



APS MANAGEMENT PLAN
90-Day PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2020-2021
 Performance Priorities and Actions to be Taken to
 Address Student Achievement
 2018-2024 APS Strategic Plan

Department: Dorothy Hamm Middle School

School Principal: Ellen Y. Smith

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 at Dorothy Hamm Middle School will experience a student-centered learning environment that is relevant, rigorous, and engaging.</p>	<p>SMART Goal: By June 2021, all students who fell in the below basic range on the MI and RI in September 2020 will make at least one year's growth as defined by the MI and RI "Expected Growth" in Lexile and Quantile.</p>	<p>Student Success: <i>focusing on closing the achievement gap</i></p>	<p>Provide targeted math instruction based upon each student's specific opportunities for growth in number sense (Standards 6.1, 6.2, 6.3, 6.4 / 7.1 / 8.1, 8.2, 8.3)</p>			<p>Evidence of Progress (Milestones): MI data, Test data, grades, student reflections</p>
<p>Identify specific opportunities for growth for each student</p>			<p>By end of Q1</p>	<p>Math Coach Math/ EL/ SpEd teachers</p>		
<p>Determine instructional plans for students based on proficiency ranges; can include:</p> <ul style="list-style-type: none"> • delivery considerations (model, scheduling, staffing) • available intervention 			<p>By January, 2021</p>	<p>Math Coach Math/ EL/ SpEd teachers</p>		

<ul style="list-style-type: none"> programs • Tier 1 supports through guided groups 		
Revisit growth plans and adjust <ul style="list-style-type: none"> • Administer mid-year MI 	As necessary, at least midyear and end of Q3	Math Coach Math/ EL/ SpEd teachers

Strategy: Provide targeted reading instruction based upon each student's specific opportunities for growth in reading comprehension (Standards 6.4, 6.5, 6.6 / 7.4, 7.5, 7.6 / 8.4, 8.5, 8.6)

Identify specific opportunities for growth for each student	By end of Q1	MSRT ELA / EL / SpEd teachers
Determine an individual instructional plan for each student, including: <ul style="list-style-type: none"> • delivery considerations (model, scheduling, staffing) • possible intervention curricula, comprehension strategy instruction • guided practice and time with text • reading conferences with targeted goals 	By January, 2021	MSRT ELA / EL / SpEd teachers

Evidence of Progress
(Milestones): Test data (RI, Lexia, PowerSchool), grades, reading conference records, student reflections

			<table border="1"> <tr> <td>Revisit individual growth plans and adjust <ul style="list-style-type: none"> Administer mid-year RI </td> <td>As necessary, and end of Q3</td> <td>ELA / EL / SpEd teachers MSRT</td> </tr> </table>	Revisit individual growth plans and adjust <ul style="list-style-type: none"> Administer mid-year RI 	As necessary, and end of Q3	ELA / EL / SpEd teachers MSRT	
Revisit individual growth plans and adjust <ul style="list-style-type: none"> Administer mid-year RI 	As necessary, and end of Q3	ELA / EL / SpEd teachers MSRT					
Students at Dorothy Hamm Middle School will experience a school climate that is safe, healthy, and supportive.	SMART Goal: By June 2021, the amount of students able to identify a trusted adult with whom they feel connected will increase by 15%.	Student Well-Being: <i>connecting students with staff and other students</i>	<p>Strategy: Results from “Your Voice Matters” show 65% of DHMS students could identify a trusted adult in 2019-2020. Students will be given multiple avenues for building relationships with staff members including Teacher Advisory (TA), student support staff, and clubs.</p> <p>An emphasis on relationship building between TA teachers, counselors, case carriers, student support staff, and students includes:</p> <ul style="list-style-type: none"> Monday wellness check-ins Weekly social emotional lessons developed by counselors Counselor’s office hours Weekly academic progress checks through TA Opportunities for informal trust-building activities Small group interventions based on need Regular educational/counseling lessons <p>Strategy: The Dorothy Hamm Equity Task Force is focused on supporting teachers to ensure “connections over corrections”. The Task Force has already led one equity book club for teachers examining implicit and explicit bias.</p> <ul style="list-style-type: none"> EEC work with students through small groups, mentorships, and clubs focusing on ensuring belonging and voice EEC and ETF continues with another cohort for Equity Book Club, and continues Cohort 1’s work EEC and Restorative Practices Coach provide PD for staff on equity and restorative practices 	Evidence of Progress (Milestones): Your Voice Matters results data (multi-year), Counseling Surveys (BOY, MY & EOY), Surveys of group (adults/students) participants,			
Students at Dorothy Hamm will experience rigorous, differentiated learning experiences	SMART Goal: By the end of the 2020-2021 school year, 100% of the teaching staff will participate in collaborative learning teams to ensure high	Engaged Workforce: <i>ensuring that staff have the resources they need and are heard</i>	<p>Strategy: In the first year of operation, Dorothy Hamm staff felt the need for more resources and opportunity to communicate (44% desired more resources and 35% of staff wanted more opportunity to communicate). Therefore, administrators, in conjunction with a task force of teacher leaders, plan to focus on the growth of collaborative learning teams (CLTs).</p> <p>To support the growth of CLTs, administrators and teacher leaders will:</p> <ul style="list-style-type: none"> survey CLT needs 	Evidence of Progress (Milestones): Results from “Your Voice Matters,” CLT Task Force surveys, Staff Surveys (Q12),			

	quality instruction.		<ul style="list-style-type: none">● offer a CLT-focused Smart Goal for teachers● provide resources including protected CLT time, common meeting agenda, example norms, assessment development guidance and planning retreat time● professional development aimed at identified needs● meet regularly with grade level staff to provide support	
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