



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

School: Montessori Public School of Arlington

Principal: Catharina Genove

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: Kindergarten: PALS DATA 4/58 (7%) below benchmark 54/58 (93%) above benchmark *2 students were given the non-standard administration, as stated in their IEPs. Therefore, they do not have a benchmark score.</p> <p>DIBELS DATA Composite Scores 14/60 (23%) -Intensive 4/60 (7%) -Strategic 42/60 (70%) -Core</p>	<p>During the 2021-2022 school year, all K students identified on either PALS (below benchmark) or DIBELS (Intensive & Strategic) assessments will show accelerated growth as reflected in mid-year and EOY assessment results by reducing students scoring in the Below Benchmark in PALS and Intensive and Strategic range in DIBELS by 10%</p> <p>4/58 (7%)-Students identified in PALS as Below Benchmark 18/60 (30%) Students Identified in DIBELS (combined Intensive & Strategic)</p>	<p>Leadership-Progressive Plan shared with all staff and MPSA Community.</p> <p>Climate-Presence at all weekly CLT meetings.</p> <p>Professionalism-Presence at all professional learning sessions.</p> <p>Student Progress-Ongoing monitoring of formative and summative assessment data.</p>	<p>PALS Tutoring-During morning work cycle.</p> <p>Small Group Reading Intervention with 1.5 Reading Coaches</p> <p>LEXIA- Monitor Usage and Assign Lessons</p> <p>Literacy focus during weekly CLT meetings on data review and targeted lesson planning.</p> <p>Purchase Montessori Materials to support Structured Literacy instruction in Primary Montessori across all 7 classrooms</p> <p>Provide Professional Learning opportunities during weekly CLT meetings, Early Release and Professional Learning Days.</p> <p>Align Montessori lessons with SOL reading/ELA standards for Kindergarten.</p>	<p>January through EOY PALS Tutoring</p> <p>PALS & DIBELS Progress Monitoring-Ongoing</p> <p>Ongoing-21-22 School Year - Weekly CLT, Lexia, Rdg Intervention & PD</p> <p>Summer/Fall 2021 -Budget</p>	<p>Reading Coaches-Murphy & Fletcher</p> <p>Primary Montessori Teachers- -Bruno -Kalkus -Mendolia -O'Donnell -Kain -Novak -Howard</p> <p>ELL Teacher- -Lindenauer</p> <p>SPED Teacher- -Kipperman</p> <p>Administration- -Genove & Nashid</p>	<p>Mid-Year & EOY Performance on PALS & DIBELS Assessments</p> <p>Weekly CLT Meeting Notes</p> <p>Budget Documents</p> <p>PD Calendar</p> <p>Classroom Observation</p> <p>Progress Monitoring</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>
Reading: DIBELS DATA Grade 3 4/63 (6%)-Intensive 6/63 (10%)-Strategic 53/63 (84%)-Core Grade 4 2/60 (3%)-Intensive 11/60(18%)-Strategic 47/60 (78%)-Core Grade 5 5/47 (11%)-Intensive 8/47 (17%)-Strategic 34/47 (72%)-Core	During the 2021-2022 school year, all 3 rd , 4 th & 5 th grade students identified in DIBELS (Intensive & Strategic) assessments will show accelerated growth as reflected in mid-year and EOY assessment results by reducing students scoring in the Intensive and Strategic range by 10% Grade 3-10/63 (16%) Grade 4- 13/60 (21%) Grade 5 – 13/47 (28%) 90% of ELL students will show improvement in the domain of Speaking & Writing on WIDA Access by between 5-10%. SPED students will show an increase of individual performance between 5-10% as evidenced through data collection.	Leadership-Progressive Plan shared with all staff and MPSA Community. Climate-Presence at all weekly CLT meetings. Professionalism-Presence at all professional learning sessions. Student Progress-Ongoing monitoring of formative and summative assessment data.	Before & After School Tutoring-SOL Remediation LEXIA- Monitor Usage Report and Assign Lessons. Small Group Reading Intervention with 1.5 Reading Coaches Purchase Montessori Materials to support Structured Literacy instruction in LEM & UEM all 13 classrooms Literacy focus during weekly CLT meetings on data review and targeted lesson planning. Provide Professional Learning opportunities during weekly CLT meetings, Early Release and Professional Learning Days including Learning Ally & a Diagnostic Assessment.	January through SOI administration Progress Monitoring-Ongoing Ongoing 21-22 School Year-Weekly CLT, Lexia, Reading Intervention & PD Summer/Fall 2021 & 2022 Budget	Reading Coach-Fletcher Montessori Teachers- IEM-Fazily, Joshi, Rubillota, Stephens, Habuki, Darif, Maheshwari, Choudhary & Hambleton UEM-Hernandez, Ross, Lopatkiewicz & Pappa ELL Teachers- Lindenauer & Stork SPED Teachers- Hall, Carson, Freeman & Coopman Administration- Genove & Nashid	Mid-Year & EOY Performance on DIBELS Assessments Weekly CLT Meeting Notes Budget Documents PD Calendar Classroom Observation DIBELS Progress Monitoring Monitor Progress on MPSA Master Data Sheet-Linked here. https://docs.google.com/spreadsheets/d/1hTy6i0QQOMsvYN2iQW8ZY-Ja4ZITIn5UjmhNmS1J7IE/edit?usp=sharing	

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Math: Kindergarten VKRP 5 (8%)students didn't make benchmark 55/60 (92%) met Benchmark	During the 2021-2022 school year, all K students identified on VKRP (below benchmark) will show accelerated growth as reflected in mid-year and EOY assessment results by reducing students identified Below Benchmark on VKRP by 10% 5/60 (8%)	Leadership-Progressive Plan shared with all staff and MPSA Community. Climate-Presence at all weekly CLT meetings. Professionalism-Presence at all professional learning sessions. Student Progress-Ongoing monitoring of formative and summative assessment data.	Dreambox-Monitor Usage and Assign Lessons. Numeracy focus during weekly CLT meetings on data review and targeted lesson planning. Small Group and Individual Montessori math lessons during afternoon K work period (3's & 4's are napping) Align Montessori lessons with SOL math standards for Kindergarten.	January through end of year Progress Monitoring-Ongoing Ongoing 21-22 School Year-Weekly CLT, Dreambox & Reflex & PD	Math Coach-Alvi PM Teachers-Bruno, Kalkus, Mendolia, O'Donnell, Kain, Novak & Howard ELL Teacher-Lindenauer SPED Teacher-Kipperman Admin. -Genove & Nashid	Mid-Year & EOY Performance on VKRP Weekly CLT Meeting Notes PD Calendar Classroom Observations Progress Monitoring	
Math: Math Inventory Grade 3 9/63 (14%) Below Basic 54/63 (86%) (basic, proficient, above) Grade 4 14/60 Below Basic 46/60 (77%) (basic, proficient, above) Grade 5 19/47 (40%) Below Basic 28/47 (57%) (basic, proficient, above)	During the 2021-2022 school year, all K students identified on either PALS (below benchmark) or DIBELS (Intensive & Strategic) assessments will show accelerated growth as reflected in mid-year and EOY assessment results by reducing students scoring in the Below Basic range on MI by 10% Grade 3 - 9/63 (14%) Grade 4 - 14/60 (23%) Grade 5 - 19/47 (40%) SPED & ELL students will show an increase of individual performance between 5-10% as evidenced through data collection.	Leadership-Progressive Plan shared with all staff and MPSA Community. Climate-Presence at all weekly CLT meetings. Professionalism-Presence at all professional learning sessions. Student Progress-Ongoing monitoring of formative and summative assessment data.	Dreambox-Monitor Usage & Assign Lessons Math Coach Group with 3 rd Graders Small Group/Individual Lessons with Montessori Coach grades 4 th & 5 th Before & After School Tutoring -SOL Remediation- Introduce Do the Math Intervention. Numeracy focus during weekly CLT meetings on data review and targeted lesson planning. Align Montessori lessons w/SOL math standards for Grades 3 rd , 4 th & 5 th .	January through SOL administration Progress Monitoring-Ongoing Ongoing 21-22 School Year-Weekly CLT, Dreambox & Reflex & PD	Math Coach-Alvi LEM-Fazily, Joshi, Rubillota, Stephens, Habuki, Darif, Maheshwari, Choudhary & Hambleton UEM-Hernandez, Ross, Lopatkiewicz & Pappa ELL -Lindenauer & Stork SPED --Hall, Carson, Freeman & Coopman Admin. -Genove & Nashid	Mid-Year & EOY Performance on Math Inventory Weekly CLT Meeting Notes Budget Documents PD Calendar Classroom Observation Progress Monitoring	

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School and Community Culture	<p>During the 2021-2022 School Year, MPSA students will return to their original classroom communities and continue to establish positive student to adult and peer to peer relationships</p> <hr/> <p>MPSA will continue to closely monitor and follow all APS Covid protocols to maintain a safe environment for staff, students and families.</p>	<p>Communication & Community Relations- Collaboration with all members of MPSA community including staff, students and families.</p> <hr/> <p>Organizational Management- Communicating & collaborating with all stakeholders including clinic staff, health department, APS safety office & MPSA staff.</p>	<p>Implement the “Words Matter” campaign in response to verbal aggression among students.</p> <p>Tier One: all students will receive two whole group classroom lessons about social awareness which will teach competencies from the CASEL wheel of social-emotional learning.</p> <p>Tier Two: selected students will receive weekly small group instruction for a period of several weeks in order to serve as leaders in their classrooms. The “Speak Up” resource from the “Learning for Justice” website will be used.</p> <p>Tier Three: Individual students will meet with the school counselors to work through specific situations. Positive self-talk will be encouraged as a stepping stone in speaking respectfully to others.</p> <hr/> <p>Deep Equity team will continue to develop the MPSA mission & vision statement to align with Montessori Peace Education in grades 1st-5th and Grace & Courtesy for Primary.</p> <hr/> <p>Continue the MPSA Mentor program- Volunteer staff are assigned to a student who has been identified by staff in need of additional support. Mentorship activities include lunches, check in on See Saw & with teachers.</p>	<p>Ongoing during 21-22 school year</p>	<p>Counselors-Reeser & Halvorson</p> <p>Admin.-Genove & Nashid</p> <p>ITC- Shaw</p> <p>MPSA Staff-All members</p>	<p>Increased performance for K students as evidenced by growth on the Child Behavior Rating Scale measured in VKRP.</p> <p>Your Voice Matters School Climate Survey results for Families, Students & Staff</p> <p>MPSA Behavioral Referrals sorted in Google</p> <p>COVID dashboard & exclusion list</p>	

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