



**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: THOMAS JEFFERSON MIDDLE SCHOOL

School Principal: KEISHA BOGGAN

<p style="text-align: center;">SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</p>	<p style="text-align: center;">ANNUAL PERFORMANCE GOALS</p>	<p style="text-align: center;">ALIGNMENT WITH STRATEGIC PLANNING GOALS</p>	<p style="text-align: center;">ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</p>	<p style="text-align: center;">TIMELINE FOR ACTIONS</p>	<p style="text-align: center;">RESPONSIBLE PARTIES (Be Specific)</p>	<p style="text-align: center;">EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)</p>
<p>Goal 1 3-yr. SMART Objective: By June 2021, Thomas Jefferson Middle School IB trained staff will meet 100% of the standards and practices for IBMYP with particular emphasis on:</p> <p>a) addressing key and related concepts within unit plans;</p> <p>b) ensuring unit plans demonstrate that students encounter all six global contexts over the course of their study;</p> <p>c) ensuring support for the implementation of approaches to learning within unit plans;</p> <p>d) promoting student awareness of individual, local, national and world issues through disciplinary and interdisciplinary units through horizontal articulation;</p> <p>e) ensuring all IB criteria and strands are assessed at least twice each year and that assessments tasks are designed based on</p>	<p>Goal 1 1-yr SMART Objective: IBMYP</p> <p>SMART Objective: By June 2018, Thomas Jefferson Middle School IB trained staff will meet 100% of the standards and practices for IBMYP with particular emphasis on:</p> <p>a) addressing key and related concepts within unit plans;</p> <p>b) ensuring unit plans demonstrate that students encounter all six global contexts over the course of their study;</p> <p>c) ensuring support for the implementation of</p>	<p>APS Strategic Goal – Student Success</p> <p>-Students are academically challenged</p> <p>-High expectations for all students</p> <p>-Access to all curriculum, options schools, and programs without barriers and Engaged Workforce</p> <p>-information is readily accessible to all staff in order for them to their jobs effectively</p>	<p>Year 1 #1 (Goal 1 (a) & (b)) Training and models provided in how to write statements of inquiry.</p> <p>Update model unit plans developed and provided for each subject area.</p> <p>Statements of inquiry posted and referenced during instruction.</p> <p>All assessment tasks reflect statements of inquiry.</p> <p>Year 1 #2 (Goal 1 (e)) IBMYP Standardization Protocol used at least once for each criterion.</p> <p>Analyze IB achievement levels (“scores”) as part of end of unit data analysis, and record in unit planners.</p> <p>Have teachers do whip around in Team meetings during every</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2018 – June 2019</p> <p>October 2018 – June 2019</p> <p>Ongoing</p>	<p>IB Coordinator</p> <p>IB Coordinator</p> <p>All Teachers</p> <p>All Teachers</p> <p>All CLTs</p> <p>All CLTs</p> <p>All CLTs</p>	<p>Reflections on standardization included in “end-of-unit” reflection section of unit planners.</p> <p>Reflections on standardization included in “end-of-unit” reflection section of unit planners</p> <p>Reflections on standardization included in “end-of-unit” reflection section of unit planners</p> <p>Reflections on standardization included in</p>

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<p>IB rubrics; and</p> <p>f) ensuring use of Approaches to Teaching that facilitate an inquiry-based curriculum through vertical articulation.</p>	<p>approaches to learning within unit plans;</p> <p>d) promoting student awareness of individual, local, national and world issues through disciplinary and interdisciplinary units;</p> <p>e) ensuring all IB criteria and strands are assessed at least twice each year and that assessments tasks are designed based on IB rubrics.</p>		<p>meeting about teaching to look for connections.</p> <p>Assessment tasks and associated criterion and strands documented in assessment maps.</p> <p>IB achievement levels (“scores”) from Synergy provided for each criterion</p>	<p>January – June 2019</p> <p>By June 2019</p>	<p>All returning and IB trained Teachers</p> <p>All returning and IB trained teachers</p>	<p>“end-of-unit” reflection section of unit planners</p> <p>Google document spreadsheet</p> <p>Grade Books</p>
<p>Goal 2: 3–yr. SMART Objective: By June 2021, 100% of non-proficient students in all AMO reporting groups will increase Math and Reading/English Language Arts proficiency levels as indicated. Science and Social Studies failure rates will decrease by 10%.</p>	<p>Goal 2: 1–yr. SMART Objective: MATH</p> <p>All Students subgroup passing rates are as follows: 3 – Year 87.14 Current 84.62 Previous 88.36 GOAL: 86.16 (R10) VDOE TARGET = 74</p> <p>Black subgroup passing rates are as follows: 3 – Year 83.91</p>	<p>APS Strategic Goals – Student Success</p> <p>-Students are academically challenged -High expectations for all students -Access to all curriculum, options schools, and programs without barriers and Engaged Workforce -Information is readily</p>	<ul style="list-style-type: none"> Retreat days for Gen Ed, SpEd, and HILT Teachers to plan instruction focused on differentiating to meet the needs of all students Placement of HILT A&B students who passed math SOL in grade level regular 	<p>Ongoing</p> <p>Ongoing</p>	<p>Math Coach and all math teachers</p> <p>HILT Lead Teacher, Counseling</p>	<p>Pacing guides and teacher instructional planning and delivery and student performance</p> <p>MI, Benchmark, SOL performance</p>

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	<p>Current 80.45 Previous 86.78 GOAL: 82.41(R10) VDOE TARGET = 62</p> <p>Hispanic subgroup passing rates are as follows: 3 – Year 81.27 Current 78.26 Previous 81.58 GOAL: 80.43 (R10) VDOE TARGET = 65</p> <p>Asian subgroup passing rates are as follows: 3 – Year 91.44 Current 89.92 Previous 93.55 GOAL: 90.93 (R10) VDOE TARGET = 89</p> <p>Economically Disadvantaged subgroup passing rates are as follows: 3 – Year 80.40 Current 77.68 Previous 81.28 GOAL: 79.91 (R10) VDOE TARGET = 64</p> <p>English Learners subgroup passing rates are as follows: 3 – Year 87.36 Current 88.37</p>	<p>accessible to all staff in order for them to their jobs effectively</p> <p>-Strong recruitment and hiring as well as strong staff retention</p> <p>Operational Excellence</p> <p>-Technology is leveraged to support learning and administrative needs</p> <p>-Data-based decision making leads to continuous improvement</p>	<p>mainstream classes</p> <ul style="list-style-type: none"> Scheduling of double-dose math classes for LEP students at risk of failing the SOL Provide time for Math Lead teacher to serve as math coach to HILT and Spec Ed teachers. Hire dually certified teachers (i.e. ELL/Math and SpEd/EL Facilitate weekly PLC meetings for all math teachers focused on math discourse and best practices. Use of Power School data to inform math instruction Implement Scholastic 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff</p> <p>Director of Counseling Services, School Counselors</p> <p>TJMS Admin.</p> <p>TJMS Admin.</p> <p>Math Coach</p> <p>Math Coach and math teachers</p> <p>Math teachers</p>	<p>and YJP tracking</p> <p>MI, Benchmark, SOL performance and YJP tracking</p> <p>Teacher instructional planning and delivery and student performance</p> <p>Teacher instructional planning and delivery and student performance</p> <p>Teacher instructional planning and delivery and student performance</p> <p>MI, Benchmark, SOL performance and YJP tracking</p> <p>MI, Benchmark, SOL</p>

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	<p>Previous 88.27 GOAL: 89.53 (R10) VDOE TARGET = 59</p> <p>Students with Disabilities subgroup passing rates are as follows: 3 – Year 65.68 Current 65.88 Previous 61.17 GOAL: 69.29 (R10) VDOE TARGET = 47</p> <p>White subgroup passing rates are as follows: 3 – Year 93.10 Current 90.86 Previous 94.51 GOAL: 91.77 (R10) VDOE TARGET = 81</p>		<p style="text-align: center;">Math Inventory Program</p> <ul style="list-style-type: none"> • Personalized learning – DreamBox, Math Workshop • Targeted Professional Development based on areas of need • Book Study-Number Talks and Accessible Mathematics • Math cohorts for all teachers • Cognitive Coaching to reflect on instruction • Targeted interventions through Yellow Jacket 	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">Math teachers</p> <p style="text-align: center;">Math teachers</p> <p style="text-align: center;">TJMS Admin., Math Coach and Math teachers</p> <p style="text-align: center;">Math teachers</p> <p style="text-align: center;">Math teachers</p> <p style="text-align: center;">APS Department of Teaching and Learning</p> <p style="text-align: center;">Math teachers</p>	<p>performance and YJP tracking</p> <p>MI, Benchmark, SOL performance and YJP tracking</p> <p>Teacher instructional planning and delivery and student performance</p> <p>Teacher instructional planning and delivery and student performance</p> <p>RI, Benchmark, SOL performance and YJP tracking</p> <p>Teacher instructional planning and delivery</p> <p>MI, Benchmark, SOL performance</p>

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	<p>Goal 2: 1-yr. SMART Objective: READING</p> <p>ALL student subgroup passing rates in READING are as follows: 3 – Year 87.97 Current 88.86 Previous 86.91 GOAL: 89.97 (R10) VDOE TARGET = 73</p> <p>Black subgroup passing rates are as follows: 3 – Year 81.34 Current 81.55 Previous 80.63 GOAL: 83.39 (R10) VDOE TARGET = 62</p> <p>Hispanic subgroup passing rates are as follows: 3 – Year 82.36 Current 84.18 Previous 81.48 GOAL: 85.76 (R10)</p>	<p>APS Strategic Goals – Student Success</p> <ul style="list-style-type: none"> -Students are academically challenged -High expectations for all students -Access to all curriculum, options schools, and programs without barriers -Access to personalized learning opportunities Engaged Workforce -Information is readily accessible to all staff in order for them to their jobs effectively -Strong recruitment and hiring as well as strong staff retention 	<p style="text-align: center;">Period</p> <ul style="list-style-type: none"> • SIOP training for new TJMS Math teachers • Retreat days for Gen Ed, SpEd, and HILT Teachers to plan instruction around the APS ELA units – focused on differentiating to meet the needs of all students • Increased implementation of TCRWP and workshop methodology in general and special education ELA classes • Targeted interventions during YJP for students who are at risk of failing the reading or writing SoL • Use of PALS data to track 	<p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;">APS Department of Teaching and Learning</p> <p style="text-align: center;">MSRT and all ELA teachers</p> <p style="text-align: center;">ELA teachers</p> <p style="text-align: center;">ELA teachers</p> <p style="text-align: center;">TJMS Admin.,</p>	<p>and YJP tracking</p> <p>Teacher instructional planning and delivery and student performance</p> <p>Teacher instructional planning and delivery and student performance</p> <p>YJP data collected at the end of each rotation, as well as RI and PALS data</p> <p>YJP data collected at the end of each rotation, as well as RI and PALS data</p> <p>RI data</p>

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	<p>VDOE TARGET = 65</p> <p>Asian subgroup passing rates are as follows: 3 – Year 93.63 Current 93.71 Previous 93.71 GOAL: 94.34 (R10) VDOE TARGET = 87</p> <p>Economically Disadvantaged subgroup passing rates are as follows: 3 – Year 81.24 Current 82.70 Previous 79.73 GOAL: 84.43 (R10) VDOE TARGET = 64</p> <p>English Learners subgroup passing rates are as follows: 3 – Year 87.32 Current 89.66 Previous 87.89 Goal: 84.43 (R10) VDOE TARGET = 57</p> <p>Students with Disabilities subgroup passing rates are as follows: 3 – Year 64.10</p>	<p>Operational Excellence -Technology is leveraged to support learning and administrative needs -Data-based decision making leads to continuous improvement</p>	<p>specific student literacy gaps and provide interventions for HILT A/B students, special education students in self-contained classes, and other students for whom we need additional data</p> <ul style="list-style-type: none"> • Implementation of LLI reading program targeting reading improvement for SWD, LEP, and small groups of students as needed. • Implementation of reading strategies classes at grades 6, 7 and 8. • Continuous and consistent work with ELA teachers for the purpose of reviewing data to develop strategies/action plans for corrective instruction • Continuation of Reading in the Content Area course at Grade 6 • Use of Power School data to inform instruction • Use of Scholastic Reading Inventory data to inform 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>MSRT and ELA teachers</p> <p>ELA teachers</p> <p>MSRT and reading department</p> <p>TJMS Admin., MSRT and ELA teachers</p> <p>Grade 6 teachers</p> <p>MSRT and ELA teachers</p> <p>MSRT and ELA teachers</p>	<p>RI data</p> <p>CLT Agendas</p> <p>Teacher instructional planning and delivery and student performance</p> <p>CLT Agendas, unit plans, lesson plans</p> <p>CLT Agendas, unit plans, lesson plans RI, Benchmark, SOL performance and YJP</p>

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	<p>Current 65.95 Previous 58.65 GOAL: 69.39 (R10) VDOE TARGET = 45</p> <p>White subgroup passing rates are as follows: 3 – Year 95.11 Current 95.32 Previous 93.27 GOAL: 95.79 (R10) VDOE TARGET = 81</p> <p>Goal 2: 1–yr. SMART Objective: SCIENCE</p> <p>By June 2019, the failure rate in Science will reduce by 10% (from 13.25 to 11.93 R10) which will result in the passing rate increasing from (86.75 to 88.07).</p> <p>The Students with Disabilities subgroup passing rate on the 2018</p>	<p>APS Strategic Goals – Student Success -Students are academically challenged -High expectations for all students -Access to all curriculum, options schools, and programs without barriers Engaged</p>	<p>instruction</p> <ul style="list-style-type: none"> Hire a full-time reading teacher for all Grade 6 Teams to ensure the delivery of the APS Reading 6 curriculum Use POWERSCHOOL Quarter 3 SOL simulation assessment analysis and follow-up instructional plans to meet students’ needs through enrichment, re-teaching and/or intervention. (Teachers can choose to give quarter 1 and quarter 2 as well, for more monitoring.) Frequently monitor each student’s learning of essential Science outcomes using pre- and post- assessments Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets 	<p>Spring-Summer 2018</p> <p>Third quarter</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Admin. Team and MSRT</p> <p>MSRT and ELA teachers</p> <p>TJMS Admin. and Science teachers</p> <p>TJMS Admin. and Science teachers</p>	<p>tracking</p> <p>Staffing Updates</p> <p>Teacher instructional planning and delivery and student performance</p> <p>Student work (classwork, labs, homework)</p> <p>Teacher-constructed quizzes, tests, and retests</p>

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	<p>Science SOL test will increase from 60.87 to 64.68 (10% failure reduction).</p> <p>The ELL subgroup passing rate on the 2018 Science SOL test will increase from 62.26 to 66.03 (10% failure reduction).</p> <p>The Economically Disadvantaged subgroup passing rate on the 2018 Science SOL test will increase from 68.83 to 71.90 (10% failure reduction).</p>	<p>Workforce -Information is readily accessible to all staff in order for them to their jobs effectively</p> <p>Strong recruitment and hiring as well as strong staff retention and</p> <p>Operational Excellence -Technology is leveraged to support learning and administrative needs</p> <p>-Data-based decision making leads to continuous improvement</p>	<ul style="list-style-type: none"> • Use a variety of instructional strategies to help students learn identified skills and knowledge • Coordinate instruction between HILT and science colleagues • Conduct routine classroom observations using the APS K-12 English Learner Look- Fors Walkthrough Form • SIOP training for the entire Science Department 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TJMS Admin. and Science teachers</p> <p>TJMS Admin. and Department Chairs</p> <p>TJMS Admin. and APS Department of Teaching and Learning</p> <p>APS Department of Teaching and Learning</p>	<p>Unit plans, common assessments, and student products</p> <p>Co-planning PD session for HILT and Science Dept.</p> <p>Data from K-12 English Learner Look-Fors Walkthrough Form</p> <p>Teacher instructional planning and delivery</p>

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<p>Goal 3 3-yr. SMART Objective: By June 2021, more than 75% of Thomas Jefferson Middle School parents completing the APS Your voice Matters Survey will respond “Strongly Agree” or “Somewhat Agree” to the statement, <i>I collaborate with the staff at my child’s school to continue my child’s development at home as well as at school.</i></p>	<p>1-yr. SMART Objective: By June 2019, 75% of Thomas Jefferson Middle School parents completing the APS Your Voice Matters Survey will respond “Strongly Agree” or “Somewhat Agree” to the statement, <i>I collaborate with the staff at my child’s school to continue my child’s development at home as well as at school.</i></p>	<p>APS Strategic Goal – Partnerships -High-impact strategies for engaging all families -APS programs and services integrate with those in the broader community Operational Excellence -Technology is leveraged to support learning and administrative needs -Data-based decision making leads to continuous improvement</p>	<p>Two Student-led conferences annually</p> <p>Weekly communications from grade level teams to parents</p> <p>Monthly robo calls to TJMS families in English and Spanish</p> <p>Quarterly school newsletter</p> <p>Back-to-School-Night Basics in multiple languages</p> <p>Parent-Vue training for parents/guardians in multiple languages</p> <p>D and E meetings with students, parents/guardians, TJMS Admin. and TJMS grade level School counselors</p> <p>C+ letters to students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>1st, 2nd, and 3rd quarters</p> <p>Semester 1</p> <p>Semester 1</p> <p>2nd and 3rd quarters</p> <p>Ongoing</p>	<p>Teacher Advisory Teachers and students</p> <p>Grade level Team Leaders</p> <p>Principal</p> <p>Principal</p> <p>Principal and Minority Student Achievement Coordinator</p> <p>TJMS Face Team</p> <p>TJMS Admin. and School Counselors</p> <p>Principal and Director of</p>	<p>Parent/guardian attendance data and student and parent/guardian feedback</p> <p>End of first semester parent/guardian survey</p> <p>End of first semester parent/guardian survey</p> <p>End of first semester parent/guardian survey</p> <p>Parent/guardian feedback</p> <p>Parent/guardian feedback</p> <p>Interim and Report Card grades</p> <p>Interim and Report Card</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>Service learning requirements for grades 6,7,8</p> <p>Monthly Attendance Panel with parents/guardians, student, social worker, TJMS administrator, grade level school counselor and Equity & Excellence Coordinator</p> <p>Naviance Parent Portal</p> <p>TJMS Family Academic Planning Event</p> <p>Translation services provided for all Conferences, IAT, 504, Student Study and Eligibility meetings</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>Counseling Services</p> <p>IB Coordinator</p> <p>Social Worker</p> <p>School Counselors</p> <p>School Counselors and Director of Counseling Services</p> <p>TJMS Instructional Staff, Director of Counseling Services and School Counselors</p>	<p>Grades</p> <p>Student reflections and Community Project</p> <p>Monthly Attendance Reports</p> <p>Parent Access Login</p> <p>Parent/Guardian Attendance Report, Parent/Guardian Feedback</p> <p>Parent/Guardian feedback, Meeting attendance</p>