



**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**

ATTACHMENT 1A

Department: THOMAS JEFFERSON MIDDLE SCHOOL

School Principal: KEISHA BOGGAN

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><b><u>Goal 1: IB MYP Recommendations for the next 5 yrs:</u></b></p> <p>a) 101-Purpose 3.1: Commitment to International Mindedness</p> <p>b) 301-Culture 3.1-5: Implement Academic Integrity</p> <p>c) 401-Lifelong Learners 1.1-2: Approaches to Learning skills</p> <p>d) 402-Coherent curriculum 2-3: Interdisciplinary &amp; reflection on units</p> <p>e) 403-Approaches to Teaching 5.3-4: Remove barriers to learning</p>	<p>a) Every subject has an international connection in the curriculum</p> <p>b) Affirmation statements in summative tasks</p> <p>c) Review of unit plans and Approaches to Learning chart</p> <p>d) Plan and teach interdisciplinary units for every grade level</p> <p>e) Ensure differentiation strategies used for all students</p>	<p><b>Academic Success</b> <b>Multiple Pathways to Student Success</b></p> <p><b>Academic Success</b> <b>Multiple Pathways to Student Success</b></p> <p><b>Student Well-Being</b> <b>Healthy, Safe, and supported Students</b></p> <p><b>Operational Excellence</b> <b>Strengthen &amp; improve system-wide operations</b></p> <p><b>Academic Success</b> <b>Multiple Pathways to Student Success</b></p>	<p>a) We will ensure that there are 1-3 international connections in the curriculum in every subject area grade level.</p> <p>b) We will ensure that Academic Integrity statements are included in all summatives.</p> <p>c) Every CLT will complete at least 1 unit plan reflection, including the Approaches to Learning skills. By year three we will complete reflections on every unit.</p> <p>d) Every subject area should be involved in planning at least one interdisciplinary unit.</p> <p>e) Every CLT will have at least 3 units with differentiated learning activities, including scaffolds to support students on summative assessments.</p>	<p>March 2021</p> <p>January 2021</p> <p>March 2021 February 2023</p> <p>April 2021</p> <p>March 2021</p>	<p>IB Coordinator</p> <p>Equity Coordinator</p> <p>IB Coordinator</p> <p>IB Coordinator</p> <p>IB, Equity, RTG Coordinators,</p>	<p><b><u>2020 Evaluation Report</u></b></p> <p>a) <a href="#">Subject Overview spreadsheet</a></p> <p>b) <a href="#">Academic Integrity Policy</a> and <a href="#">Assessment maps</a></p> <p>c) <a href="#">Subject Overview spreadsheet</a> and <a href="#">Approaches to Learning Chart</a></p> <p>d) <a href="#">Subject Overview spreadsheet</a></p> <p>e) <a href="#">Inclusion</a> and <a href="#">Language Policy</a> and <a href="#">Subject Overview spreadsheet</a></p>

f) 404-Approaches to assessment 3: assessment consistently, fairly, inclusively and transparently.	f) Every summative assessment is planned at the beginning of each unit	<b>Student Well-Being Healthy, Safe, and supported Students</b>	f) Every CLT will plan their summative and formative assessments at the beginning of each unit.	December 2020	IB Coordinator Equity Coordinator Administrators	f) <a href="#">Assessment maps</a>
<b>PERFORMANCE PRIORITIES</b> (Based on Summative Performance Data)	<b>ANNUAL PERFORMANCE GOALS</b>	<b>ALIGNMENT WITH STRATEGIC PLANNING GOALS</b>	<b>ACTIONS TO PRIORITIES</b> (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	<b>TIMELINE FOR ACTIONS</b>	<b>RESPONSIBLE PARTIES</b> (Be Specific)	<b>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL</b> (Progress Monitoring at 30, 60, 90 and 120 Days)
<p><b>Goal 2 Objective Yr3:</b> Remove language barriers and opportunity gaps for all students;</p> <p>Ensure that teachers are able to implement all 8 SIOP Focus Area instructional strategies with fidelity;</p> <p>Aligns with IB Practices - Culture 4-4.4: reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04).</p>	<p>Increase implementation of SIOP Focus Areas in TJMS core classes -</p> <p>Enhance Core Teachers ability to tie instructional practices to SIOP Focus Areas;</p> <p>--Train Core Subject Area teachers who understand the importance of and can implement SIOP strategies consistently</p>	<p><b>Operational Excellence strengthen and improve system wide operations</b></p> <p><b>Academic Success Multiple Pathways to Student Success</b></p>	<p>Monitor teacher implementation of SIOP strategies during the 2020/2021 school year.</p> <ul style="list-style-type: none"> <li>• Complete classroom walk-through</li> <li>• Provide feedback to teachers related to SIOP strategies</li> <li>• Compile data to inform SIOP focus areas for PD</li> <li>• Facilitate PD opportunity for growth in needed areas related to SIOP strategies</li> <li>• Task analyze lesson plan</li> <li>• Focus on application</li> <li>• Conduct follow-up observations to track implementation of SIOP components</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>EL Dept. Admin Team Gifted Resource Teacher</p> <p>Core Teachers: Math, Science, ELA, Social Studies</p>	<p>Fall SIOP Focus Areas data: to be gathered by Jan 2020</p> <p>Baseline Data from observations using the SIOP Walkthrough tools.</p> <p>Spring SIOP Focus Areas data: to be gathered by June 2020</p> <p>Observation Tools</p> <ul style="list-style-type: none"> <li>• <a href="#">ELT-OBSERV ER Feedback</a></li> <li>• <a href="#">ELT-OBSERV ER Data</a></li> <li>• <a href="#">CORE Teacher Feedback</a></li> <li>• <a href="#">Onsite Application Tracking</a></li> <li>• <a href="#">SIOP Lens</a></li> </ul>

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><b>Goal 3</b> <b>3-yr. SMART Objective:</b> By June 2024, more than 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statement, Teachers and other adults at this school...listen to what students have to say.</p> <p>In addition, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statements:</p> <p>1. There are adults at this school I could talk with if I had a personal problem.</p> <p>2. I am comfortable asking my teachers for help with my schoolwork.</p> <p>Aligns IB Practices - Student Support 3</p>	<p><b>1-yr. SMART Objective:</b> By June 2021, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statement, Teachers and other adults at this school...listen to what students have to say.</p> <p>In addition, 80% of Thomas Jefferson Middle School students completing the Virginia School Climate Survey will respond “Strongly Agree” or “Agree” to the statements:</p> <p>1. There are adults at this school I could talk with if I had a personal problem.</p> <p>2. I am comfortable asking my teachers for help with my schoolwork.</p>	<p><b>Student Well-Being</b> <b>Healthy, Safe, and supported Students</b></p> <p><b>Academic Success</b> <b>Multiple Pathways to Student Success</b></p>	<p>Tuesday TAs dedicated to checking individual student progress.</p> <p>Communication log and student concerns form.</p> <p>Templates for student canvas messages to teachers for specific concerns.</p> <p>Office hours to allow students to contact teachers 1:1</p> <p>Student SMART Goal centers around IB learner profile and invites staff to support students across the grade level in building targeted IB learner profile traits.</p> <p>Home Connectivity</p> <p>Grade Level Department Meetings</p> <p>Virtual After School Activities</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Data collected in the Fall, midyear, and Spring. Student support is ongoing.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TA teachers</p> <p>All staff</p> <p>TA teachers</p> <p>TA teachers</p> <p>TA teachers</p> <p>EE coordinator, counselors, social worker</p>	<p>Attendance Reports, Contact Log, Survey Data (IB learner &amp; APS Climate Survey and Your Voice Matters) Communication Log</p> <p>Survey Data (IB learner &amp; APS Climate Survey)</p> <p>Teacher survey to gauge office hour attendance. Survey Data (IB learner &amp; APS Climate Survey)</p> <p>Power BI - Dashboard; TJMS Connectivity Request Form</p> <p>Agendas</p> <p><a href="#">Links on the website.</a></p>

