

**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: Kenmore Middle School

School Principal: David McBride

| SCHOOL PERFORMANCE PRIORITIES<br>(Based on Summative Performance Data)  | ANNUAL PERFORMANCE GOALS   | ALIGNMENT WITH STRATEGIC PLANNING GOALS   | ACTIONS TO SCHOOL PRIORITIES<br>(Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)  | TIMELINE FOR ACTIONS  | RESPONSIBLE PARTIES<br>(Be Specific)   | EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL<br>(Progress Monitoring at 30, 60, 90 and 120 Days)   |
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| <p>Kenmore will continue to focus on students with disabilities in math and English.</p> <p><b>Baseline Data ELA SY17 SY18</b><br/>All students 76.2<br/>Asian 89.8<br/>Gap 1<br/>Gap 2 70.6<br/>Gap 3 61.8<br/>ED 63.1<br/>LEP 58<br/>SWD 49<br/>White 94.3</p> <p><b>Baseline Data Math SY17 SY18</b><br/>All students 78.5<br/>Asian 88.9<br/>Gap 1<br/>Gap 2 72.5<br/>Gap 3 68.6<br/>ED 69.6<br/>LEP 67.5<br/>SWD 47.5<br/>White 91.8</p> | <p><b>Goal 1:</b> By the end of the 18-19 school year, Students With Disabilities (SWD) will increase the pass rate by 5% on the English and math SOL tests.</p> | <p>Strategic Plan Goal</p> <p><b>Student Success:</b><br/>Multiple Pathways to Success for All Students</p> | <p style="text-align: center;"><b>English Language Arts (ELA) &amp; Math</b></p> <ol style="list-style-type: none"> <li>Group students into Flex EXCEL (teacher advisory) intervention groups &amp; strategically group students for instruction</li> <li>Flexible EXCEL teacher advisory groups formed to provide support for Math &amp; English and extension for Science &amp; Social Studies</li> <li>Initiate data collection project with Information Services &amp; ATSS Office</li> <li>Create Collaborative Learning Team spreadsheets to monitor student progress on common assessments--including a focus on SWDs and those</li> </ol> | <p>Summer 2018</p> <p>October 1- November 30, 2018<br/>December 3- February 15, 2019<br/>February 19- April 26, 2019</p> <p>September 2018; follow-up meeting held 10/31; 12/5</p> <p>CLTs shared by 10/15 with Evaluator</p> | <p>Administrative Team, ELA &amp; Math Lead Teachers</p> <p>Administrative Team, MSRT, Math Coach, Team Leaders, Lead Teachers</p> <p>Administrative Team, IS Team, Lead Teachers</p> <p>Administrative Team, Lead Teachers, CLT members</p> | <p>Students started the year in ELA and Math teacher advisory groups--including intervention groups &amp; GT students clusters--flexible intervention groups formed in EXCELS</p> <p>Collaborative Learning Team (CLT) data collection (common formative assessments)</p> <p>Pilot dashboard created in consultation with Kenmore teachers and IS</p> <p>MOY &amp; EOY data talks with the CLT data collection spreadsheets</p> |

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|  |  |            | students below 430 on the previous year's SOL  |                           |  |   |
|  |  |            | 5. Professional learning--APS Sheltered Instruction Observation Protocol (SIOP) Learning Labs provided by HILT Office for select Science, Social Studies and ELA CLTs. | August 2018               | CLTs, SIOP Facilitators                    | Lessons and CLT Reflections, feedback from SIOP staff   |
|  |  |            | 6. Instructional Studies increased the number of sections at all grade levels  | September 2018--June 2019 | Director of Counseling                     | Master schedule, progression towards IEP goals.   |
|  |  |            | 7. After-school Support Center & SOL remediation sessions  | September 2018-June 2019  | CORE Teachers, Lead Teachers, Team Leaders | Participation rates in ASSC & SOL remediation sessions  |
|  |  |            | 8. Professional Learning: Integrating SIOP Strategies to include daily content and language objectives   | September 2018-June 2019  | Teachers                                   | Development and posting of language objectives, observed instructional practices that support writing, instructional walkthroughs, use of SIOP strategies/language objectives   |
|  |  | <b>ELA</b> | 9. Common English curriculum implemented for grammar, usage & mechanics across 6th, 7th, & 8th grades (No Red Ink)   | September 2018-June 2019  | MSRT, ELA & Reading Teachers,              | Writing sample assessment results, SMART Goal data, common unit assessment data, Power Schools results, Scores on ATSS spreadsheet, common formative assessments, classroom observations, teacher reflections, instructional walkthroughs |
|  |  |            | 10. Reading Strategies 7th & 8th Grade full-year electives   | September 2018-June 2019  | Reading Teachers & MSRT                    | Classroom reading inventories, common assessments (RI), Power Schools, grades   |
|  |  |            | 11. Academic Parent Teacher Teams--ELA & Reading for 6th & 7th grade students  | September 2018-June 2019  | APTT Teachers                              | APTT participation rates, attendance, results on foundational skill assessments   |
|  |  |            | 12. UVA Tutoring for 6th, 7th, 8th Grade   |                           |  |   |

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|  |  |  |   | February - April, 2019    | UVA Reading Tutors, MSRT                           | Participation & attendance, results on common reading assessments reading inventory, writing samples, ATTS spreadsheet, common formative & summative assessment results |
|  |  |  | 13. Differentiated reading instruction based on student needs:<br>Leveled literacy interventions<br>Orton Gillingham<br>Word Study        | September 2018--June 2019 | ELA & Reading Teachers                             | Reading inventory results, ATTS spreadsheet, common formative & summative assessment results  |
|  |  |  | <b>Math</b>   |                           |  |   |
|  |  |  | 1. Math strategy courses  | September 2018--June 2019 | Math Teachers, Math Coach                          | Grades, benchmark test result, growth reports<br>SOL scores/MI data, common assessment data   |
|  |  |  | 2. After school tutoring & SOL Preparation  | October 2018--June 2019   | Math Teachers, Math Coach                          | Participation & attendance, MI data, benchmark results, common assessment data  |
|  |  |  | 3. Common assessments implemented across grade levels   | September 2018--June 2019 | Math Teachers, Math Coach                          | MI data, benchmark results, common assessment data  |
|  |  |  | 4. CLT Work: data monitoring, data analysis   | September 2018--June 2019 | Math Teachers, Math Coach                          | MI data, benchmark results, common assessment data  |
|  |  |  | 5. Differentiated instructional programming based on student needs: grouping, Dreambox, gifted clusters, flipped classroom units of study | September 2018--June 2019 | Math Teachers, Math Coach, Gifted Resource Teacher | Grades, MI data, benchmark results, common assessment data  |
|  |  |  | 6. Professional Learning: Math Workshop (6th grade)   | December 2018             | DTL Math Office                                    | Instructional walk-through data, classroom observations   |
|  |  |  | 7. Peer to Peer Tutoring  | October 2018--June 2019   |  |   |

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|  |  |  | 8. SOL Remediation Groups   | Fall 2018--<br>Spring 2019  | Math Teachers,<br>Math Coach<br><br>Math Teachers,<br>Math Coach   | Grades, MI<br>data,benchmark results,<br>common assessment data<br><br>Grades, MI<br>data,benchmark results,<br>common assessment data   |
| <p>Science Performance All Students--by 2021, 75% of all students will pass their Science SOL</p> <p><b>Baseline Data Science SY17 SY18</b><br/> All students 69.4<br/> Asian 75.9<br/> Gap 1<br/> Gap 2 71.1<br/> Gap 3 52.4<br/> ED 54.5<br/> LEP 37.9<br/> SWD 40.6<br/> White 89.9</p> | <b>Goal 2:</b> By the end of the 18-19 school year, 73% of students will pass their Science SOL. |  | <p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. Science CLTs meet twice a week to discuss curriculum, instruction and assessment. CLTs will use data to adjust instruction by providing reteaching and interventions as well as extensions.</li> <li>2. Differentiated instruction provided to meet the needs of students who have mastered the content, as well as those who need more time and support.</li> <li>3. Vertical articulation of 6th, 7th and 8th grade science standards and objectives.</li> <li>4. SIOP Learning Labs for conducted for 7th Grade Science.</li> <li>5. Utilize strategies from SIOP, including building language through vocabulary development, reading (NEWSELA), word walls, and increasing opportunity to talk about the content in the classroom.</li> </ol> | <p>September to June</p> <p>September to June</p> <p>Monthly department meetings</p> <p>November, January, March</p> <p>September to June</p> | <p>Science CLTs, Admin, DTL</p> <p>Science CLTs, Admin</p> <p>Science Department</p> <p>7th Grade Science CLT, HILT Office, SIOP Facilitator</p> <p>Science Department, HILT Specialist, Science Supervisor, Admin</p> | <p>Data from BOY, MOY, EOY Assessments, as well as common unit assessments; student grades</p> <p>Data from BOY, MOY, EOY Assessments, as well as common unit assessments; sample unit/lesson plans; walk through data; student work samples</p> <p>Meeting minutes; curriculum framework; walk through data Unit plan and curriculum calendar for reviewing 6th and 7th grade standards and objectives; curriculum map using backwards design</p> <p>Lesson plans; feedback loop from observations; Science &amp; HILT walkthrough data; content and language objectives; scaffolding for English language learners</p> <p>Science &amp; HILT Walkthrough, posting of objectives, evidence of word walls and instructional scaffolds;</p> |

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|  |   |  | <p>6. Professional learning provided to support differentiated instruction.</p> <p>7. Professional learning provided to support greater student engagement.</p>  | <p>May 2019</p> <p>January 2019</p>   | <p>8th Grade Science Teachers</p> <p>Admin., Lead Teachers, Gifted Resource Teacher, ILT</p>   | <p>common assessment data; student grades</p> <p>Agenda for the learning and the impact on the classroom as observed during curriculum walkthroughs</p> <p>Agenda for the learning and the impact on the classroom as observed during curriculum walkthroughs</p>   |
| <p><b>Baseline Data from 2018 Panorama Survey:</b><br/>Student and Family Engagement (7th and 8th) 42%</p> <p>When you get stuck while learning something new, how likely are you to try a different strategy? (36% favorable response-2018)</p> <p>How often are you challenged by the materials in class? (32%)</p> <p>How well have your teachers helped you learn to manage your time? (26% favorable response-2018)</p> | <p><b>Goal 3:</b> By the end of the 18-19 school year, the engagement level will increase by 5% for 7<sup>th</sup> and 8<sup>th</sup> grade students and families as measured by the “Your Voice Matters” Survey.</p> | <p><b>Healthy, Safe, and Supported Students</b></p> <p>Goal: Strong and Mutually Supportive Partnerships<br/>Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.</p> | <p>1. Identify time management skills or methods as part of their instruction to raise awareness about how to effectively complete assignments</p> <p>2. Teach EXCEL Lessons on Time Management to include Time Management messages in Principal’s Forum and Cougar News</p> <p>3. Develop a message of what challenge looks like at Kenmore in each content area (Rigor at Kenmore on Website)</p> <p>4. Create, share, encourage the use of a differentiation models that can be used by CLT’s to help students feel challenged and better engaged</p> <p>5. Create and share a library of remediation and extensions for each content and grade.</p> <p>6. Students will share about rigor and challenge via presentations to the PTA, articles for the Gifted Newsletter and Village Voice</p> | <p>September to June</p> <p>November to April</p> <p>November to June</p> <p>November to May</p> <p>November to May</p> <p>October-June</p> | <p>Teachers</p> <p>Cougar News, EXCEL Teachers, Administrators</p> <p>Departments, Lead Teachers, Gifted Resource Teacher,</p> <p>Departments, Gifted Resource Teacher, Lead Teachers</p> <p>Administration; CLTs; Gifted Resource Teacher, Lead Teachers</p> <p>Gifted Resource teacher, Content Teachers, Website, PTA President, Teachers, Administration</p> | <p>Parent/Teacher Conference Dialogue<br/>Timeline graphic organizers<br/>Lesson plans/Unit Plans</p> <p>News broadcasts, lessons in Canvas or Google</p> <p>Web-site, school orientation presentations</p> <p>CLT notes document the use of the model as part of instruction; Professional Learning Agenda; Walkthroughs; lesson plans</p> <p>Library on canvas</p> <p>PTA Agenda, Gifted Newsletter, Community Newsletter, Social Media</p> |

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|  |  |  | 7. Communicate study tips in EXCEL including identifying resources to help when a student gets stuck | October-June   | EXCEL teachers, Kenmore News Sponsor  | News programming, EXCEL lessons; Classroom list of resources |
|  |  |  | 8. Peers share study habits in EXCEL and via conversation circles                                    | October-June   | EXCEL Teachers  | Circle group discussions                                     |
|  |  |  | 9. Instructional Studies classes have thematic units to address executive functioning skills.        | September-June | Instructional Studies Teachers, Department Chair, Special Education Administrator | Instructional walkthroughs, classroom observations           |