

## Progress Plan Worksheet 2020-21

ELA

**Goal 1:** Students in the 2020 - 2021 grade 6 cohort who are reading at **Basic and Below Basic levels in the fall** will demonstrate measurable progress towards EOY growth goals determined by the Reading Inventory.

- 75% of students whose fall RI scores range from **BR - 650 (Below Basic)** will demonstrate **100L of growth** towards EOY goals.
- 75% of students whose fall RI scores range from **651 - 729 (Below Basic)** will demonstrate **70L of growth** towards EOY goals.
- 75% of students whose fall RI scores range from **730-924 (Basic)** will meet their **lexile growth goals** as determined by the Reading Inventory (37 - 62 lexile points\*).

\* Target growth measures are based on students' current grade level + fall lexile levels and normed nationally.

Baseline Data	Alignment with Strategic Planning Goals	Actions	Timeline for Actions	Responsible Parties	Evidence of Progress
<a href="#">Scores from the 6th Grade Reading Inventory</a>	<p><b>Multiple Pathways to Success for All Students</b></p> <p>Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	<ol style="list-style-type: none"> <li>1. Administration of the Reading Inventory (BOY, MY, EOY) to monitor student progress.</li> <li>2. Lexia Word Study strand being implemented as a consistent intervention.</li> <li>3. Implement tier I &amp; tier II small group instructional strategies</li> <li>4. Instructional coaching conferences with Reading Specialist &amp; Reading/English Teachers (Gen. Ed, EL, &amp; SpEd)</li> </ol>	<p>Timelines set by APS BOY - October MY - January EOY - TBD</p> <p>November - May</p> <p>Ongoing</p> <p>Ongoing, monthly basis</p>	<p>English teachers</p> <p>Reading teachers</p> <p>ELA teachers</p> <p>Teachers of reading, Reading Specialist &amp; Assistant Principal</p>	<p>75% or more of 6th graders Below, and Below Basic will demonstrate measurable growth on the RI from the fall to the spring administration of the assessment.</p> <p>Measurable growth is determined by the growth goals report generated by the RI universal screener.</p>

		<p>5. Continue using CLT time to focus on planning, common assessments, data analysis and reteaching.</p> <p>6. Provide Professional Learning and guidance on how to refine the work of CLTs.</p> <p>7. Professional learning for Sheltered Instruction Observation Protocol (SIOP) provided by EL Office for Kenmore Teachers.</p> <p>8. Utilize librarians in select classrooms to engage and support students with reading and thinking strategies.</p>	<p>October Early Release Ongoing EL Observations</p> <p>January-June</p> <p>On-going</p> <p>On-going</p>	<p>Reading specialist &amp; CLTs</p> <p>ILT, Lead Teachers, and Administration</p> <p>All CORE teachers without EL Endorsement</p> <p>Librarians</p>	<p>Monitoring reports from RI and Lexia</p> <p>Log of meetings, meeting schedules and notes; guidance materials, agendas, meeting notes</p> <p>PL hours, Classroom observations <a href="#">EL DOJ Tracking</a></p> <p>Lesson Plans, classroom meeting schedules</p>
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**Goal 2:** All teachers responsible for Lexia Power Up (Reading 6, Reading Strategies, SpEd Reading, & EL Reading) will monitor weekly student usage of the **Word Study Strand** and deliver **three “Struggling Student Lessons”** in an individual, small group, or whole-class setting by the end of April 2021.

Baseline Data	Alignment with Strategic Planning Goals	Actions	Timeline for Actions	Responsible Parties	Evidence of Progress
0% of teachers had used Lexia or participated in training previously.	Engaged Workforce	1. Introduction to Lexia PD (Power Up & Core 5) - teacher interface, student dashboard, digital resources	September & October 2020	Reading Specialist & teachers of reading	Record of Professional Learning in Frontline
		2. Implementation and data analysis PD	November & December 2020	Reading Specialist & teachers of reading	Record of Professional Learning in Frontline
		3. Outreach to parents at the PTA and Hispanic PTA meetings.	Ongoing	Reading Specialist	Presentation materials
		4. Coaching cycles to support teachers in analyzing student data to inform small group instruction.	Ongoing monthly basis	Reading Specialist & teachers of reading, Assistant Principal & Principal	Reports on student usage in Lexia; meeting notes; pre & post self-assessment/program assessment survey
		5. Struggling student lesson showcases by teachers for teacher to model successful lessons/virtual approaches to intervention	February	Reading Specialist, SpEd reading, EL reading, Gen. Ed. reading	Showcase materials and agenda

		6. Peer walk-throughs to observe exemplar intervention lessons	Ongoing - upon teacher request	Reading specialist, AP, teachers of reading	Reflection notes
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**Goal 3:** Students scoring BELOW BASIC on the Math Inventory will attain benchmark growth measures on the Math Inventory

- 70% of students in 6th grade scoring BELOW BASIC and BASIC on Math Inventory will increase End of Year Grade Level Proficiency Quantile measure by at least 40 points.\*
- 70% of students in 7th grade scoring BELOW BASIC and BASIC on Math Inventory will increase End of Year Grade Level Proficiency Quantile measure by at least 35 points.\*
- 70% of students in 8th grade scoring BELOW BASIC and BASIC on Math Inventory will increase End of Year Grade Level Proficiency Quantile measures by at least 30 points.\*

\*Target growth is based on varying growth measures at each grade level.

Baseline Data	Alignment with Strategic Planning Goals	Actions	Timeline for Actions	Responsible Parties	Evidence of Progress
<b>Baseline Math Data BOY MI</b>  217 6th graders BELOW BASIC/ BASIC  186 7th graders BELOW BASIC/	<b>Student Success:</b>  <b>Multiple Pathways to Success for All Students</b>  Ensure that every student is challenged and engaged while providing multiple pathways for student	<ul style="list-style-type: none"> <li>● Collaborative Learning Team spreadsheet created to monitor student progress on APS common assessments--including a focus on students scoring BELOW BASIC on BOY MI—this monitoring sheet also has targets for quantile growth.</li> </ul>	1. Sept 2020 completed May 2020	1. Math coach grade level teachers	1. Increase on MOY and EOY MI quantile scores

<p>BASIC</p> <p>198 8th graders BELOW BASIC/ BASIC</p>	<p>success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.</p>	<ul style="list-style-type: none"> <li>Professional learning for Sheltered Instruction Observation Protocol (SIOP) provided by EL Office for Kenmore Teachers.</li> <li>Instructional coaching conferences with Math Coach &amp; Math Teachers</li> <li>Data analysis protocol followed with Math Coach during CLTs.</li> <li>Differentiated instructional programming is based on student needs</li> </ul>	<p>2. Aug 2020 completed June 2020</p> <p>3. Ongoing</p> <p>4. Weekly meetings</p> <p>5. Ongoing</p>	<p>2. EL Office, SIOP Staff, Teachers</p> <p>3. Math Coach</p> <p>4. Math Coach</p> <p>5. Math Teacher Math coach, RTG</p>	<p>2. <a href="#">EL DOJ Tracking</a></p> <p>3. Conference notes/Survey data</p> <p>4. CLT notes</p> <p>5. progress on MI Dreambox Reports Waggle Reports</p>
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**Goal 4:** By the end of the 2021 school year, there will be a 10% increase in students ability to regulate emotions and behaviors as indicated by self-reported student responses on the SEL post-assessment. In addition, 70% of students will be able to identify one or more self-management strategies.

Baseline Data	Alignment with Strategic Planning Goals	Actions	Timeline for Actions	Responsible Parties	Evidence of Progress
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<p>79% of students find it difficult to finish something when they feel frustrated</p> <p>63% of students find it difficult to complete their school work when they don't feel like doing it.</p> <p>54% of students find it easy to calm themselves down when they are feeling upset but 46% find it difficult</p> <p>74% of students find it difficult to finish hard tasks</p>	<p>Student Well Being</p>	<p>Mindfulness Trainings by Erin Sohn developed for APS Secondary Counseling Programs:</p> <ul style="list-style-type: none"> <li>● Introduction to Mindfulness</li> <li>● S.T.O.P Mindfulness Exercise</li> <li>● Sensory Awakening</li> <li>● Breathing Techniques</li> <li>● Progressive Muscle Relaxation</li> <li>● R.A.I.N. Mediation for Dealing with Difficult Emotions</li> </ul> <p>Grade Level SEL Counseling Lessons developed using evidence-based <i>Second Step</i> Curriculum:</p> <ul style="list-style-type: none"> <li>● Motivation Mindset</li> <li>● Goals/Goal Setting</li> <li>● Decision Making</li> <li>● Emotional Regulation (i.e. managing difficult emotions)</li> <li>● Self-Management</li> <li>● Stress Management</li> <li>● Relationship Skills (communication, self-advocacy, social awareness)</li> </ul>	<p>09/20 - 12/18/2020 (Weekly exercises distributed to EXCEL via CANVAS every Monday)</p> <p>January to June 2021 (monthly synchronous lesson)</p>	<p>EXCEL teachers/ Kenmore Counseling Department</p> <p>Grade Level School Counselor</p>	<p>Exit Ticket/culminating activity linked to weekly exercises</p> <p>Comparison of results from SEL Pre (11/2020) and Post-Assessment (Spring 2021) Adaptation of WCSD SECA, Youth Risk Survey Results, Your Voice Matters</p>
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		<p>Manually created EXCELS with less than 12 students (teachers see all EXCEL students in one of their content classes)</p>	<p>Daily Meetings (September 2020-June 2021)</p>	<p>All Kenmore staff members assigned EXCEL</p>	<p>SEL Post-Assessment (response data re: trusted adult); Your Voice Matters Survey Results</p>
		<p>Monthly Counseling Newsletter for Students and Families (English and Spanish) to increase transparency, provide resources, improve communication between families and school regarding services provide by Counseling and Student Services Department</p>	<p>December 2020-June 2021</p>	<p>Director of Counseling Services, Student Services Staff</p>	<p>Parent/Student Feedback</p>
		<p>PBIS Committee Initiatives (including Kenmore Kudos for student recognition on Cougar News, Kenmore BINGO to promote positive behaviors and encourage student engagement, Teacher Toolkit to help support teachers in dealing with challenges related to the whole-child (ie. strategies for positive feedback community circles, navigating difficult conversations, class opening activities, surveying students)</p>	<p>January 2021- June 2021</p>	<p>Teachers and Students (who will provide peer feedback)</p>	<p>Weekly nominations, distribution of rewards for completion of Bingo board, student surveys issued by classroom teachers</p>

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**MOY Chart Information:**

**1. In what way are you monitoring progress toward your goals?**

**Goal 1: (Reading Goal)**

- Summative and Formative Assessments (MOY Reading Inventory, Lexia, classroom assessments, interim and report card grades, D/E list)

**Goal 2: (Lexia Goal)**

- Two rounds of Lexia training
- Monthly meetings with the teacher, reading coach, and admin to support the usage of Lexia to determine needs and implementation issues that need to be addressed.

- Student progress on the Word Study Strand in Lexia.

**Goal 3: (Math Goal)**

- Monitoring scores on shared data chart and looking for growth on MOY and EOY MI quantile scores
- Planning lessons using SIOP strategies with the EL Lead Teacher and observing instruction.
- Math CLTs meet weekly to discuss student progress and analyze student data including test data and grades.
- Instruction is adapted to respond to the needs of students as evidenced in assessment data.

**Goal 4: (SEL Goal)**

- In November 2020, SEL Assessment given to the entire student body (English and Spanish) with approximately 67% response rate. SEL Assessment provided baseline data for development of curriculum and progressive plan.
- All synchronous SEL lessons (beginning in January 2021) will include a post-assessment to inform counseling staff of content mastery.
- Counseling referrals, risk and threat assessment data, student academic performance
- Survey of 7th Grade Students in December to assess student workload and how students are feeling about school.

**2. What will you continue doing?**

**Goal 1:**

- CLTs
- EL hours
- ELA Coaching Cycle
- Making literacy a schoolwide focus
- Encouraging staff to get EL certified

**Goal 2:**

- Support teachers in their weekly use of the Word Study Strand in Lexia
- Support teachers as they design lessons to meet the needs of struggling students

**Goal 3:**

- CLTs
- Math Coaching
- Dreambox
- Waggle

**SEL Goal:**

- September - December 2020: Weekly SEL lessons focused on Mindfulness and two lessons developed by Substance Use Counselor
- Share and discuss SEL Assessment results with school stakeholders (staff, parents, community)

**3. What will you revise, change, or add, to further support progress toward your goals during the second semester?**

**Goal 1:**

- EL Coaching Cycles
- Data progress monitoring with reading coach, teacher, admin
- Individual Coaching Conversations
- Research-based small group intervention
- Upon return to school, implementing a robust intervention program with small group and individual instruction
- Literacy initiative with the Librarians to increase student independent reading
- Refine CLT work

**Goal 2:**

- Provide round 3 of Lexia training
- Work with teachers to deliver researched-based intervention lessons for struggling students

**Goal 3:**

- Analyze mid-year MI data and respond to student deficits
- Update progress monitoring spreadsheet

**SEL Goal:**

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- January 2021-June 2021: Monthly synchronous SEL lessons presented by Kenmore Counseling Staff. Assessment results are broken down by grade level and English Learners (EL) to ensure the needs of students are appropriately addressed.
- Beginning in January Kenmore Kudos program will be started
- PBIS Toolkit will be shared with staff
- Virtual Incentive program will be implemented school-wide beginning in January
- Issue SEL post-assessment to determine effectiveness of curriculum

**4. How have your plans to provide excellent learning opportunities for each student in the virtual environment and for Level 1 students in the in-person learning model been modified/adjusted/changed based on access to technology, schedules flexibility, county resources, learning materials, etc.?**

- Provide professional learning through Canvas tutorials
- Consult with APS and the Office of Special Education
- Open lab sessions with APS for Canvas
- Asked for support with MS Teams from consultant
- Identified Teacher Leaders to lead PL sessions for staff
- Provided training on MS Teams in December
- For both Level 1 and Virtual—instruction is delivered through both Canvas and MS Teams.
- Access to technology for staff and students—school-based connectivity team, distribution team,
- Utilized ITC, Bilingual Resource Assistant, front office staff and admin to successfully distribute new ipads, new ipad keyboard cases, headphones, and other on-site tech support.
- Utilized re-purposed staff to organize distribution of materials & conduct health screenings.
- Scheduled 2 substitutes to support Level 1 implementation due to the number of staff who asked for workplace modifications and also to provide a cushion for when staff must self-isolate due to possible exposure to COVID-19.
- Using the KMS Student Canvas course and Kenmore News to communicate information to students about Extracurricular activities and learning opportunities outside of the virtual classroom.
- Created blueprint Canvas Course to seamlessly push out SEL and safety lessons to EXCEL classes
- Virtual Monthly Cougar Newsletter developed by Kenmore Counselors and Student Services Team (English and Spanish) to share SEL implementation, provide mental health resources, upcoming events, etc.
- Improved Counseling webpage - parents now able to view SEL curriculum and links provided to further support discussion at home between parents and students

- Managed school operations in conjunction with Food Services meal distribution (over 200 people served per day).
- Provided school supplies, art supplies, additional supplies (Title 1 qualifying schools), musical instruments & music, stylus pens for ipads, library books, textbooks, over 250 repurposed desks donated by the community for families to set up virtual learning spaces, augmented calculators for students with IEPs, materials/ supplies for Special Programs, Orton Gillingham kits.
- Custodians completed interior painting of the walls and rails. Deep cleaned classrooms. Set up classrooms with re-purposed staff based on COVID room capacity.
- Acquired 10 picnic tables from PTA grants to set up additional learning spaces outdoors.
- Facilities and Operations provided for a brand new Kenmore Gym floor.

**5. How have your specific plans to support student well-being (food needs, devices, learning materials, etc.) been adjusted and what has been the impact?**

- Access to library books through drop-box located outside of school
- Food Drives/Food Delivery events coordinated with Kenmore PTA and Arlington County PTA
- Supply pick-up events on asynchronous learning days
- Drop-off and pick-up system for broken iPADS coordinated by school ITC
- Virtual PTA meetings (English/Spanish)
- Creation of Counselor CANVAS courses to increase accessibility and communication
- Cougar News program (run by students) aired every Friday
- Staff online office hours
- Kenmore is meal pick-up site for local APS families
- Winter Coat Drive sponsored by Kenmore Parents (December)
- Desk Distribution Program created by Art Teacher, Jeff Wilson, providing desks to students in need free of charge (Ongoing)
- Provided gift baskets, gift cards, and turkeys to 12 Kenmore families in need. Partnered with Los Ninos de Maria and Check-in as well as Kenmore Wednesday Moms to provide for families.

**6. What and how have you met and supported the professional learning needs of your staff, and the well-being needs of staff (morale, Canvas, sense of community, EAP resources, etc.)?**

- School-based staff development has focused on several priorities:
  - Planning and meeting time
  - Time to meet DOJ requirements
  - Professional learning on technology needed for virtual instruction
  - Support EL students in a virtual environment
- In September we provided time for teachers to plan and meet in their CLTs.
- During the November early release we provided training on supporting EL students and technology training. During the November faculty meeting we focused on an overview of the Inclusion Model.
- Partnered with PTA to provide gift cards to teachers
- Weekly Kenmore News Broadcast helps create a sense of community for staff and students

**7. How are you working with community partners during this distance learning period (PTA, parent groups, county resources, etc.)?**

- Monthly PTA meetings with Spanish Interpretation to update families on remote learning, changes to schedules, upcoming deadlines, transition to Hybrid, etc.
- Promotion of parenting resources available through DHS and APS Parent Resource Center
- Joint virtual parent meetings with neighboring elementary schools to address current and future concerns regarding remote learning and the transition from elementary to middle school
- Conducted Gardening Day--with masks and distancing--to clean up the campus grounds.
- Provided \$20 gift cards to all staff from PTA as a token of appreciation for everyone's hard work (all scales--some staff returned cards to go directly to families in need).
- Provided gift baskets, gift cards, and turkeys to 12 Kenmore families in need. Partnered with Los Ninos de Maria and Check-in as well as Kenmore Wednesday Moms to provide for families.

**8. What steps have been taken to address opportunities areas in the Your Voice Matters (YVM) survey and what is the data supporting impact?**

- Manually created EXCEL classes for every teacher in an effort to keep class size small. Students were assigned to teachers that they currently had or had before in order to help with relationship building.

- Developed evidence-based counseling lessons using Second Step to address social-emotional needs of students
- Goal 4 addresses: How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? 29 % responded favorably

Additional Comments (Optional)