



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2018-2019
School Performance Priorities and Actions to be Taken
to Address Student Achievement**

School Name: Gunston Middle School

School Principal: Dr. Lori A. Wiggins

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>Math performance on the SOL indicated that 87% of all students in grades 6-8 met the proficiency benchmark. Gunston Middle School meet all state benchmarks; however, there was a decrease in the performance of all groups even though students' performance exceeded state benchmarks. The state reporting formula has changed to include student growth, the focus will be to continue to increase student performance overall and with a focus on sub group populations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Baseline Data</u></th> <th style="text-align: center;"><u>SY17</u></th> <th style="text-align: center;"><u>SY18</u></th> </tr> </thead> <tbody> <tr> <td>All students</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>ED</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">77%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">94%</td> </tr> </tbody> </table>	<u>Baseline Data</u>	<u>SY17</u>	<u>SY18</u>	All students	91%	87%	Asian	95%	91%	Black	85%	82%	ED	83%	78%	EL	84%	77%	Hispanic	86%	80%	SWD	73%	62%	White	97%	94%	<p>GOAL 1: All students will achieve a pass rate on the 2018 Math SOL that meets or exceeds the state benchmark with at least a 5% increase in performance of the identified sub groups as measured by the VDOE:</p> <p>Focus Population Targets:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>ED</td> <td style="text-align: center;">83%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">82%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table>	ED	83%	EL	82%	SWD	67%	<p>STUDENT SUCCESS; <i>Multiple Pathways to Success for All Students</i> Ensure that every student is challenged and engaged while providing multiple pathways for students' success.</p>	<p>* Identify targeted students based on + 2018 SOL data; + BOY assessment data; + MI (Math Inventory) data –</p>	August & Sept	Math CLT members, Math Coach, STC, Principal, Asst. Principals	Progress Monitoring Google Spreadsheet,
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Students identified as needing targeted math intervention (Tier 3) are placed in the appropriate support classes	June 2018 & September	Administrators, Math Coach, teachers, counselors	Student placement based on data																																				
Monitor student progress and performance, through common unit assessments	When given	CLT member, Math Coach Dept. Admin, Principal	Google Spreadsheets, Common Assessment Data																																				
Quarterly planning to align standards, assessments, and to progress monitor student mastery of the standards	Quarterly - starting 2 nd qtr	Math Coach, Dept Admin, CLT members, DTL resources	Created products after planning days																																				
Monitor students with disabilities and English Language Learners in collaboration with math coach through, identification of power standards, calendar creation, use of common assessments; co-teaching with math coach, and classroom observations.	Weekly	Math coach, SPED, HILT math teachers, Dept Admin, Principal	Students' performance reflected on the intervention spread sheets.																																				
Phased in approach of Math Workshop strategies	When PD provided	DTL, Math coach, CLT members	Incorporation of strategies into classroom practice																																				

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<p>Data from a variety of sources, 2018 Your Voice Matters survey, 2018 Youth Risk Survey with APCYF, and risk assessment data from Gunston middle school indicate that a percentage of students do not feel connected to others and feel a sense of belonging at school. On the question, <i>How connected to others do you feel at school</i> 56% of 6th graders and 45% of 7th and 8th graders answered affirmatively. On the question, <i>Overall, how much do you feel like you belong at your school</i> 63% 6th graders and 59% of 7th and 8th graders answered affirmatively.</p>	<p>GOAL 2: By May 2019, the percentage of students who report feeling connected to others in the school and who feel like they belong at school will show an increase as measured by a similar assessment instrument as the Your Voice Matters survey, as the Your Voice Matters survey is only administered every two years.</p>	<p>STUDENT WELL-BEING: Healthy, Safe, and Supported Students. <i>Create an environment that fosters the growth of the whole child</i></p>	<p>Bully prevention guidance lesson (as outlined by 2nd step curriculum)—grades 6-8 (tier 1)</p> <p>Bully prevention week activities Oct 1st – 5th grades 6-8 (tier 1)—all counselors</p> <p>Signs of Suicide classroom presentations</p> <p>2nd Step lessons on Empathy & Problem-Solving—grades 6-8 (tier 1)</p>	<p>October – through TA</p> <p>Oct 1st – 5th</p> <p>October 29th – Nov 1st</p>	<p>Guidance counselors</p> <p>Guidance counselors</p> <p>All counseling staff</p>	<p>*Process Data: All students in gr 6-8 (for Tier 1 activities)</p> <p>Perception Data: -pre/post surveys given thru guidance lessons</p>
			<p>Small groups</p> <p>TA guidance lessons/activities to increase connection and belonging at school</p>	<p>As identified and ongoing</p> <p>Year long</p>	<p>Counseling staff</p> <p>Counseling staff and TA teachers</p>	<p>Pre/post survey for small group</p> <p>Post survey data around connection and belonging</p>

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<p>Data from the 2018 Your Voice Matters survey identified areas for both non-instructional and instructional staff that are opportunities for improvement to increase engagement and belonging. On the question, <i>I like going to work</i>, 77% of the non-instructional staff and 67% of the instructional staff answered affirmatively. On the question, <i>During the current school year, I have received recognition or praise for doing good work</i>, 54% of non-instructional staff and 57% of instructional staff answered affirmatively.</p>	<p>GOAL 3: By May of 2019, the indicators of staff belonging will show an increase as measured by a similar assessment instrument as the Your Voice Matters survey, as the Your Voice Matters survey is only administered every two years.</p>	<p>ENGAGED WORKFORCE: <i>Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.</i></p>	<p>Invite staff to take the Clifton StrengthsFinder© assessment.</p> <p>Conduct workshops on Strengths, to help people identify their strengths and use Strengths© to support their work – for individuals and for teams</p> <p>Foster Strengths culture at Gunston through regular communication and information about strengths – newsletters, Quest Communiqués</p> <p>Routinely recognize staff with a “Drop For Your Bucket” strategy.</p>	<p>Beginning of the year and on-going</p> <p>On-going</p> <p>Bi-Monthly</p> <p>Weekly</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Admin Team</p>	<p>Number of assessments taken</p> <p>Workshops given</p> <p>Documents written</p> <p>Record of number of “drops” given to staff</p>