



**APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2019-2020
Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan**



Department: KENMORE MIDDLE SCHOOL

School Principal: DAVID MCBRIDE

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO 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>Students will feel connected and supported by the school.</p> <p>Baseline Well-being Data</p> <p>There is at least one adult in my school with whom I can discuss things that are important to me. 2013 4.0 2015 3.8 2017 4.1*</p> <p>*5-point Likert scale administered through</p>	<p>Goal 1: Students will have at least one trusted adult in the building that they can go to if they have a problem.</p>	<p>Student Well-Being: Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<p>Schoolwide emphasis on positive behavior, interactions, and supports (PBIS) communicated via all-staff meetings & breakout sessions including understanding trauma-informed behaviors and adolescent development.</p> <p>Professional learning on Restorative Practices such as restorative conversations provided to all staff.</p> <p>Increase the number of school involvement (clubs, sports, extracurricular activities) opportunities.</p> <p>Communicate school involvement opportunities to families</p>	<p>Pre-service breakout session August 2019, October 2019 & January 2020</p> <p>October 30th Staff Meeting</p> <p>Fall 2019—Spring 2020</p> <p>Fall 2019—Spring 2020</p>	<p>Admin Team, ILT, Teacher Leaders, Child Advocacy Center</p> <p>Teacher Leaders & School Psychologist</p> <p>Activity Coordinator, Coaches, Club Sponsors</p> <p>Student Activity Coordinator, PR</p>	<p>Fall 2019 survey of student connectedness administered by Counseling Services with a follow-up survey administered in May 2020</p> <p>Teacher Survey of implementation of Restorative Practices</p> <p>2019-20 Kenmore Activity List</p> <p>Announcements, School Messenger, Web Site,</p>

<p>APS Site-Based Survey; Kenmore outperformed the middle school average each iteration of the survey (5 A--Outstanding, 4 B--Very Good...)</p>			<p>Expand inclusion opportunities for students to connect with one another. Special Olympics' October Meet-in-the-Middle hosted at Kenmore and included 30 non-disabled student-volunteers working with students with disabilities. Best Buddies program for ongoing inclusion opportunities expanded to include more students this year.</p> <p>Second Step social-emotional learning taught by School Counselors to each grade level.</p> <p>Signs of Suicide (S.O.S.) training provided to the entire 8th Grade.</p> <p>Bully prevention week—Be the “I” in Kind—Tier 1 actions include all-school news segment on kindness and bullying prevention. Students identified positive messages and posted them in the main hallway.</p>	<p>September & October 2019</p> <p>Ongoing throughout the year</p> <p>September 2019</p> <p>October 2019</p>	<p>Liaison & Admin Team</p> <p>Special Programs Team, SPED Admin, MIP-A Teachers, Life Skills Teachers Teacher Advisory Teachers</p> <p>Director of Counseling Services & School Counselors</p> <p>Director of Counseling Services & School Counselors</p> <p>Director of Counseling Services & School Counselors</p>	<p>Twitter & Kenmore Morning News Promotion</p> <p>Number of students reporting that they had the opportunity to interact with special programs students</p> <p>Completed lesson plans, student surveys</p> <p>Completed student assessments</p> <p>Posted messages demonstrating student awareness & support for a positive school climate</p>
<p>Focus on raising achievement for students with disabilities in Reading and Math.</p> <p>Baseline Reading Data SY18-19 All students 76 Asian 79 Black 77 ED 65 EL 23* Hispanic 65 SWD 47 Two or More Races 90 White 92</p>	<p>Goal 2: Students with disabilities will show improvement on achievement tests in Reading and Math.</p> <p>Students with disabilities will increase their performance on the SOL reading test by 5%. (2019 cautioned--in yellow→ target >49.35 unadjusted results).</p>	<p>Student Success: Multiple Pathways to Success for All Students</p> <p>Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	<p>English Language Arts (ELA) & Math: Hire additional Special Education Teachers due to enrollment growth and by exchanging A-scale positions for T-scale. Instruction is provided by both a General Education Teacher and a Special Education Teacher in Math and ELA integrated settings.</p> <p>Flexible EXCEL Teacher Advisory Groups formed to provide support for Reading and Math and academic extensions for Science & Social Studies.</p>	<p>Spring and Summer of 2019 Completed Fall of 2019</p> <p>1st rotation started in October —and will shift again in December and in February</p>	<p>Administrative Team</p> <p>Instructional Lead Teacher (ILT), Team Leaders (TL), Reading Skills Teacher, Math Coach</p>	<p>BOY, MOY, & EOY meetings; classroom observations; SMART Goal data; instructional walk through reflections; & CLT notes</p> <p>Flexible EXCEL rosters</p>

<p>Baseline Math Data SY18-19 All students 83 Asian 90 Black 83 Hispanic 76 EL 50* ED 77 SWD 53 Two or More Races 88 White 92 *VDOE now calculating EL performance without level 6 students.</p>	<p>Students with disabilities will increase their growth rate on the SOL test by 5% 2019 (2019 attained--in green— must maintain or increase). The largest student group gap in Math is with SWDs.</p>		<p>Collaborative Learning Team spreadsheets created to monitor student progress on common assessments-- including a focus on SWDs and those students below 430 on the previous year's SOL—this monitoring sheet also has targets for band growth.</p> <p>Professional learning for Sheltered Instruction Observation Protocol (SIOP) provided by EL Office for Kenmore Teachers.</p> <p>Increase the number of sections of Instructional Studies at all grade levels.</p> <p>After-school Support Center & SOL remediation sessions & Saturday School</p> <p>Extra teaching periods to overlap ELA and Math Teachers with the class sections in most need of academic intervention and support</p> <p>ELA Strategic Intervention Three flexible AM groups, meeting 5x/week for 30 minutes, students selected based on fall window PALS data, made up of SpEd, DI, & EL students. Instruction is focused on developing phonological awareness, sight word acquisition, decoding, encoding, and reading fluency. Lesson plan format follows LETRS, provides explicit, targeted intervention and incorporates research-based methodologies using multisensory instruction. Group 1 contains students ranging from learning letter-names to phoneme-grapheme matching. Group 2 contains students working on short vowel sounds within the CVC pattern. Group 3 contains students who have mastered short vowel sounds (CVC) and are learning long vowel sounds associated with the CVCe syllable pattern.</p> <p>Literacy Coaching Cycles</p>	<p>September 2019 & completed October 2019</p> <p>Fall 2019 to Spring 2020</p> <p>August 2019</p> <p>Ongoing</p> <p>2nd Semester</p> <p>Round 1: 10/21/19 - ~12/20/19</p> <p>Round 2: Q2/Q3</p> <p>Round 3: Q3/Q4</p>	<p>ILT, Reading Skills Teacher, Math Coach, EL Office Staff, & Principal</p> <p>EL Office, SIOP Staff, 10 Teachers</p> <p>Director of Counseling Services & IEP Teams</p> <p>Teams</p> <p>Admin Team, DTL</p> <p>Reading Specialist, two Special Education teachers</p>	<p>Progress monitoring data sheets</p> <p>Completion of SIOP training</p> <p>Master Schedule</p> <p>Attendance records</p> <p>Grades, SOL results</p> <p>Running Record & spelling assessment at mid-point, full PALS reassessment at end, QRI will be utilized if alternative assessment is required</p>
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			<p>Reading Specialist is working with self-contained English and Reading 7 teachers to build capacity with regards to behavioral management, literacy instruction and remediation support.</p> <p>Special Education Resource Classes Distinct English and Reading classes focus on essential literacy skills. English provides a modified English 7 curriculum with accommodations and Reading focuses on the development of essential literacy skills, including comprehension strategies, vocabulary acquisition, and may include phonics instruction based on the demonstrated needs of the individual students. Lessons are co-planned & modified with the Reading Specialist as needed throughout the year.</p> <p>PALS Professional Development Reading Specialist is providing recalibration training for the Phonological Awareness Literacy Screening (PALS) assessment. Training will include (1) appropriate administration, (2) scoring (3) and a significant focus on result analysis. Emphasis is placed on understanding assessment results and using them to inform instruction in spelling, decoding, fluency, and comprehension. Ongoing support will be provided as needed throughout the year.</p> <p>Common English curriculum implemented for grammar, usage & mechanics across 6th, 7th, & 8th grades (Michael Clay Thompson, No Red Ink)</p> <p>Parent Partnership Teams for academic support (6+ teachers engaging parents and students with essential academic skills—modeled on the APTT pilot).</p> <p>Reading tutoring by UVA graduate-level students for 6th, 7th, 8th graders—including a range of students with varying reading levels and includes SWDs and EL students.</p>	<p>09/19 - ongoing</p> <p>Entire year</p> <p>11/20/19, with ongoing support provided</p> <p>Ongoing throughout the year</p> <p>3 meetings mid-year</p> <p>Mid-year for 10 weeks</p>	<p>Reading Specialist & teachers</p> <p>Reading Specialist & teachers</p> <p>Reading Specialist, Special Education Department, ELA Department, EL Department</p> <p>ELA Department</p> <p>Select Kenmore Teachers</p> <p>Reading Teacher & UVA Staff</p>	<p>Ongoing observations, teacher-feedback survey focusing on feelings of self-efficacy</p> <p>Student progress on benchmark assessments, Reading Inventory, and PALS assessment</p> <p>Completion of training and teacher outcomes on proficiency assessment</p> <p>Instructional walk-throughs, lesson plans</p> <p>Attendance records, pre-- & post-- assessment data</p> <p>Attendance records, pre-- & post—assessment data—including reading inventories</p>
			Math			

			<p>Instructional coaching conferences with Math Coach & Math Teachers occur for the math department.</p> <p>Data analysis protocol followed with Math Coach during CLTs. CLT members use the Bambrick form to reflect on student progress.</p> <p>Math Workshop is being fully implemented across all grade levels this year.</p> <p>Learning Walks are scheduled with Math Coach and Administrative Team.</p> <p>Math strategy courses for grade-level math support for 7th and 8th graders.</p> <p>After- school tutoring & SOL Preparation Common assessments implemented across grade levels.</p> <p>Differentiated instructional programming is based on student needs: Math Workshop, flexible grouping, Dreambox, gifted clusters, student voice & choice, Delta Math.</p> <p>Professional Learning in Math Workshop provided to Math Department.</p> <p>Peer to Peer Tutoring sessions occur between proficient math students and students in need of support.</p>	<p>Fall of 2019</p> <p>Quarterly CLT meetings</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year & scheduled with Math Office</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Math Coach</p> <p>Math administrator, Math Coach, Math Teachers</p> <p>Math Teachers, Math Office</p> <p>Math administrator, Math Coach, DTL Staff</p> <p>Math Teachers & Math Coach</p> <p>Math Teachers & Math Coach</p> <p>Math Teachers & Math Coach Math Office & DTL Staff</p> <p>Math Teachers & Math Coach Math Office & DTL Staff</p> <p>7th Grade Math Teachers</p>	<p>Conference & instructional walk-throughs notes</p> <p>CLT notes</p> <p>Instructional walk-through notes, classroom observations</p> <p>Instructional walk-through notes, classroom observations</p> <p>Instructional walk-through notes, classroom observations</p> <p>Attendance records, progress on math benchmarks, grades, SOL results</p> <p>Grades, progress on math benchmarks, SOL results</p> <p>Attendance, implementation of Math Workshop practices from instructional walk-throughs</p> <p>Grades, progress on math benchmarks, SOL results</p>
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			SOL Remediation Groups meet periodically throughout the year—both after school and during lunch.	Ongoing throughout the year	Math Teachers	Grades, progress on math benchmarks, SOL results
<p>Baseline Science Data SY18-19 All students 79 Asian 81 Black 67 Hispanic 68 EL 32* ED 66 SWD 54 Two or More Races < White 95</p> <p>*VDOE now calculating EL performance without level 6 students.</p>	<p>Goal 3: By the end of the 19-20 school year, 75% of students will pass the Grade 8 Science SOL Test.</p>	<p>Student Success: Multiple Pathways to Success for All Students</p> <p>Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	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.	Ongoing throughout the year	Science Teachers	CLT notes
			Differentiated instruction provided to meet the needs of students who have mastered the content, as well as those who need more time and support.	Ongoing throughout the year	Science Teachers	Instructional walk-through notes, classroom observations
			Vertical articulation of 6th, 7 th , and 8th grade science standards and objectives.	In progress	Science Department	Curriculum map by grade-level
			Continue to utilize strategies from SIOP, including building language capacity through vocabulary development, reading (NEWSELA), word walls, and increasing opportunity to talk about the content in the classroom.	Ongoing throughout the year	Science Teachers	Instructional walk-through notes, classroom observations
			SIOP instruction workshops required for new teachers.	Fall & winter	SIOP Staff & EL Admin	Attendance records, classroom observations
			Professional learning provided to support greater student engagement.	Pre-service & Fall 2019	Admin Team, Instructional Lead Teacher, PBIS committee	Faculty meeting attendance, classroom observations Alignment Map
			All grades are working to align curriculum with current SOL science standards.	Completed		
			EL support from EL Office provided for teaching grade-level science curriculum to EL students.	Ongoing throughout the year	Science Department	Coaching sessions & instructional walk-throughs
Students regrouped for targeted interventions and extensions—e.g. 8 th grade regrouped based on unit assessment (1 group remediation, 2 groups extensions with Science Teachers and Gifted Services Teacher—plan was developed through Science CLT).	After unit assessments	EL Science Teacher, EL Office Staff Science Department	Lesson plans, intervention plans, assessment results			

<p>Baseline data:</p> <p>2018-19 Access Results</p> <p>Fall 2019 WIDA Levels</p>	<p>Goal 4: English Learners will show continued growth with English language proficiency as demonstrated by results on the Access test and 80% or better will show growth toward English language proficiency.</p>	<p>Student Success:</p> <p>Multiple Pathways to Success for All Students</p> <p>Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	<p>Literacy Intervention AM</p> <p>Three flexible AM groups, meeting 5x/week for 30 minutes, students selected based on fall window PALS data, made up of SpEd, DI, & EL students. Instruction is focused on developing phonological awareness, sight word acquisition, decoding, encoding, and reading fluency. Lesson plan format follows LETRS, provides explicit, targeted intervention and incorporates research-based methodologies using multisensory instruction.</p> <p>Group 1 contains students ranging from learning letter-names to phoneme-grapheme matching.</p> <p>Group 2 contains students working on short vowel sounds within the CVC pattern.</p> <p>Group 3 contains students who have mastered short vowel sounds (CVC) and are learning long vowel sounds associated with the CVCe syllable pattern.</p> <p>Literacy Intervention PM</p> <p>Based on the results of the PALS assessment, the Reading Specialist will begin pull-out from the EL 3 & 4 classrooms. Intervention focus will vary depending upon the results of the assessment and subsequent student groupings, but will generally focus on vocabulary, decoding, encoding, fluency & comprehension.</p> <p>PALS Professional Development</p> <p>Reading Specialist is providing recalibration training for the Phonological Awareness Literacy Screening (PALS) assessment. Training will include (1) appropriate administration, (2) scoring (3) and a significant focus on result analysis. Emphasis is placed on understanding assessment results and using them to inform instruction in spelling, decoding, fluency, and comprehension. Ongoing support will be provided as needed throughout the year.</p> <p>SLIFE Curriculum for EL Newcomers (students with Limited or Interrupted Formal Education)</p> <p>Revised content and new phonics curriculum added. Phonics curriculum begins with letter-name</p>	<p>Round 1: 10/21/19 - ~12/20/19</p> <p>Round 2: Q2/Q3</p> <p>Round 3: Q3/Q4</p> <p>Round 1: 10/21/19 - ~12/20/19</p> <p>Round 2: Q2/Q3</p> <p>Round 3: Q3/Q4</p> <p>11/20 - ongoing</p> <p>Full year</p>	<p>Reading Specialist, two Special Education teachers</p> <p>Reading Specialist, two Special Education teachers</p> <p>Reading Specialist, English Learner Department, Special Education Department</p> <p>English Learner Department & English Learner Level 1 Teacher</p>	<p>Running Record & spelling assessment at mid-point, full PALS reassessment at end, QRI will be utilized if alternative assessment is required</p> <p>Running Record & spelling assessment at mid-point, full PALS reassessment at end, QRI will be utilized if alternative assessment is required</p> <p>Completion of training and teacher outcomes on proficiency assessment</p> <p>PALS assessment results (phonemic awareness, decoding some comprehension)—</p>
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		<p>acquisition and oral word play and progressing into syllable patterns and sight word acquisition.</p> <p>Countywide writing assessment for EL students</p> <p>EL Teachers for dually identified students (EL and SWD) attend weekly team meetings to monitor student progress. Teams are presented accommodations and individual student progress is discussed.</p> <p>Researched-based literary approaches including Leveled Literacy Intervention for comprehension and decoding. Word study for vocabulary development & orthography.</p> <p>Best practices in EL instruction—including small group instruction, literacy scaffolds--utilizing SIOP strategies across the content.</p>	<p>October 2019, May 2020</p> <p>Full year</p> <p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>English Learner Teachers</p> <p>English Learner, Special Education, & General Education Teachers</p> <p>English Learner Teachers</p> <p>English Learner Teachers</p>	<p>administered 3 times during the year</p> <p>Assessment results</p> <p>Attendance & team notes</p> <p>Instructional walk-through notes, lesson plans, observations</p> <p>Instructional walk-through notes, lesson plans, observations</p>
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