



**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**

THOMAS JEFFERSON MIDDLE SCHOOL

KEISHA BOGGAN

School Name: _____

School Principal: _____

<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 2022, 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 2020, 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 Well-Being Healthy, Safe, and supported Students Academic Success Multiple Pathways to Student Success</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>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2019 – June 2020</p> <p>October 2019 – June 2020</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>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>Have teachers do whip around in Team meetings during every 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>Ongoing</p> <p>January – June 2020</p> <p>By June 2020</p>	<p>All CLTs</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 2022, 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 87.41 Current 89.10 Previous 84.62 GOAL: 90.19 (R10) VDOE TARGET = 74</p> <p>Black subgroup passing rates are as follows: 3 – Year 84.04</p>	<p>APS Strategic Goal – Student Well-Being Healthy, Safe, and supported Students Academic Success Multiple Pathways to Student Success</p>	<ul style="list-style-type: none"> Retreat days for Gen Ed, SpEd, and EL Teachers to plan instruction focused on differentiating to meet the needs of all students Placement of EL students who passed math SOL in grade level regular mainstream classes 	<p>Ongoing</p> <p>Ongoing</p>	<p>Math Coach and all math teachers</p> <p>EL Lead Teacher, Counseling Staff</p>	<p>Pacing guides and teacher instructional planning and delivery and student performance</p> <p>MI, Benchmark, SOL performance and YJP tracking</p>

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	<p>Current 84.83 Previous 80.45 GOAL: 86.35(R10) VDOE TARGET = 63</p> <p>Hispanic subgroup passing rates are as follows: 3 – Year 81.00 Current 83.00 Previous 78.26 GOAL: 84.70 (R10) VDOE TARGET = 66</p> <p>Asian subgroup passing rates are as follows: 3 – Year 92.96 Current 95.17 Previous 89.92 GOAL: 95.65 (R10) VDOE TARGET = 89</p> <p>Economically Disadvantaged subgroup passing rates are as follows: 3 – Year 81.20 Current 84.23 Previous 77.68 GOAL: 85.81 (R10) VDOE TARGET = 65</p> <p>English Learners subgroup passing rates are as follows: 3 – Year 89.29 Current 91.00</p>		<ul style="list-style-type: none"> • Pursue scheduling of double-dose math classes for EL students at risk of failing the SOL • Provide time for Math Lead teacher to serve as math coach to EL and Spec Ed teachers. • Hire dually certified teachers (i.e. EL/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 • Use Math Inventory data and triangulate it with other data points to inform instruction • Personalized learning – 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</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>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 performance and YJP tracking</p>

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	<p>Previous 88.37 GOAL: 91.90 (R10) VDOE TARGET = 61</p> <p>Students with Disabilities subgroup passing rates are as follows: 3 – Year 65.59 Current 69.09 Previous 65.88 GOAL: 72.18 (R10) VDOE TARGET = 51</p> <p>White subgroup passing rates are as follows: 3 – Year 93.10 Current 95.44 Previous 90.86 GOAL: 95.86 (R10) VDOE TARGET = 81</p>		<p style="text-align: center;">DreamBox, Math Workshop</p> <ul style="list-style-type: none"> • Targeted Professional Development based on areas of need • Book Study-Math Workshop and 5 Practices in Practice successfully Orchestrating mathematics Discussion in Your Middle School • Math cohorts for all teachers • Cognitive Coaching to reflect on instruction • Targeted interventions through Yellow Jacket Period 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Math Teachers</p> <p>Math teachers</p> <p>TJMS Admin., Math Coach and Math teachers</p> <p>Math teachers</p> <p>APS Department of Teaching and Learning</p> <p>Math teachers</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 and YJP tracking</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 87.22 Current 85.98 Previous 88.86 GOAL: 87.38 (R10) VDOE TARGET = 73</p> <p>Black subgroup passing rates are as follows: 3 – Year 81.13 Current 81.18 Previous 81.55 GOAL: 83.06 (R10) VDOE TARGET = 65</p> <p>Hispanic subgroup passing rates are as follows: 3 – Year 81.06</p>	<p>APS Strategic Goal – Student Well-Being Healthy, Safe, and supported Students Academic Success Multiple Pathways to Student Success</p>	<ul style="list-style-type: none"> • SIOP training for TJMS Math teachers • Retreat days for Gen Ed, SpEd, and EL 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 specific student literacy gaps and provide interventions for EL A/B students, special education students in self-contained classes, and other students for 	<p>Ongoing</p> <p>Ongoing</p> <p>Three School-based Retreat Days</p> <p>Ongoing</p> <p>Ongoing</p>	<p>APS Department of Teaching and Learning</p> <p>MSRT and all ELA teachers</p> <p>ELA teachers</p> <p>ELA teachers</p> <p>TJMS Admin., MSRT and ELA teachers</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>Current 77.76 Previous 84.18 GOAL: 79.98 (R10) VDOE TARGET = 67</p> <p>Asian subgroup passing rates are as follows: 3 – Year 93.46 Current 92.02 Previous 93.71 GOAL: 92.82 (R10) VDOE TARGET = 87</p> <p>Economically Disadvantaged subgroup passing rates are as follows: 3 – Year 79.76 Current 77.06 Previous 82.70 GOAL: 79.35 (R10) VDOE TARGET = 66</p> <p>English Learners subgroup passing rates are as follows: 3 – Year 88.77 Current 88.72 Previous 89.66 Goal: 89.85 (R10) VDOE TARGET = 60</p> <p>Students with Disabilities subgroup passing rates are as follows:</p>		<p>whom we need additional data</p> <ul style="list-style-type: none"> • Implementation of LLI reading program targeting reading improvement for SWD, EL, 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 full year Reading 6 curriculum to all general education 6th graders • Use of Power School data to inform instruction • Use of Reading Inventory data to inform instruction • Use POWERSCHOOL Quarter 3 SOL simulation assessment 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ELA teachers</p> <p>MSRT and reading department</p> <p>TJMS Admin., MSRT and ELA teachers</p> <p>Reading Teachers</p> <p>MSRT and ELA 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 tracking</p> <p>Teacher instructional planning and</p>

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	<p>3 – Year 61.28 Current 58.87 Previous 65.95 GOAL: 62.89 (R10) VDOE TARGET = 51</p> <p>White subgroup passing rates are as follows: 3 – Year 94.21 Current 93.97 Previous 95.32 GOAL: 94.57 (R10) VDOE TARGET = 81</p> <p>Goal 2: 1–yr. SMART Objective: SCIENCE</p> <p>By June 2020, the failure rate in Science will reduce by 10% (from 14.49 to 13.04 R10) which will result in the passing rate increasing from (85.51 to 86.96).</p>		<p>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.)</p> <ul style="list-style-type: none"> • 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 • Use a variety of instructional strategies to help students learn identified skills and knowledge 	<p>Third quarter</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TJMS Admin. and Science teachers</p> <p>TJMS Admin. and Science teachers</p> <p>TJMS Admin. and Science teachers</p>	<p>delivery and student performance</p> <p>Student work (classwork, labs, homework)</p> <p>Teacher-constructed quizzes, tests, and retests</p> <p>Unit plans, common assessments, and student products Co-planning PD session for EL and Science Dept.</p>

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			<ul style="list-style-type: none"> • Coordinate instruction between EL 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>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>Data from K-12 English Learner Look-Fors Walkthrough Form</p> <p>Teacher instructional planning and delivery</p>
<p>Goal 3 3-yr. SMART Objective: By June 2022, more than 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statement, <i>Teachers and other adults at this school...listen to what students have to say</i> . In addition, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statements: 1. <i>There are adults at this school I could talk with if I had a personal problem.</i> 2. <i>I am comfortable asking my teachers for help with my schoolwork.</i></p>	<p>1-yr. SMART Objective: By June 2020, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statement, <i>Teachers and other adults at this school...listen to what students have to say</i> . In addition, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to</p>	<p>APS Strategic Goal – Student Well-Being, Healthy, Safe, and supported Students Academic Success Multiple Pathways to Student Success</p>	<p>Student Survey</p> <p>Student Panel</p> <p>The Power of Being Seen Activity</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>Dec. 2019</p> <p>Jan. 2020</p> <p>Jan. – June 2020</p> <p>1st, 2nd, and 3rd quarters</p> <p>Semester 1</p>	<p>TJ MS Students</p> <p>TJMS Students and Staff</p> <p>TJ MS Staff</p> <p>TJMS Admin. and School Counselors</p> <p>DOC</p>	<p>Virginia School Climate Survey</p> <p>Virginia School Climate Survey</p> <p>Virginia School Climate Survey</p> <p>Interim and Report Card grades</p> <p>Interim and Report Card grades</p>

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	<p>the statements: <i>1. There are adults at this school I could talk with if I had a personal problem.</i> <i>2. I am comfortable asking my teachers for help with my schoolwork.</i></p>		<p>Monthly Attendance Panel with parents/guardians, student, social worker, TJMS administrator, grade level school counselor and Equity & Excellence Coordinator</p> <p>Targeted YJP Group</p> <p>Focus on Academic Advocacy</p> <p>Student Self-Evaluation</p> <p>Collaboration with Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Social Worker, TJMS Admin., School Counselors,</p> <p>School Counselors</p> <p>School Counselors</p> <p>School Counselors</p> <p>School Counselors</p>	<p>TJMS Attendance Reports</p> <p>Interim and Report Card Grades</p> <p>Interim and Report Card Grades</p> <p>Survey Data</p> <p>Virginia School Climate Survey</p>