



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2019-2020
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 89% 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 specific 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="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Baseline Data</u></th> <th style="text-align: left;"><u>SY18</u></th> <th style="text-align: left;"><u>SY19</u></th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>87%</td> <td>89%</td> </tr> <tr> <td>Asian</td> <td>93%</td> <td>96%</td> </tr> <tr> <td>Black</td> <td>82%</td> <td>80%</td> </tr> <tr> <td>ED</td> <td>78%</td> <td>80%</td> </tr> <tr> <td>EL</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Hispanic</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>SWD</td> <td>62%</td> <td>57%</td> </tr> <tr> <td>White</td> <td>94%</td> <td>95%</td> </tr> </tbody> </table>	<u>Baseline Data</u>	<u>SY18</u>	<u>SY19</u>	All students	87%	89%	Asian	93%	96%	Black	82%	80%	ED	78%	80%	EL	84%	90%	Hispanic	80%	85%	SWD	62%	57%	White	94%	95%	<p>GOAL 1 - Student Success - All students will achieve a pass rate on the 2020 Math SOL that meets or exceeds the state benchmark with at least a 5% increase in performance of the identified sub group as measured by the VDOE:</p> <p>Focus Population Target: SWD 60%</p>	<p>STUDENT SUCCESS; Multiple Pathways to Success for All Students Ensure that every student is challenged and engaged while providing multiple pathways for students' success.</p>	<p>* Identify targeted students based on + 2019 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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<p>Students identified as needing targeted math intervention (Tier 3) are placed in the appropriate support classes</p>	June 2018 & September	Administrators, Math Coach, teachers, counselors	Student placement based on data																														
<p>Monitor student progress and performance, through common unit assessments</p>	When given	CLT member, Math Coach Dept. Admin, Principal	Google Spreadsheets, Common Assessment Data																														
<p>Quarterly planning to align standards, assessments, and to progress monitor student mastery of the standards</p>	Quarterly - starting 2 nd qtr	Math Coach, Dept Admin, CLT members, DTL resources	Created products after planning days																														
<p>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.</p>	Weekly	Math coach, SPED, HILT math teachers, Dept Admin, Principal	Students' performance reflected on the intervention spread sheets.																														
<p>Implementation of Math Workshop strategies</p>	When PD provided	DTL, Math coach, CLT members	Incorporation of strategies into classroom practice																														

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Data from the 2018-19 SY indicate there were 52 discipline referrals submitted for students in grade 6-8 for incidents of bullying.	GOAL 2: - Student Well-Being - The number of student bullying referrals in grades 6-8 will be reduced by 10% from 52 (from SY 2018-19) to 47 or less by June of 2020.	STUDENT WELL-BEING: Healthy, Safe, and Supported Students. Create an environment that fosters the growth of the whole child	<p>Bully prevention guidance lesson (as outlined by 2nd step curriculum)—grades 6-8 (tier 1)</p> <p>Bully prevention week activities for grades 6-8 (tier 1)—all counselors</p> <p>Tier 2: Three small groups (one for each grade level) will be conducted with students in need of most behavior-related support/ intervention</p> <p>Tier 3: Teacher /Student Mentorship</p>	<p>By December 2019</p> <p>Oct</p> <p>By May 2020</p> <p>By June 2020</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) -the # of student referrals submitted by teachers will decrease -Pre/Post Survey results from students assessing knowledge, skills, & attitude towards bullying behaviors</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>Data from a school created survey at the end of the 2018-19 school year indicated on the prompt, <i>I like going to work</i> an 83% answering in the affirmative. The prompt about receiving recognition or praise for doing good work showed a 72% affirmative response.</p>	<p>GOAL 3: By May of 2020, 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. Employees will report an increased understanding and utilization of their CliftonStrengths and those of other colleagues as measured by a locally created assessment.</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 new 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>