremendous amount</p>							
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\*24 students opted out the Spring 2021 SOL testing window due to virtual learning/the pandemic.

<https://www.apsva.us/strategic-plan/>

- **STUDENT SUCCESS:** Multiple Pathways to Student Success
- **STUDENT WELL-BEING:** Healthy, Safe, and Supported Students
- **ENGAGED WORKFORCE**
- **OPERATIONAL EXCELLENCE**
- **PARTNERSHIPS:** Strong and Mutually Supportive Partnerships