



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2016-2017
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

School Name: Kenmore Middle School

School Principal: David McBride

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>Elevate Literacy Achievement for All students as demonstrated by increased writing achievement.</p> <p>Summative Performance Data: 66% Percent of Kenmore students passed the Writing SOL Test in 2015-16</p> <p>76% of Students passed the English SOL Test in 2015-16</p>	<p>During the 2016-17 school year, 8th grade students will increase their performance on the SOL writing test from a 66% pass rate to a 76% pass rate.</p> <p>All students will write across the content areas to demonstrate content knowledge and effective written expression, composition, and usage and mechanics.</p>	<p>Ensure that every child is challenged and engaged.</p> <p>Eliminate the achievement gaps.</p> <p>Recruit, retain and develop high quality staff.</p> <p>Provide optimal learning environments.</p> <p>Meet the needs of the whole child.</p>	<p>Initiate a writing-across-the-curriculum school-wide focus</p> <p>Professional Learning--APS SIOP Training: Science and Social Studies Teachers (Math teachers previously participated)</p> <p>Science Collaborative Learning Team & department focus on curriculum alignment and instructional strategies that incorporates writing</p> <p>Professional Learning for Writing Across the Curriculum by content areas (social studies, & science with DOI support)</p>	<p>August-June</p> <p>October-April</p> <p>November--June</p> <p>November, December & February</p>	<p>Administration, Lead Teachers, Reading Specialist, Teachers and DOI staff</p> <p>Administration, Lead Teachers, DOI staff</p> <p>Administration, Lead Teachers, Science Teachers</p> <p>Administration, Reading Specialist, DOI Staff</p>	<p>Writing sample assessment results, SMART Goal data, Professional Learning survey responses, instructional walk-throughs, evidence of writing objectives, classroom observations, departmental meeting agendas, CLT notes</p> <p>Development and posting of language objectives, observed instructional practices that support writing, instructional walk-throughs, use of SIOP strategies/language objectives</p> <p>Observed instructional practices that support writing, instructional walk-throughs, use of SIOP strategies/language objectives</p> <p>Professional learning for teaching writing across content areas, lesson plans, classroom observations, instructional walk-throughs</p>

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
			<p>School-based Professional Learning: Differentiation (staff meetings and RTG study groups)</p> <p>ATSS Tier 2--Flex EXCEL: ELA Interventions and Support during Teacher Advisory period</p> <p>Implementation of Lucy Calkins Writing Units of Study--Writing Workshop (5 day training during pre-service)</p> <p>Math Department Writing Initiative: Differentiation through instructional strategies presented during Professional Learning (early release), department meetings and CLTs</p> <p>Professional Learning for Writing Initiative: Role Audience Format Topic (RAFT)</p>	<p>November (five study group meetings thereafter)</p> <p>October-May</p> <p>September--June</p> <p>October-June</p> <p>December</p>	<p>Administration, Resource Teacher for the Gifted</p> <p>Administration, Lead Teachers, ELA and Special Education Teachers</p> <p>Administration, ELA Department, Reading Specialist, ELA Teachers</p> <p>Math Specialist, Math Teachers</p> <p>Math Specialist, Math Teachers</p>	<p>Classroom observations, teacher reflections, instructional walk-throughs</p> <p>Scores on ATSS spreadsheet, SRI benchmark results, grades, Teacher input</p> <p>Writing sample results, results on the Lucy Calkins Rubric, classroom observations, instructional walk-throughs</p> <p>Anchoring contextualized problems (ACP) requiring written responses (1 per quarter), language objectives, constructed responses</p> <p>Math unit exams incorporate a writing section and constructed responses, lesson plans, instructional walk-throughs, student work samples shared in Department Meetings</p>
<p>Elevate Literacy Achievement for All student groups not making AMOs as demonstrated by increased achievement on the English SOL Test.</p>	<p>During the 2016-17 school year, Kenmore students will increase their performance in reading and writing by increasing the pass rate from 75.8% to 80.8% on the combined SOL reading and writing score</p>	<p>Ensure that every child is challenged and engaged.</p> <p>Eliminate the achievement gaps.</p> <p>Recruit, retain and develop high quality staff.</p>	<p>Professional Learning for ELA and Special Education Teachers for Leveled Literacy Instruction</p>	<p>November & February</p>	<p>Administration, DOI Staff, Reading Specialist, ELA Teachers</p>	<p>LLI Implementation in Reading Strategies and HILT classes, classroom observations PALS PLUS results, classroom observations, language arts goals, lesson plans, ATSS spreadsheet with scores and goals</p>

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>The combined SOL reading and writing scores for 2015-16 was 75.8% passing.</p> <p>Gap Group 1 (Students with disabilities, Economically disadvantaged, English language learners) passed at a rate of 65.21%</p> <p>Gap Group 3 (Hispanic students-412 students, 45%) passed the reading test at a rate of 62.8%</p>	<p>Gap Group 1 (Students with disabilities, Economically disadvantaged, English language learners) will increase performance on reading by increasing their pass rate from 65.21% to 75%</p> <p>Gap Group 3 (Hispanic students) will increase performance on reading by increasing their pass rate from 62.8% to 75%</p>	<p>Provide optimal learning environments.</p> <p>Meet the needs of the whole child.</p>	<p>APS SIOP Training: Science, Math and Social Studies Teachers</p> <p>Professional Learning for Writing Across the Curriculum by content areas (social studies, & science with DOI support)</p> <p>Implementation of Lucy Calkins Writing Units of Study--Writing Workshop (5 day training during pre-service)</p> <p>PALS PLUS for Special Education and HILT Teachers</p> <p>ATSS Tier 2--Flex EXCEL: ELA Interventions and Support during Teacher Advisory period</p>	<p>August-June</p> <p>November & February</p> <p>September--June</p> <p>September--June</p> <p>October--May</p>	<p>Administration, Lead Teachers, DOI staff</p> <p>Administration, Reading Specialist, DOI Staff</p> <p>Administration, Reading Specialist, DOI Staff, ELA Teachers</p> <p>Administration, Reading Specialist, DOI Staff, ELA Teachers</p> <p>Administration, Special Education & ELA Teachers</p>	<p>Development and posting of language objectives, observed instructional practices that support writing, instructional walk-throughs, use of SIOP strategies/language objectives</p> <p>Participation in professional learning for teaching writing across content areas, lesson plans, classroom observations, instructional walk-throughs</p> <p>Formative and benchmark assessment results, direct writing sample results, classroom observations & lesson plans</p> <p>Formative and benchmark assessment results</p> <p>Scores on ATSS spreadsheet, SRI benchmark results, grades, teacher input</p>
<p>Elevate Literacy Achievement for All student groups not making AMOs as demonstrated by increased achievement on the Math SOL Test.</p>	<p>During the 2016-17 school year, Gap Group 2 will increase their performance in math by 4% to meet the state accreditation pass rate of 70% on the math SOL.</p>	<p>Ensure that every child is challenged and engaged.</p> <p>Eliminate the achievement gaps.</p> <p>Recruit, retain and develop high quality staff.</p> <p>Provide optimal learning</p>	<p>ATSS Tier 2--Flex EXCEL: Math Interventions and Support during Teacher Advisory period</p> <p>Double Block Math courses in both grade-level math and Algebra</p>	<p>October--May</p> <p>September--June</p>	<p>Administration, Math Specialist, Math Teachers, CLTs</p> <p>Administration, Math Specialist, Math Teachers, CLTs</p>	<p>ATSS Spreadsheet with scores and goals, math benchmarks, quarterly assessments</p> <p>Schedules, assessment results, grades</p>

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>The total school math SOL score for 2015-16 was 82% passing.</p> <p>Gap Group 2 (Black students—108 students, 12%) passed the math test at a rate of 66%</p>		<p>environments.</p> <p>Meet the needs of the whole child.</p>	<p>After School Targeted Interventions</p> <p>Implement Dream Box work via the iPads</p> <p>CLT Math Planning</p> <p>Differentiation/Small Group Instruction</p>	<p>October--May</p> <p>September--June</p> <p>Aug.-June</p> <p>September--June</p>	<p>Math Specialist, Math Teachers</p> <p>Math Specialist, Math Teachers</p> <p>Administration, Math Specialist, Math Teachers, CLTs</p> <p>Math Teachers</p>	<p>Participation, assessment results</p> <p>Quarterly Dream box report, FLEX EXCEL monitoring, CLT analysis</p> <p>CLT Notes/Agendas Classroom observations</p> <p>Lesson plans and classroom observations, differentiation walk-throughs</p>
<p>2015 Assets survey data indicated 11% of 8th graders engaged in constructive use of time whereby the young person spends three or more hours per week in lessons or practice in music, art, drama, or dance</p>	<p>During the 2016-17 school year 8th grade students will report a 10% increase of the assets listed below: Commitment to Learning: Learning engagement</p> <p>During the 2016-17 school year 80% of a representative sample</p>	<p>Meet the needs of the whole child.</p>	<p>Elective and ACT @ focus on the performing arts</p> <p>ATSS Tier 2--Flex EXCEL: extension and enrichment</p>	<p>September—June</p> <p>September—June</p>	<p>Administration, Lead Teachers, Elective Teachers</p> <p>Administration, School Counselors, EXCEL Teachers</p>	<p>Enrollment in elective classes—including ACT 2, survey data for the number of school-wide performances and art competitions that students complete</p> <p>Participation in EXCEL extension, number of practice groups for performances</p>

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)
Every student can identify at least one school-based adult who is supporting and encouraging their academic and personal growth on a regular basis	of 6 th , 7 th & 8 th grade students will respond affirmatively that they have at least one school-based adult who is encouraging their academic and personal growth on a regular basis		Counseling Services Step Up program EXCEL Teacher Advisory & PRIDE Lessons PBIS—Positive Behavior Interventions and Supports	September—June September—June September—June	Director of Counseling Services, School Counselors Administration, EXCEL Teachers, PRIDE Committee Members Administration, EXCEL Teachers, PRIDE Committee Members	Number of classroom visits, number of students served, responses to student surveys Number of ODRs, in-school and alternative to suspension rates, OSS, student response to survey, Assets Survey data Number of ODRs, in-school and alternative to suspension rates, OSS, student response to survey, Assets Survey data