



**APS PROGRESSIVE PLANNING MODEL  
SEMESTER ACTION PLAN:  
2019-20**

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

Swanson Middle School

Reneé Y. Harber

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

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

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)																								
Overall growth in reading performance as measured by SOL and other assessments	<p>By the end of 2019-20 school year, all reporting groups will maintain achievement growth indicator of Level One. 2019-2020 Accreditation Data pass rate:</p> <table border="1" data-bbox="331 976 680 1357"> <thead> <tr> <th>Group</th> <th>Total Tested</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>143</td> <td>94%</td> </tr> <tr> <td>Black</td> <td>61</td> <td>74%</td> </tr> <tr> <td>Eco. Dis</td> <td>208</td> <td>79%</td> </tr> <tr> <td>EL</td> <td>186</td> <td>90%</td> </tr> <tr> <td>Hisp</td> <td>239</td> <td>82%</td> </tr> <tr> <td>SWD</td> <td>208</td> <td>70%</td> </tr> <tr> <td>White</td> <td>1,196</td> <td>96%</td> </tr> </tbody> </table>	Group	Total Tested	Pass Rate	Asian	143	94%	Black	61	74%	Eco. Dis	208	79%	EL	186	90%	Hisp	239	82%	SWD	208	70%	White	1,196	96%	<b>Multiple Pathways to Student Success</b>	<p>Weekly grade level ELA and Reading CLT meetings will continue to include more intensive focus on strategies for individual students, analyzing and using data to inform instruction.</p> <p>ELA teachers will meet with grade level content teachers to support science, math, and social studies teachers in effort to implement 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> </ul>	Weekly, during intervention and enrichment blocks, quarterly	Grade level English/Reading CLTs, CORE content teachers, EL teachers, SPED case carriers & Reading Specialist	
Group	Total Tested	Pass Rate																												
Asian	143	94%																												
Black	61	74%																												
Eco. Dis	208	79%																												
EL	186	90%																												
Hisp	239	82%																												
SWD	208	70%																												
White	1,196	96%																												

			<ul style="list-style-type: none"><li>• Generative root and affixes</li><li>• Drawing pictures to represent new words</li><li>• Context clues</li><li>• Word banks</li><li>• Use of resources</li></ul> <p>EL teachers will disseminate EL information such as WIDA levels and instructional resources to support English/Reading CLTs.</p> <p>Students will participate in STAR and classroom interventions throughout the year based upon power standard and foundational reading weaknesses revealed by student performance data. An EL literacy STAR, staffed with an EL teacher and bilingual assistant was created to provide support through LLI, Leveled Literacy Intervention</p> <p>Staff will use SIOP based strategies, effective for EL's and all learners. These include</p> <ul style="list-style-type: none"><li>• Using content and language</li></ul>			
--	--	--	---	--	--	--

			<ul style="list-style-type: none"> <li>objectives</li> <li>• Building background knowledge</li> <li>• Delivering comprehensible input in content, through reading and vocabulary strategies</li> <li>• Using anchor charts</li> <li>• Providing models and think alouds</li> <li>• Paraphrasing</li> <li>• Providing sentence frames and templates</li> </ul>																					
Increased achievement of all reporting groups on district and state math assessments.	<p>By end of 2019-20 school year, all students will make continued growth as measured by federal, state, and /or district assessments and maintain achievement growth indicator of Level One.</p> <p><b>2019-2020 Accreditation Data pass rate:</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Total Tested</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>113</td> <td>98%</td> </tr> <tr> <td>Black</td> <td>53</td> <td>91%</td> </tr> <tr> <td>Eco. Dis</td> <td>195</td> <td>89%</td> </tr> <tr> <td>EL</td> <td>188</td> <td>93%</td> </tr> <tr> <td>Hisp</td> <td>208</td> <td>90%</td> </tr> </tbody> </table>	Group	Total Tested	Pass Rate	Asian	113	98%	Black	53	91%	Eco. Dis	195	89%	EL	188	93%	Hisp	208	90%	<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>• Math Workshop Model (to include student reflection)</li> </ul> <p>Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align</p>	Weekly, during intervention and enrichment blocks, quarterly	Grade level Math CLTs, SRC Math teachers, SPED case carriers & Math Coach	
Group	Total Tested	Pass Rate																						
Asian	113	98%																						
Black	53	91%																						
Eco. Dis	195	89%																						
EL	188	93%																						
Hisp	208	90%																						

	<p>SWD 169 81% White 895 98%</p> <p><b>Math Course counts for 2019-20 (as of 10-7-19)</b> Placement based on SOL, MI and Benchmark data criteria <b>Int, Geometry</b> 44</p> <p><b>Int. Algebra (7/8)</b> 134</p> <p><b>Algebra I</b> 70</p> <p><b>Pre-Algebra</b> 89 (8<sup>th</sup>) 195 (7<sup>th</sup>/8<sup>th</sup>) 52 (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)</p>	<p><b>Healthy, Safe, and Supported Students</b></p>	<p>knowledge, skills, and personal interests.</p> <ul style="list-style-type: none"> <li>• Number Sense Routines</li> <li>• Desmos</li> <li>• Go Formative</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 model</li> <li>• Math STAR</li> <li>• Dream Box</li> </ul>			
<p>Design an instructional model which supports development of the whole child.</p>	<p>By 2019-20 school year, implement an instructional schedule model to best fit learning and social needs of all students</p>	<p><b>Multiple Pathways to Student Success</b></p> <p><b>Healthy, Safe, and Supported Students</b></p> <p><b>Engaged</b></p>	<p>Significant research and reflection were completed during 2018-19 SY resulting in a comprehensive plan to move forward with a shift in our instructional model for 2019-20. This schedule will offer teachers the ability to delve deeper into instruction given longer</p>	<p>Weekly CLT meetings, PL learning days, Monthly faculty meetings, Department meetings</p>	<p>Instructional staff, Assistants, Content Coaches RTG ITC Counselors Students Parents</p>	

		<p><b>Workforce Operational Excellence</b></p>	<p>instructional sections. The opportunity for most students who qualify for extended intervention elective periods (instructional studies, strategies) will now have opportunity to enroll in traditional elective opportunities. Teachers were provided significant amounts of time to plan and prepare for this shift. The entire math department has been trained in the Math Workshop model. DTL content specialists or supervisors met individually with department cohorts to share effective strategies and practices.</p> <ul style="list-style-type: none"> <li>• Implementation of schedule to address 7 class periods over two days.</li> <li>• A day (odd periods 1,3,5,7)- average 87 minutes</li> <li>• B day (even periods 2,4,5,6)</li> <li>• Period 5 occurs daily for 43 minutes.</li> </ul>			
--	--	--	---	--	--	--

			<ul style="list-style-type: none"><li>• STAR occurs daily for 35 minutes, providing time for intervention, including Instructional Studies, and enrichment opportunities.</li><li>• Support instructional delivery for our EL students. As of October 2019 85 % of students are receiving EL services by an EL certified teacher 93 % of students are receiving EL services during their schedule. 7.1 % of students are receiving Special Education Services over EL services based upon IEPs. 8.3 % of students are receiving EL services from a non-certified EL teacher.</li><li>• Provide greater access to</li></ul>			
--	--	--	--	--	--	--

			<p>elective courses. Current enrollment in electives and WL for the year are as follows: 91% of students enrolled in CTE/Art elective; 39% of students enrolled in music; 72% of students enrolled in a WL(intro, level I or level II)</p> <ul style="list-style-type: none"><li>• Maintain open communication with staff, through CLT and team meetings, in effort to gauge schedule impact on all student learning.</li><li>• Offer professional learning through department level CLT retreats for planning and unit development to compliment student learning.</li><li>• Teachers (especially those with larger numbers of ELs) are encouraged to take SIOP,</li></ul>			
--	--	--	---	--	--	--

			<p>when offered and to do additional professional development</p> <ul style="list-style-type: none"> <li>• In house professional development on effective strategies to use with ELs will be offered in an ongoing PD series this year</li> </ul>			
Supporting mental health and social well-being of all students.		<b>Healthy, Safe, and Supported Students</b>	<p>Stress is a major contributor of mental and physical health issues. Through a variety of school-wide mental activities to address stress students will participate in:</p> <ul style="list-style-type: none"> <li>• Stress less, laugh more week through counseling</li> <li>• STAR lessons for mindfulness and Mindful Moment</li> <li>• Unwind Fridays</li> <li>• Health curriculum focused on mental health</li> <li>• Distributing mental health resources to all classrooms</li> </ul>	<p>Weekly, STAR visits, Counseling sessions</p> <p>PL early release focus sessions</p>	Schoolwide staff	



			<p>Develop, support and sustain a viable model to identify one adult for every student.</p> <p>The Equity and Excellence coordinator will actively work with EL students through Boys to Men program to provide social emotional support.</p>			
--	--	--	---	--	--	--