



**APS PROGRESSIVE PLANNING MODEL  
SEMESTER ACTION PLAN:  
2018-19**

**School Performance Priorities and Actions to be Taken to  
Address Student Achievement**

Swanson Middle School

Reneé Y. Harber

School Name: \_\_\_\_\_

School Principal: \_\_\_\_\_

<b>SCHOOL PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH STRATEGIC PLANNING GOALS</b>	<b>ACTIONS TO SCHOOL PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)
<p>Overall growth in reading performance as measured by SOL and other assessments</p> <p>2018-19 VDOE data reports for Students with Disabilities  <b>2018-70%</b>  <b>2017- 77%</b>  <b>3-yr -71%</b></p>	<p>2018-19 accreditation data reports            Students with Disabilities annual growth at an indicator of Level Two.</p> <p>By the end of 2018-19 school year, students with disabilities will exhibit consistent growth and reach achievement growth indicator of Level One.</p> <p>All other reporting</p>	<p><b>Multiple Pathways to Student Success</b></p>	<p>Weekly grade level ELA and Reading CLT meetings will include more intensive focus on strategies for individual students, analyzing and using data to inform instruction.</p> <ul style="list-style-type: none"> <li>• 8th grade CLT partners with Geography to brainstorm ways to be supportive with content vocabulary development.</li> <li>• 7th grade ELA and Social Studies utilize the similar rubrics for constructed response writing.</li> </ul> <p>ELA teachers will meet with grade level content teachers to support science, math, and social studies teachers in effort to implement</p>	<p>Weekly, during intervention and enrichment blocks, quarterly</p>	<p>Grade level English/Reading CLTs, CORE content teachers, HILT teachers, SPED case carriers &amp; Reading Specialist</p>	

	groups will maintain achievement growth indicator of Level One.		<p>more robust vocabulary integration practices throughout instruction.</p> <ul style="list-style-type: none"> <li>• Text features and structures in news articles and textbooks</li> <li>• Root word study</li> <li>• Drawing pictures to represent new words</li> <li>• Context clues</li> <li>• Word walls</li> <li>• Frayer model</li> <li>• SIOP techniques</li> </ul> <p>HILT teachers will disseminate EL information such as WIDA levels and instructional resources to support English/Reading CLTs.</p> <p>Students will participate in STAR interventions throughout the year based upon power standard weaknesses revealed by student performance data.</p> <p>8<sup>th</sup> grade students create reading SMART goals to monitor and evaluate through English classes.</p>			
Increased achievement of all reporting groups on district and state math assessments.	By end of 2018-19 school year, all students will make continued growth as measured by federal, state, and /or district assessments.	<b>Multiple Pathways to Student Success</b>	<p>Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.</p> <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Canvas Mastery Paths; Dreambox</li> </ul> <p>Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with</p>	Weekly, during intervention and enrichment blocks, quarterly	Grade level Math CLTs, SRC Math teachers, SPED case carriers & Math Coach	

			<p>career and higher educational opportunities including internships and externships.</p> <ul style="list-style-type: none"> <li>• Number Sense Routines</li> <li>• Dreambox</li> <li>• Desmos</li> <li>• Delta Math</li> </ul> <p>Ensure equity of access and opportunity across all school programs.</p> <ul style="list-style-type: none"> <li>• iPads (technology use);</li> <li>• math recommendations with parent choice</li> </ul> <p>Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.</p> <ul style="list-style-type: none"> <li>• Math Workshop</li> </ul>			
Design an instructional model which supports the whole child.	By 2019-20 school year, implement an instructional schedule model to best fit learning and social needs of all students	<p><b>Multiple Pathways to Student Success</b></p> <p><b>Healthy, Safe, and Supported Students</b></p> <p><b>Engaged Workforce</b></p> <p><b>Operational Excellence</b></p>	<p>2018-19 school year, entire school to participate in professional learning model in efforts to collect, review data regarding current instructional model and how best to strengthen that model to best fit learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>• Brainstorming sessions- What Swanson Could Be?</li> <li>• Organizing brainstorm ideas/ updating concerns around model changes</li> <li>• Planned visits to Gunston Middle School to observe current instructional model</li> <li>• Connection with DTL to support instructional planning and modifications</li> </ul>	Weekly CLT meetings, PL learning days, Monthly faculty meetings, Department meetings	Instructional staff, Assistants, Content Coaches RTG ITC Counselors Students Parents	

			<p>to current lesson plan models/provide PL as needed to support growth model</p> <ul style="list-style-type: none"><li>• Conversations with students, parents and other stakeholders regarding instructional model and how to best support all students.</li></ul>			
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