



**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: Williamsburg Middle School

School Principal: Bryan Boykin

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>Overall performance on Reading SOL</p> <p>2019-20 Results Gap Group 1: 77.2% Gap Group 2: 76.9% Gap Group 3: 79.5% SWD: 71.3%</p> <p>Reading performance on the SOLs indicate a 93.5% overall pass rate for all students. The data showed the pass advanced rate is 33.3%, while the pass proficient rate is 60.2%.</p>	<p>Focus Area #1 Based on the SOL data, grade 6-8 students will increase the advanced pass rate from 33.3% to 37%</p> <p>Students in Gap Group 1 will improve Reading performance as measured by the SOLs. Overall pass rates will increase from 74.2% in 2019 to 80% in 2019</p> <p>Students in Gap Group 2 will improve Reading performance as measured by the SOLs. Overall pass</p>	<p>Goal: Multiple Pathways to Student Success.</p>	<p>WMS teachers will provide support through interventions in the areas of reading, writing, and math during Wolf Time.</p> <p>Grade level ELA teachers will maintain a data wall (watch list) to inform instruction, as well as, specific ATSS goal monitoring through Synergy Tab.</p> <p>All teachers will help students build reading stamina through independent reading. Students will choose “just right books” for independent reading to support the ELA curriculum.</p> <p>Grade level CLTs will implement the Professional Learning Communities (PLC) model for common planning and data analysis to inform instruction</p> <p>Reading teachers, English teachers, Sped teachers, and ESOL/HILT teachers will use the LLI program intervention materials to support struggling readers.</p>	<p>Daily / October-June</p> <p>September/ June Monthly/ quarterly</p> <p>Weekly</p> <p>Daily as needed/ September - June</p> <p>Daily as needed/ September - June</p>	<p>All WMS teachers</p> <p>All ELA teachers</p> <p>All ELA teachers</p> <p>Jackson, Brown Hendry, Mentch Wall, Long Sicer, Han, Flynn, McKnight, Reiser, Martin, Stewart, Tucker, Murphy</p>	<p>Individual progress monitoring and discussions through team meetings. Teachers also submit lesson plan objectives for their wolf time extension while intervention teachers follow intervention programs.</p> <p>Book logs and notebooks in 6th grade and evidence of student choice and voice in all grade level with formative assessments and performance tasks.</p> <p>Minutes and planning from collaborative meetings will reflect a focus on data analysis and instructional planning in reading across grade levels.</p>

	<p>rates will increase from 76.9% in 2019 to 80% in 2020.</p> <p>Students in Gap Group 3 will improve Reading performance as measured by the SOLs. Overall pass rates will increase from 79.5 % in 2019 to 82 % in 2020.</p> <p>Students with disabilities will improve Reading performance as measured by the SOLs. Overall pass rate will increase from 71.3% to 75%</p>		<p>Sped, HILT, and reading teachers will use My Virtual Reading Coach, OG, and Read Naturally to support identified students.</p> <p>All teachers will teach test-taking strategies focusing on unpacking test questions, finding meaning as you read and determining the right answer.</p> <p>Use POWERSCHOOL Quarter 3 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.)</p> <p>Implement PALS assessment in Sped self-contained classes, HILT classes, and in grade 6 for anyone below basic on the RI. Grade level results analysis and follow-up instructional plans to meet students' needs through re-teaching and/or PALS intervention.</p> <p>Implement ATSS/Wolf Time practices to build an intervention block for all grade levels as part of the instructional day. Interventions include: Orton-Gillingham, Phonographics, LLI, Step Up to Writing, Reading Workshop, Writing Workshop, and My Virtual Reading Coach to support identified students.</p>	<p>Daily/ September- June November / January / April</p> <p>Assessment given 3x a year/ October, January, and March - April</p> <p>October/ June</p>	<p>All ELA teachers</p> <p>All ELA, including HILT and Sped teachers</p> <p>Jackson, Brown, Wall Hendry, McKnight Sicer, Flynn, Han, Tucker, Long, Reiser, Stewart, Murphy</p> <p>Intervention teachers</p>	<p>Progress monitoring (shown in watch lists) will show evidence of the impact of interventions, instructional plans and student progress towards EOY benchmarks.</p> <p>Monthly or quarterly progress monitoring through program results, classroom checks, and on demand reports will show student growth and progress towards EOY benchmarks.</p> <p>Test results (through PowerSchool, teacher-created assessments, and previous SOL practice passages) will show student mastery of instructional objectives and goals.</p> <p>POWERSCHOOL data reports will show evidence of progress towards SOLs and EOY reading assessments. Growth results in PALS summary score, instructional reading level based on 2017 standards, along with sub categories will show growth and areas of need and progress towards spring benchmark.</p>
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<p>Math performance on the SOLs.</p> <p>18-19 Results Gap Group 1: 79.8% Gap Group 2: 81.8% Gap Group 3: 89.2% SWD: 70.3%</p>	<p>Students in Gap Group 1 will improve Math performance as measured by the SOLs. Overall pass rates will increase from 79.8% in 2019 to 83% in 2020.</p> <p>Students in Gap Group 2 will improve mathematics performance as measured by the SOLs. Overall pass rates will increase from 81.8% to 85%</p> <p>Students in Gap Group 3 will improve mathematics performance as measured by the SOLs. Overall pass rates will increase from 89.2% in 2019 to 92% in 2020.</p> <p>Students with disabilities will improve mathematics performance as measured by the SOLs. Overall pass rate will increase from 70.23% to 74%</p>	<p>Goal: Multiple Pathways to Student Success</p>	<p>Grade level CLTs will implement the Professional Learning Communities (PLC) model for common planning and data analysis to inform instruction.</p> <p>Teachers will use the IXL Program (Tier 2) as a part of the Wolf Time Intervention / ATSS Period as a targeted intervention</p> <p>Continued mathematics professional development for all teachers of mathematics offered by the Math Coach with a focus on Math Workshop, classroom based intervention, and elements of personalized learning.</p> <p>Implementation of a VMath in 6th, 7th and 8th grade math strategies classes.</p> <p>Implement Sheltered Instruction Observation Protocol strategies (SIOP). Teachers not already trained will participate in professional development offered by the ESOL/HILT department or the 3-credit course offered through APS.</p> <p>Teacher smart goal alignment with intervention programs.</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2019-2020</p> <p>2019-2020</p>	<p>Administrative Team</p> <p>Grade Level Math, SPED, HILT teachers</p> <p>Math Coach</p> <p>Resource Teacher for the Gifted</p>	<p>Quarterly Assessments</p> <p>PowerSchool Assessment results</p> <p>Math Department Watch list</p> <p>Scholastic Math Inventory results</p> <p>Individualized intervention program progress reports</p> <p>Classroom observations, class environment and teacher lesson plans will demonstrate the implementation of SIOP strategies in the classroom.</p>
<p>The Arlington Partnership Panarama survey said that only</p>	<p>Focus Area #1</p> <p>How much influence do you have over</p>	<p>Goal: Healthy, Safe, and Supported Students</p>	<p>Admin and counselors do quarterly wolf pack lunches with students to get feedback on their school experience and how it can improve</p>	<p>Quarterly</p>	<p>Admin and counselors</p>	<p>Survey Results</p>

<p>27% of the students said that they felt like they had an influence on school decisions.</p>	<p>school decisions that affect you?</p>	<p>Under Voice</p>	<p>An increase in the SCA involvement in schools</p> <p>Wolf time extensions based on student interest</p> <p>Admin led student forums</p>	<p>Continuous</p> <p>Quarterly</p>	<p>SCA sponsors and admin</p> <p>Admin</p>	
<p>The Arlington Partnership Panarama survey said that 34% of the students responded favorably that they were challenged in class.</p>	<p>Focus Area #2</p> <p>How often are you challenged by what you learn in class?</p>	<p>Under Student/Family Engagement</p>	<p>Grouping cards</p> <p>GT clusters when scheduling in synergy</p> <p>Daily challenge questions based pre-assessment data</p> <p>Establish of Personalized Learning Teams in each content area</p> <p>Professional development for teachers on differentiation, project based learning, and full math workshop implementation</p> <p>Quarterly GT Differentiation Reports</p> <p>Summer curriculum writing opportunities</p>	<p>April-May</p> <p>every summer</p> <p>continuous</p> <p>continuous</p> <p>continuous</p> <p>continuous</p> <p>continuous</p> <p>continuous</p> <p>summer</p>	<p>core teachers</p> <p>DOC and counselors</p> <p>teachers</p> <p>admin</p> <p>admin</p> <p>teachers</p> <p>GT teacher and teachers</p> <p>teachers</p>	

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