



**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: Jamestown

School Principal/AP: Michelle McCarthy/Monica Roache

SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	RESPONSIBLE PARTIES (Be Specific)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL																
<p>Reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">SOL</th> <th style="text-align: center;">SY16</th> <th style="text-align: center;">SY17</th> <th style="text-align: center;">SY 18</th> </tr> </thead> <tbody> <tr> <td>All</td> <td style="text-align: center;">97%</td> <td style="text-align: center;">98.6%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>SPED</td> <td style="text-align: center;">86%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>PA</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">44.4%</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table>	SOL	SY16	SY17	SY 18	All	97%	98.6%	100%	SPED	86%	94%	96%	PA	44%	44.4%	50%	<p>Reading Goal One Students designated as Special Education will improve reading achievement, as measured by the end of the year Reading SOL, from a pass rate of 94% for the 1718 school year to 96% for the 1819 school year.</p> <p>Goal Two The percentage of students scoring in the advanced range on the Reading SOL will improve from 44.4% for the 1718 school year to</p>	<p>Systematic utilization K-Grade 5 of current APS ELA planning documents available on Canvas.</p> <p>Systematic guided reading instruction to facilitate a balanced literacy approach. K-Grade 5 language arts instruction based on TC Units of Study in Reading and Writing, Step Up to Writing, and APS language arts secondary resources.</p> <p>Grade level PLC will focus on staff development, analysis of student data, collaborative planning, creation of common assessments, and development of instructional interventions and extensions.</p> <p>Quarterly Data Meeting focused on the</p>	<p>Administrators, Reading Specialists, Special Educators, RTG, ITC, Librarian, ESL Teacher, & Classroom Teachers</p> <p>Classroom Teachers, Reading Specialists, and Librarian</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, & walk through checklists</p>
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	<p>50% for the 1819 school year.</p>	<p>needs of each student.</p> <p>Purchased a schoolwide membership with The Council for Exceptional Children to have more access to evidence based PD, resources, and articles.</p> <p>Co-teaching in language arts instruction in order to:</p> <ul style="list-style-type: none"> ● Build stamina ● Use positive peer models ● Differentiate instruction by level and interest ● Enable student-teacher conferencing <p>The Library's collection of high-interest/low-level reading materials, both in print and electronically, will be increased to better address the needs of all readers.</p>	<p>Classroom Teachers, Special Education Teachers, Reading Specialists, ITC, Librarian</p>	
		<p>ATSS: Specific language arts interventions and extensions for targeted students including:</p> <ul style="list-style-type: none"> ● Reading Recovery ● Orton Gillingham ● Level Literacy Intervention (LLI) ● Read Naturally ● My Virtual Reading Coach ● William and Mary Gifted Units of 	<p>Administrators, Reading Specialists, Special Educators, RTG, ITC, Librarian, ESL Teacher, & Classroom Teachers</p>	<p>Lesson plans, classroom data sheets, documentation of individual interventions</p>

		Study <ul style="list-style-type: none"> • Junior Great Books • Caesar's English Curriculum • Jacob's Ladder 		
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		<p><u>Math Solution</u>, and NCTM <u>Learning Station Resources</u>.</p>		
		<p>Systematic Implementation of Math Workshop Model (K-Gr 5) including:</p> <ul style="list-style-type: none"> ● Emphasis on Process Standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation ● Frequent mini lessons ● Daily Number Talks, emphasizing math talk and flexibility with numbers ● Choice of differentiated learning stations ● Guided math groups focused on differentiated instruction ● Embedded use of technology for personalized blended learning. 	<p>Administrators, Math Coach, Special Education teachers, RTG, ITC, ESL Teacher, & Classroom Teachers</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, & walk through checklists</p>
		<p>“Cluster Grouping” based on research of Susan Winebrenner & Dina Brulles <u>The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All</u>.</p> <ul style="list-style-type: none"> ● Grades 3-5, students grouped in the beginning of the year to form math classes that are heterogeneous ● Grades 3-5 co-taught by classroom teachers and one of the following: special education teacher, math coach, or RTG. 	<p>Administrators, Math Coach, Special Education Teachers, RTG, ITC, ESL Teacher, & Classroom Teachers</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, & walk through checklists</p>

		<p>Purchased a schoolwide membership with The Council for Exceptional Children to have more access to evidence based PD, resources, and articles.</p> <p>A team of 4 teachers will attend the CEC National Conference Winter 2019.</p> <p>ATSS: Specific math interventions and extensions for targeted students including:</p> <ul style="list-style-type: none"> ● Flexible Grouping (K-Grade 5) Small group & individualized instruction ● <u>Do the Math Program</u> for students performing below grade level ● Kathy Richardson's Developing Number Concepts: Curriculum and Assessments ● Reflex math ● Exemplars/Problem solving ● Compacting and extending math curriculum ● Math contracts for extensions ● Project M2 & M3: Mathematical Minds Curriculum for students performing above grade level ● William & Mary Units of Study 	<p>Administrators, Math Coach, Special education Teachers, RTG, ITC, ESL Teacher, & Classroom Teachers</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, & walk through checklists</p>
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		<p>Math Professional Development Staff will participate in the following county offered PD:</p> <ul style="list-style-type: none"> ● Fraction Content Academy (2 Teachers) ● Multi-Sensory Math Training (2 Teachers, 1 General Ed/1SPED) ● APS Math Workshop Principal's Institute <p>By 9/2018, 14 staff (K-Grade 5) completed APS Math Workshop Content Academy including all members of Math Content Committee.</p> <p>Members of the vertical math content committee facilitate collaborative planning meetings with their grade level teams.</p> <p>STEAM Night in collaboration with the Technology and Science Committees and STEAM Quarterly Events</p> <p>Math Connections with Families Math related information included in weekly (K-Grade 5) eNewsletters.</p>	<p>Classroom Teachers and Administrator</p> <p>Math Coach, ITC, RTG, ESL Teacher, Special Education Teachers, & Classroom Teachers</p> <p>10 members of the Jamestown Content Committee</p> <p>Classroom Teachers and co-teaching special education teachers</p>	<p>Copies of weekly classroom eNewsletters</p> <p>Presentation Notes, social media, parent feedback forms</p>
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<p>Staff has identified anxiety as a major concern for students K-5. It can manifest as school refusal, tardiness, psychosomatic symptoms, and referrals to counselors.</p> <p>Perception data K-5 (pre and post): name 5 ways to manage anxious feelings.</p>	<p>Whole Child Goal 1</p> <p>By the end of the 2018-2019 school year, 80% of students K-5 will be able to identify five ways to manage anxious feelings, two of which will include movement.</p>	<p>Students will participate in more recess time this school year. (30 vs 20 minutes daily)</p> <p>Staff will work with students to make explicit connections between exercise/ movement activities and reducing anxious feelings.</p> <p>Staff will participate in PD to understand how to implement brain breaks.</p> <p>Staff will participate in PD to understand how to implement mindful moments with their students.</p> <p>Staff will participate in PD to understand how to implement yoga movements with their students.</p> <p>Staff will remind students of how to calm their amygdalas when feeling anxious</p> <p>Mindful moments, including movement breaks, will be included into morning meetings.</p>	<p>“Staff” refers to counselors, administrators, teachers, ITC, specialists, assistants and student service providers.</p> <p>Counselors teach students the parts of the brain, their functions, and how to calm their amygdalas.</p>	<p>Perception data K-5 (pre and post): name 5 ways to manage anxious feelings.</p> <p>Weekly meetings with Counselors and Administrators regarding student concerns.</p> <p>Continued use of Responsive Classroom Techniques including: Morning Message, Logical consequences, use of Buddy Room.</p> <p>Classroom teachers use movement, brain breaks, etc. although they may not be explicit about these techniques being calming strategies</p>

