



**APS SCHOOL MANAGEMENT PLAN  
PROGRESSIVE PLAN FORMAT  
FIRST SEMESTER ACTION PLAN: 2020-2021  
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>Increase overall student performance on the Reading Inventory in the <b>absence of 19/20 SOL data due to school closures.</b></p> <p><b>2020-21 Fall Results for below basic students</b></p> <p><a href="#">6th Grade Results</a> <a href="#">7th Grade Results</a> <a href="#">8th Grade Results</a></p>	<p>By the end of the 20-21 school year, all student subgroups will increase reading performance levels between fall and spring assessments.</p>	<p><b>Goal: Multiple Pathways to Student Success</b></p>	<p>WMS teachers will provide support through interventions in the areas of reading and writing during asynchronous time and office hours</p> <p>Grade level ELA teachers will maintain a data wall (watch list) to inform instruction, as well as, specific ATSS goal monitoring through WMS Watch List.</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 EL teachers will use the Lexia intervention materials to support struggling readers as needed.</p> <p>Sped, EL, and reading teachers will use My Virtual Reading Coach, OG, IXL, and Read Naturally to support identified students.</p>	<p>Daily / October-June</p> <p>September/ June Monthly/ quarterly</p> <p>At least 2x Weekly</p> <p>Daily as needed/ September -June</p>	<p>All WMS teachers</p> <p>All ELA teachers</p> <p>All ELA teachers</p> <p>Fynn, Brown Wall, Post,Sicer, Han, Stewart, Tucker, Murphy</p>	<p>Individual progress monitoring and discussions through team meetings and intervention program results.</p> <p>Book logs and notebooks in 6<sup>th</sup> 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>All teachers will teach test-taking strategies focusing on unpacking test questions, finding meaning as you read and determining the right answer.</p>	Daily as needed/	All ELA teachers	Progress monitoring (shown in watch lists) will show evidence of the impact of interventions, instructional plans and student progress towards EOY benchmarks.
			<p>Implement DIBELS assessment with students who scored below basic on the RI and also have a reading IEP goal. Grade level results analysis and follow-up instructional plans to meet students' needs through re-teaching and/or intervention.</p>	Assessment given 3x a year/ October, January, and March - April	Flynn, Brown, Han, Stewart, Murphy	Monthly or quarterly progress monitoring through program results, classroom checks, and on demand reports will show student growth and progress towards EOY benchmarks.
			<p>Implement ATSS/Wolf Time practices into Monday asynchronous day, office hours, and TA time to build an intervention block for all grade levels. Interventions include: Lexia,</p>	October/ June	Han / Intervention Teachers	Maze and oral reading fluency scores will be monitored and analyzed along with formative assessments in class.
			<p>SpEd and EL teachers include interventions as needed in class time. These may include Lexia, Orton-Gillingham , Step Up to Writing, Reading Workshop, Writing Workshop, Read Naturally, and My Virtual Reading Coach to support identified students.</p>	Ongoing	Flynn, Brown, Wall, Han, Stewart, Murphy, Silver, Tucker	Progress Monitoring through formative assessments, running records, weekly checks, essays, writing, etc. will show evidence of impact of the intervention and student growth. Units and skills identified can be seen on Lexia skill reports.
			<p>Implement Sheltered Instruction Observation Protocol strategies (SIOP). Teachers not already trained will participate in professional development offered by the EL Department or the 3-credit course offered through APS. Peer observations on building background knowledge is required for those not EL endorsed.</p>	Ongoing	ELA teachers who have not already received the training.	Classroom observations, class environment and teacher lesson plans will demonstrate the implementation of SIOP strategies in the classroom.

<p>Increase overall student performance (growth) on the Math Inventory in the <b>absence of 19/20 SOL data due to school closures.</b></p> <p><b>2020-21 Fall Results for below basic students</b></p> <p><a href="#">6th Grade Results</a>  <a href="#">7th Grade Results</a>  <a href="#">8th Grade Results</a></p>	<p>By the end of the 20-21 school year, all student subgroups will increase math performance levels between fall and spring assessments</p>	<p><b>Goal: Multiple Pathways to Student Success</b></p>	<p>Grade level CLTs will implement the Professional Learning Communities (PLC) model for common planning and data analysis to inform instruction. Collaborative Formative and Summative assessments.</p> <p>Teachers will use the <b>iXL Program</b> as a part of targeted intervention and universal student population.</p> <p>Continued mathematics professional development for all teachers of mathematics offered by the Math Coach with a focus on <b>Virtual Learning strategies for effective math instruction, engagement of all students in a virtual learning environment,</b> universal classroom based interventions, and elements of personalized learning.</p> <p>Implementation of a <b>Trans Math</b> in 6th and 8th grade math Self Contained Special Ed classes. Implementation of iXL, Delta Math, and Dreambox in Math Strategies and the universal</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2020-2021</p>	<p>Administrative Team</p> <p>Grade Level Math, SPED, EL teachers</p> <p>Math Coach</p> <p>Resource Teacher for the Gifted</p>	<p>Quarterly Assessments  Performance Matters  Assessment results  GoFormative</p> <p>WMS Math Department Watchlist</p> <p>Scholastic Math Inventory results</p> <p>Individualized intervention program progress monitoring reports</p>

			<p>whole.classroom population to support student growth in a virtual environment.</p> <p>Implement Sheltered Instruction Observation Protocol strategies (SIOP). Teachers not already trained will participate in professional development offered by the EL Department or the 3-credit course offered through APS.</p> <p>Teacher smart goal alignment with intervention programs and progress monitoring throughout the year.</p>	<p>2020-2021</p> <p>Ongoing</p>		<p>Classroom observations, class environment and teacher lesson plans will demonstrate the implementation of SIOP strategies in the classroom.</p> <p>WMS Math Watchlist</p>
<p><b>Your Voice Matters Survey</b></p> <p>43% of students reported that at least one adult checks in with them to see how things are going in school.</p>	<p>By the end of the 20-21 school year 53% or more students will report having at least one interaction.</p>	<p><b>Goal: Healthy Safe and Supported Students</b></p>	<p>Teacher advisory meetings to support organization and build relationships</p> <p>Monday TA Attendance/Check-In Google Form</p> <p>Social emotional lessons</p> <p>Small group and individual counseling</p> <p>School Counseling Office Hours</p> <p>Academic/Career Planning lessons</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p> <p>Ongoing</p> <p>Weekly</p> <p>2nd Semester</p>	<p>TA Teachers</p> <p>TA Teachers</p> <p>Counselors</p> <p>Counselors</p> <p>Weekly</p> <p>Counselors</p>	<p>Student feedback from school generated survey</p> <p>Google Form</p>