

Thomas Jefferson Middle School
90-Day PROGRESSIVE PLAN Talking Points

TJMS GOAL 1

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS
<p>Goal 1: IB MYP Recommendations: 3-yr. SMART Objective:</p> <p>a) 101-Purpose 3.1: Commitment to International Mindedness</p> <p>b) 401-Lifelong Learners 1.1-2: Approaches to Learning skills</p> <p>c) 402-Coherent curriculum 2-3: Interdisciplinary & reflection on units</p> <p>d) 403-Approaches to Teaching 5.3-4: Remove barriers to learning</p> <p>e) 404-Approaches to assessment 3: assessment consistently, fairly, inclusively, and transparently</p>	<p>Goal 1: 1-yr. SMART Objective:</p> <p>a) Every subject has an international connection in the curriculum</p> <p>b) Review of unit plans and Approaches to Learning chart</p> <p>c) Plan and teach interdisciplinary units for every grade level</p> <p>d) Ensure differentiation strategies used for all students</p> <p>e) Every summative assessment is planned at the beginning of each unit</p>

Rationale:

[IB MYP Fall 2020 Reauthorization Visit Recommendations for the next 5yrs :](#)

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)
a) We will ensure that there are 1-3 international connections in the curriculum in every subject area grade level.	March 2022	IB Coordinator, Equity Coordinator	2020 Evaluation Report
b) 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.	March 2022 February 2023	IB Coordinator	a) Subject Overview spreadsheet
c) Every subject area should be involved in planning at least one interdisciplinary unit.	April 2022	IB Coordinator	b) Subject Overview spreadsheet and Approaches to Learning Chart
d) Every CLT will have at least 3 units with differentiated learning activities, including scaffolds and enrichment to support students on summative assessments.	March 2022	IB, Equity, Resource Teacher for the Gifted Coordinator,	c) Subject Overview spreadsheet
e) Every CLT will plan their summative and formative assessments at the beginning of each unit.	December 2021	IB Coordinator Equity, Coordinator, TJMS Administrators	d) Inclusion and Language Policy and Subject Overview spreadsheet e) Assessment maps

f) Every unit must have a pre-assessment. Data from this pre-assessment must be used to drive instructional activities and assessments. Students must be able to demonstrate growth.			
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WHY?

- A goal of the IB MYP is to engage students in instruction that enables them to understand connections across subjects and to the world.
- The IB organization requires that students acquire and are assessed on skills, concepts, and content knowledge in eight subject areas in every year of the program.
- The IB organization is rooted in best instructional practices and designs instructional expectations based on Grant Wiggins’ work in his book, Understanding by Design. These practices and expectations force instructional staff to start with the end in mind and implement appropriate learning activities.
- The IB MYP philosophy allows for differentiation by product and appropriate, timely scaffolds to support all students.

APS

Goal #1: Student Acceleration Plans

Guiding Questions:

What does your beginning year data suggest related to achievement and subgroup performance? Who are the students of concern? What are your plans to address learning loss?

Goal #2: Professional Development Plans to Support Literacy and Numeracy

Guiding Questions:

What professional development will you plan to support staff with implementation of best strategies to support Literacy and Numeracy instruction?

TJMS GOAL 2

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS
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<p>Goal 2: 3-yr. SMART Objective: Remove opportunity gaps for all students.</p> <p>Use formative tasks and summative assessments to provide multiple pathways to</p>	<p>Goal 2: 1-yr. SMART Objective: We aim to increase student proficiency by raising: the majority of students' IB criterion rubric scores (the median) by at least two achievement levels by the end of the year or one achievement level for semester courses from the baseline data in every class; student RI scores by 65 points; MI scores by expected I years growth or out of Below Basic level. VDOE Growth Assessment scores will serve as a baseline for student academic growth.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>RI - Total Tested = 754 8th Grade - Total Tested = 253 Below Basics = 50/20% Basic = 54/21% Proficient = 57/23% Advanced = 92/36%</p> </td> <td style="width: 50%; vertical-align: top;"> <p>MI - Total Tested = 855 8th Grade - Total Tested = 272 Below Basics = 49.3% Basic = 28.3% Proficient = 7.4% Advanced = 2.2%</p> <p>*No Data: 12.9% (Geometry+ Missing)</p> </td> </tr> </table>	<p>RI - Total Tested = 754 8th Grade - Total Tested = 253 Below Basics = 50/20% Basic = 54/21% Proficient = 57/23% Advanced = 92/36%</p>	<p>MI - Total Tested = 855 8th Grade - Total Tested = 272 Below Basics = 49.3% Basic = 28.3% Proficient = 7.4% Advanced = 2.2%</p> <p>*No Data: 12.9% (Geometry+ Missing)</p>
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develop and demonstrate deep understanding of content.	7th Grade - Total Tested = 246 Below Basics = 48/20% Basic = 52/21% Proficient = 42/17% Advanced = 104/42%	7th Grade - Total Tested = 276 Below Basics = 48.6% Basic = 22.8% Proficient = 14.1% Advanced = 8.7% *No Data: 5.8% (Missing)
	6th Grade - Total Tested = 255 Below Basics = 63/25% Basic = 56/23% Proficient = 55/22% Advanced = 81/32%	6th Grade - Total Tested = 307 Below Basics = 49.2% Basic = 24.1% Proficient = 14.3% Advanced = 7.8% *No Data: 4.6% (Missing)
	VDOE GROWTH ASSESSMENT	
	8th Grade Math = 154 Below High Basic = 100/64.94% High Basic = 23/14.94% Proficient = 31/20.13%	8th Grade Reading = 266 Below High Basic = 55/20.68% High Basic = 22/8.27% Proficient = 189/71.05%
	7th Grade Math = 261 Below High Basic = 110/ 42.15% High Basic = 49/18.77% Proficient = 102/39.02%	7th Grade Reading = 281 Below High Basic = 54/ 19.22% High Basic = 32/11.88% Proficient = 195/69.40%
	6th Grade Math = 306 Below High Basic = 126/ 41.18% High Basic = 40/13.07% Proficient = 140/45.75%	6th Grade Reading = 307 Below High Basic = 75/ 24.43% High Basic = 31/10.10% Proficient = 201/65.47%

Rationale:

- We have multiple lines of evidence for measuring student achievement.
- Multiple lines of evidence for student achievement enables us to evaluate the effectiveness of Tier 1 instruction as well as interventions and enrichments.
- Multiple lines of evidence for student achievement drives decision-making about professional development for individuals and collaborative teams.

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>We will prioritize planning common assessments and learning activities in CLTs based on the principle of backward design, which is that assessments need to be planned before learning activities. We will focus on this area to ensure that our assessment practices are consistent, inclusive, transparent, and fair as we implement IB MYP standard-based report cards by doing the following:</p> <p>Step 1: Teachers will choose which subject specific IB MYP criterion their CLT wants to focus on and record it in the SMART Goal form.</p> <p>Step 2: Teachers will decide on and record a baseline assessment (formative or summative) task for that criterion, record it in the SMART Goal form.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Core Teachers: Math, Science, ELA, Social Studies</p>	<p>All data on every student for every targeted standard will be regularly updated and monitored three times this school year.</p>

<p>Step 3: Teachers will link their subject specific assessment map for the course. Then add instructional strategies with links to the unit plan(s).</p> <p>Step 4: Teachers will submit their SMART goal to their evaluator through Canvas by Friday, November 19th.</p> <p>Step 5: Teachers will analyze data for progress and share success stories in their subject area/CLTS.</p> <p>We will analyze consistencies or inconsistencies of student progress in Math and Reading across multiple data points. These data points include: VDOE Growth Assessment, Reading Inventory, Math Inventory, and IB Criterion. We will use the following protocols:</p> <ol style="list-style-type: none"> 1. Looking at Data developed by Eric Buchovecky (Instructional Leadership Team) 2. VDOE 8 Step Improvement Process (Department Meetings) 3. Leading Teacher Teams to Analyze Student Work adapted from RELAY/GSE (Grade Level Content CLTs) 	<p>Three (3) times this school year (end of quarters 1,2, and 3)</p>	<p>TJMS Administrators, Middle School Reading Teacher, Math Coach, Equity and Diversity Coordinator, IB Coordinator, Resource Teacher for the Gifted, and Instructional Technology Coordinator</p>	<p>Student growth as indicated across multiple data sources (end of quarters 1,2, and 3).</p>
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HOW and WHY?

- [TA FLEX](#) for English Language Arts and Math
 - Intervention Plans
- Reading Support
 - Strategies class for students in grades seven and eight
 - Reading in the Content for students in grade six
 - Reading support for students with IEPs
 - Reading support for EL students
- Math Support/Enrichment
 - Math tutoring takes place every Wednesday. Tutors are generally community members and APS High School students.
 - Math Counts Club
- [Special Education and 504 Case Carrier Spreadsheet, IEP and 504 Verification Signatures](#)
- [IB Standards-based Grading](#)
- School-wide SMART Goal
 - [SMART Goal Overview](#)
 - [SMART Goal Form](#)
 - [SMART Goal Spreadsheet](#)
- **Incremental Approach to Data Analysis**
 - Looking at Data developed by Eric Buchovecky

- Quarterly analysis conducted by the TJMS Instructional Leadership Team, which is comprised of TJMS Administrators, Middle School Reading Teacher, Math Coach, Equity, Diversity and Inclusion Coordinator, International Baccalaureate Coordinator, Resource Teacher for the Gifted, and Instructional Technology Coordinator.
- Data points on all TJMS students will be analyzed to assess student growth in Reading, [Math](#), [IB Criterion Data](#), instructional efficacy, and intervention effectiveness.
- VDOE 8 Step Improvement Process
 - Monthly examination of VDOE Curriculum Frameworks, SOL Blueprints and APS Curriculum Guides
 - Monthly instructional Checklist conducted by Grade Level CLTs focused on completion of created units and assessments listed in our [IB MYP Subject Overviews](#) and [Assessment Maps](#).
 - Professional Learning days to accommodate personalized learning and planning needs; and revamped School-based Department Meetings to focus on 1:1 instructional coaching
- Data Cycle Protocol: Leading Teacher Teams to Analyze Student Work adapted from RELAY/GSE

APS

Goal #3: Social and Emotional Development

Guiding Questions:

What are your plans to support social and emotional development for your students?

Goal #4: Diversity, Equity, and Inclusion

Guiding Questions:

How do you plan to address Diversity, Equity, and Inclusion in your community?

TJMS GOAL 3

PERFORMANCE PRIORITIES (Based on Summative Performance Data)	ANNUAL PERFORMANCE GOALS
<p>Goal 3: 3-yr. SMART Objective: By June 2024, more than 80% of Thomas Jefferson Middle School students completing the TJMS School Counseling Needs Assessment Survey will respond to the statement, “There is at least one adult at TJMS who I feel comfortable talking to when I need help with a personal problem.”</p> <p>By June 2024, 9.4% or less than of Thomas Jefferson Middle School staff completing the Virginia School Climate Survey will respond “Strongly Disagree” to the statement, “I feel comfortable raising issues and concerns that are important to me with the school</p>	<p>Goal 3: 1-yr. SMART Objective: By June 2022, 70% of Thomas Jefferson Middle School students completing the TJMS School Counseling Needs Assessment Survey will respond to the statement, “There is at least one adult at TJMS who I feel comfortable talking to when I need help with a personal problem.”</p> <p>By June 2022, 6% or less of Thomas Jefferson Middle School staff completing the Virginia School Climate Survey will respond “Strongly Disagree” to the statement, “I feel comfortable raising issues and concerns that are important to me with the school administrators” (currently 12.3% Instructional Staff Strongly Disagree).</p>

administrators” (currently 12.3% Instructional Staff Strongly Disagree).

Rationale:

- 23% of TJMS students responded “Yes” to the VA School Climate Survey question, “During the past 12 months, did you ever feel sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?”
- 23.8% of TJMS students responded, “Not Sure” and 4.8% responded “No” to the VA School Climate Survey question, “When you feel sad or hopeless, are there adults that you can turn to for help?”
- 92.1% of TJMS students responded, “No” to the VA School Climate Survey question, “Have you ever been bullied this school year?” However, 17.5% responded, “Agree” and 4.8% responded “Strongly agree” to the VA School Climate Survey question, “Bullying is a problem at this school.”
- 36 or 13% of the 270 TJMS 8th grade students who participated in this year’s Signs of Suicide program were identified as potential risks to themselves.
- Results from the annual fall TJMS School Counseling Needs Assessment indicate that a significant number of students don’t feel there is at least one adult at TJMS who they feel comfortable talking to when they need help with a personal problem.
- 12.3% of TJMS instructional staff responded, “Strongly Disagree” and 11.0% responded “Disagree” to the VA School Climate Survey question, “I feel comfortable raising issues and concerns that are important to me with school administrators.”

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)
Classroom Visits	Ongoing	School Counselors	Attendance Reports, Contact Logs, Survey Data (IB Learner & APS Climate Survey, Counseling Department Survey Your Voice Matters)
Weekly Canvas Messages to In-Person and Virtual Learning Students	Ongoing	School Counselors	
Monday Teacher Advisory (TA) Community Building and Social Emotional Lessons	Ongoing	All Staff	
Weekly “Words of Wisdom”	Ongoing	School Principal	
During and After School Clubs and Activities	Ongoing	Equity and Diversity Coordinator, School Counselors, Social Worker	
Student Concerns Meetings	Bi-Weekly	TJMS Administrators, Middle School Reading Teacher, Math Coach, Equity and Diversity Coordinator, IB Coordinator, Resource Teacher for the Gifted, and Instructional Technology Coordinator Special Education Coordinator and	

Quarterly Check-Ins with Special Education Case Carriers	Quarterly	TJMS Administrators	Staff Survey Data (Mid-Year and End-of-Year Climate Survey)
Master Schedule Feedback Meetings	Ongoing	Director of Counseling Services	
Quarterly Check-Ins with New Staff	Quarterly	TJMS Administrators	
Staff “Choice in Personalized and Targeted Professional Learning	Ongoing	TJMS Administrators and School Counselors	
Staff Concerns Agenda Item for Grade Level and Leadership Team Meetings	Ongoing	All Staff	

WHY?

- The data clearly suggests that trust is an issue at TJMS. We feel strongly that empowering our staff will result in the empowerment of our students. To that end, we are making a concerted effort to provide our staff with tangible evidence that their voices are heard. This year we included an Instructional Support representative on the TJMS Leadership Team; designed a master schedule that provides Special Education teachers with a Case Management period; restructured Professional Learning days to accommodate personalized learning and planning needs; and revamped School-based Department Meetings to focus on 1:1 instructional coaching.
- The TJMS School Counseling Needs Assessment revealed that two student subgroups do not feel their identity is represented at TJMS. Our TJMS Diversity, Equity, and Inclusion Coordinator along with our grade seven School Counselor, held a focus group meeting with the LGBTQIA+ alliance group and gathered feedback. This feedback is being used to educate staff about the needs of our LGBTQIA+ students as well as partner with AETV to create an infomercial. Currently, TJMS Asian and Black Student Unions are being established as a result of data from the Needs Assessment.

APS

Goal #5: Safety and Mitigation Supports

Guiding Questions:

How are you ensuring that your school community is safe and healthy? What mitigation strategies are you implementing?

1. [Thomas Jefferson Middle School Safety 101](#) - Presentation shared at TJMS October PTA Meeting
2. [TJMS COVID Tracking](#)
3. Hand Sanitizer
 - a. Dispensers and extra-large pumps throughout school hallways
 - b. Dispensers in most six grade classrooms
 - c. Wall dispensers at all entrances
4. Air Purifiers

- a. Placed in all classrooms
- b. Placed in most offices
- c. Four large capacity air purifiers placed in the cafeteria
5. Face Masks
 - a. Required of all staff, students, and visitors
 - b. Extra masks for students, staff and unmasked visitors stored in Main Office
6. Outdoor Lunch
 - a. Available to all students when weather permits
 - b. Additional outdoor tables and benches procured from Arlington County/APS
 - c. Two additional staff hired to supervise outdoor and quiet (IEP required) lunch
7. Indoor Lunch
 - a. Tables numbered and labeled with QR Codes
 - b. Designated indoor dining areas for students who don't choose to go outdoors
 - c. Two additional staff hired to supervise outdoor and quiet (IEP required) lunch
8. Slogan: Keep COVID OUT so that WE can stay IN!

PUSH UPS

- Instructional
 - Additional Math teacher for intervention (Intervention Specialist)
 - Pilot 1-5 teachers transitioning with a group of students
 - Additional EL teacher to support increase in EL enrollment
- Facilities
 - Renovation/Expansion
 - Upgrade the electrical switchgear in the main electrical room inside the boiler room and the main office. The current system is unsafe and doesn't adequately support electrical needs. As a result, we experience power surges, overloads, and damage to equipment. There are no breakers in the panels and there is no ground fault protection.
 - Chiller #1 needs to be replaced as it is at its end of life. There are frequent breakdowns and alarms.
 - Unfinished HVAC work was left disconnected from the 2008 renovation.
 - Current cooling towers have rusted frames and deteriorating insulation
 - Upgrade student restrooms to address challenges with cleaning floor and wall tile.
 - Staff restrooms are needed on the lower level of the building.
 - Welcoming lobby for students, staff, and visitors.
 - New building