



**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: Swanson Middle School

School Principal: Renee Y. Harber

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)																												
Increase overall growth in reading performance as measured by SOL and other assessments	<p>By the end of 2020-21 school year, all reporting groups will maintain achievement growth indicator of Level One.  <b><i>Due to COVID closure, no new SOL data metrics could be captured, so we utilized some 2019-20 data for a starting point.</i></b></p> <p><b>6th grade Reading (Currently 8<sup>th</sup>)</b></p> <table border="1" data-bbox="329 1235 716 1469"> <thead> <tr> <th>Demo</th> <th># testing</th> <th># passing</th> <th>% passing</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>24</td> <td>22</td> <td>92</td> </tr> <tr> <td>Black</td> <td>17</td> <td>14</td> <td>82</td> </tr> <tr> <td>White</td> <td>334</td> <td>318</td> <td>95</td> </tr> <tr> <td>Asian and Black or African American</td> <td>1</td> <td>1</td> <td>100</td> </tr> <tr> <td>Asian and White</td> <td>20</td> <td>19</td> <td>95</td> </tr> <tr> <td>Black or African</td> <td>2</td> <td>2</td> <td>100</td> </tr> </tbody> </table>	Demo	# testing	# passing	% passing	Asian	24	22	92	Black	17	14	82	White	334	318	95	Asian and Black or African American	1	1	100	Asian and White	20	19	95	Black or African	2	2	100	<p><b>Multiple Pathways to Student Success</b></p>	<p><i>Weekly grade level ELA and Reading CLT meetings will continue to include more intensive focus on strategies for individual students, analyzing and using data to inform instruction.</i></p> <p>Lexia/PowerUp data DIBELS data</p> <p><i>Orton Gillingham STAR intervention</i></p> <p><i>ELA teachers will meet with grade level content teachers to collaborate in support of reading/vocabulary integration.</i></p> <p>Generative root and affixes</p>	<p>Weekly, intervention, enrichment blocks, quarterly</p>	<p>Grade level English/Reading CLTs, CORE content teachers, EL teachers, SPED case carriers &amp; Reading Specialist</p>	<p><b>October:</b> Reading Inventory data  <a href="#">6<sup>th</sup> Grade</a>  <a href="#">7<sup>th</sup> Grade</a>  <a href="#">8<sup>th</sup> Grade</a></p> <p><b>January:</b></p> <p><b>March:</b></p> <p><b>June:</b></p>
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American and White			
American Indian or Alaskan Native	2	2	100
Other Identifier			
Hispanic	80	57	71
SWD	61	45	74
EL	23	6	26
ED	70	42	60
SWD	61	45	74

Drawing pictures to represent new words

Context clues

Word banks  
Use of resources

*EL teachers will disseminate EL information such as WIDA levels and instructional resources to support English/Reading CLTs.*

*Staff will use SIOP based strategies, effective for EL's and all learners. These include*

Using content and language objectives

Building background knowledge

Delivering comprehensible input in content, through reading and vocabulary strategies

Using anchor charts

Providing models and think aloud

Paraphrasing

Providing sentence frames and templates

Increase equity, engagement and achievement of all

By end of 2020-21 school year, all students will make continued growth as measured by federal,

**Multiple Pathways to Student Success**

*Embed global competencies, critical thinking, creative thinking, collaboration,*

Weekly, intervention, enrichment

Grade level Math CLTs, SRC Math

**October:** Math Inventory delivered to grades 6-8

reporting groups on district and state math assessments.

state, and /or district assessments and maintain achievement growth indicator of Level One.

***Due to COVID closure, no new data metrics could be captured, so we will utilize some 2019-20 data for a starting point.***

**6<sup>th</sup> Grade Math (Currently 8<sup>th</sup>)**

Demo	# testing	# passing	% passing
Asian	24	23	96
Black	17	16	94
White	334	329	98
Asian and Black or African American	1	1	100
Asian and White	20	20	100
Black or African American and White	2	2	100
American Indian or Alaskan Native	2	2	100
Other Identifier			
Hispanic	80	66	83
SWD	61	55	90
EL	25	14	56
ED	70	50	71

**Overall FA2020 MI Data(#tested)**

Demo	Below	Basic	Prof	Adv
American Indian/Alaskan Native	1	0	0	0
Asian	16	19	12	25
Black/African American	22	16	5	6
Economically Disadvantaged	0	0	0	0
Female	0	0	0	0
Gifted and Talented	0	0	0	0

**Healthy, Safe, and Supported Students**

*communication, and citizenship into curriculum and instruction.*

Project Based Learning  
Math Workshop Model (to include student reflection)

*Provide learning opportunities for students to align knowledge, skills, and personal interests.*

Number Sense Routines

Desmos

Go Formative

*Ensure equity of access and opportunity across all school programs.*

Technology usage

Math recommendations with parent choice

*Deliver curriculum through innovative and relevant instruction(virtual and/or hybrid) that is adaptable to the diverse needs of each student.*

blocks, quarterly

teachers, SPED case carriers & Math Coach

[MI Demographic Proficiency Report](#)

Placement based on Fall MI and available prior year data points.

**January:**

**March:**

**June:**

Hispanic	103	71	27	11
Limited English Proficiency	31	4	1	0
Male	0	0	0	0
Migrant	0	0	0	0
Pacific Islander	0	0	0	0
Students with Disabilities	68	28	8	3
Two or More Races	0	0	0	0
White/Caucasian	58	180	157	108

**Overall FA2020 MI Data(%)**

Demo	Below	Basic	Prof	Adv
American Indian/Alaskan Native	100%	0%	0%	0%
Asian	22%	26%	17%	35%
Black/African American	26%	33%	10%	12%
Economically Disadvantaged	0%	0%	0%	0%
Female	0%	0%	0%	0%
Gifted and Talented	0%	0%	0%	0%
Hispanic	49%	33%	13%	5%
Limited English Proficiency	86%	11%	3%	0%
Male	0%	0%	0%	0%
Migrant	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%
Students with Disabilities	64%	26%	7%	3%
Two or More Races	0%	0%	0%	0%
White/Caucasian	12%	36%	31%	21%

**Math Course counts for 2020-21  
(as of 10-27-2020)**

	<p>Placement based on MI and other formative assessment measures:</p> <p><b>Int, Geometry</b> 46</p> <p><b>Int. Algebra (7/8)</b> 93</p> <p><b>Algebra I</b> 112</p> <p><b>Pre-Algebra</b> 110 (8<sup>th</sup>) 142 (7<sup>th</sup>)</p> <p><b>SRC 8</b> 8</p> <p><b>Math 7</b> 121</p> <p><b>SRC 7</b> 13</p> <p><b>Math 6 Extended</b> 157</p> <p><b>Math 6</b> 156</p> <p><b>SRC 6</b> 9</p>					
<p>Supporting mental health and social well-being of all students.</p>	<p>By end of 2020-21 School year, every student will be able to identify at least one adult they can seek out for support.</p> <p>Based on results on the 2020 YVM survey, <b>53%</b> of students</p>	<p><b>Healthy, Safe, and Supported Students</b></p>	<p><i>In effort to establish and maintain a school environment which supports equity and engagement for all students, Swanson staff and students will:</i></p>	<p>Weekly, STAR visits, Counseling sessions</p>		<p><b>November:</b> Develop, support and sustain a viable model to identify one adult for every student.</p>

	<p>responded favorably when asked:  <b>“Is there at least one adult in your school who checks in with you about how things are going at school (such as asking if you need help with something or if you feel included)?”</b></p> <p>Based on results on the 2020 YVM survey <b>62%</b> of staff responded favorably when asked <b>“How prepared do you feel to help students with personal problems?”</b></p>		<p>Participate in weekly <b>STAR</b> lessons and activities developed to nurture positive relationships throughout the virtual/hybrid environment.</p> <p>Engage in weekly <b>social-emotional support lessons</b> which offer students information regarding bullying prevention, substance abuse, college and career preparation, and academic scheduling.</p> <p>The <b>Equity and Excellence coordinator</b> will actively work students and staff to offer methods/strategies in building and maintaining healthy, supportive relationships for students in a virtual/hybrid environment.</p>	<p>PL early release focus sessions</p> <p>Team/Grade Level Cohort meetings and discussions</p>		<p><b>December:</b>  <a href="#">Data Link</a>  <b>As of 12/18/20</b>          6th grade -10 out of 180 students feel they do not have trusted adult</p> <p>7th grade- 4 out of 171 students they do not have trusted adult</p> <p>8th grade- 4 out of 180 students they do not have trusted adult</p> <p><b>March:</b></p> <p><b>June:</b></p>
<p>Embed an instructional model which supports the development of the whole child.</p>	<p>Continue the work of enhancing an instructional model which encourages the overall learning environment of all students. According to 2020 YVM survey, <b>26%</b> of students responded favorably were asked <b>“How clearly do you see your culture and history reflected in your school?”</b></p>	<p><b>Multiple Pathways to Student Success</b></p> <p><b>Healthy, Safe, and Supported Students</b></p>	<p><i>In effort to build a more equitable and engaging school climate where all students feel seen, we will strive to:</i></p> <p>Continue our work around more equitable grade practices</p> <p>Examine the cultural assumptions and stereotypes we bring to the school/classroom settings.</p>	<p>Frequent lesson opportunities, Scheduled events, Guest speakers</p>	<p>Schoolwide staff</p> <p>Equity and Excellence Coordinator</p> <p>Equity Influencers</p> <p>Student task groups</p>	<p><b>October:</b> Identify Equity Influencers for training.</p> <p>Participate in Day of Equity professional learning</p> <p><b>January:</b></p>

			<p>Implement, when possible, culturally relevant curriculum and methods within all facets of instruction.</p> <p>Create events and educational experiences that honor and celebrate the racial, ethnic, and linguistic diversity of the student body, such as <b>cultural</b> events and festivals, exhibiting culturally relevant materials throughout the school, inviting, or local <b>cultural</b> leaders to present to students.</p> <p>Examine and discuss resources to support the work. Some examples include:</p> <ul style="list-style-type: none"><li>● <a href="#"><u>Preparing for Culturally Relevant Teaching</u></a> by Geneva Gay</li><li>● <a href="#"><u>Breaking the Prejudice Habit</u></a> by Patricia G. Devine</li><li>● <a href="#"><u>Culture in the Classroom   Teaching Tolerance</u></a></li><li>● <a href="#"><u>The Importance of Diversity in the Classroom   Drexel University</u></a></li></ul>			<p><b>March:</b></p> <p><b>June:</b></p>
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