



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
SY: 2021-2022**

ATTACHMENT 1A

**Performance Priorities and Actions to be Taken to
Address Student Achievement
2018-2024 APS Strategic Plan**

Department: Kenmore Middle School

Principal: David McBride

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>Math Overall failure rate for students identified as English Learners (EL) in SY 2020-2021 is 92%.</p> <p>Overall failure rate in SY 2020-2021 is 56%.</p>	<p>Goal 1: Students in the 2021-2022 school year, identified as English Learners, will decrease their failure rate on the Spring 2022 Math SOL Test by 5%.</p> <p>Goal 2: Overall failure rate of all students on the Spring 2022 Math SOL Test will decrease by 5%.</p>	<p>Student Success:</p> <p>Multiple Pathways to Success for All Students</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"> 1. Data collection and analysis -KMS Mathematics Data Spreadsheet link (deactivated) to monitor and address student progress on APS common assessments formative and summative, Universal Screener (Math Inventory), VDOE Growth Assessment; with a focus on students scoring BELOW BASIC on BOY MI 2. Administration of Math Inventory to monitor student progress (Beginning, Middle, and End of SY 2021-2022) 3. Instructional coaching planning and reflecting conferences with Math Coach and Math Teachers. 4. Math Strategies for 6th, 7th & 8th Graders 5. Collaborative Learning Teams focus on planning, formative assessments, data analysis and reteaching 6. Use Dreambox adaptive Intervention math program 7. Use V-Math Intervention math program in Math Strategies for 6th Graders Canvas Course 8. Professional learning for Sheltered 	<ol style="list-style-type: none"> 1. Sept 2021 to June 2022 2. Total Assessment Calendar for SY 21-22 3. Ongoing 4. August 2021-June 2022 5. Ongoing 6. September 2021 - June 2022 7. September 2021 - June 2022 8. Ongoing 	<ol style="list-style-type: none"> 1. Math Coach, Math Teachers, Math Administrator 2. STC, Math Coach, Teachers 3. Math Coach, Math Teachers, including EL and Sped Teachers 4. Math Teachers, Students scoring BELOW BASIC on EOY MI SY 2021 5. Math Coach, Math Teachers, Math Administrator 6. Math Coach, Math Teachers, Excel Teachers 7. 6th Grade Math Teachers, 	<ol style="list-style-type: none"> 1. Monitoring occurs weekly during CLTs 2. Measurable growth determined by rise in quantile scores 3. Meeting notes 4. Progress monitoring by teacher, pass/fail 5. Meeting notes 6. Dreambox insight reports 7. End of Module reports 8. Classroom lessons and observations, EL DOJ Tracking link (deactivated)

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)
			Instruction Observation Protocol (SIOP) provided by EL Office for Kenmore Teachers.		Math Coach 8. Teacher of Core	
<p>Reading</p> <p>Grade 6: Of 318 students, 32% are reading at a below basic level, 29% are basic, 17% are proficient, and 22% are advanced. Below Basic/Basic Total: 61%</p> <p>Grade 7: Of 328 students, 28% are reading at a below basic level, 23% are basic, 17% are proficient, and 32% are advanced. Below Basic/Basic Total: 51%</p> <p>Grade 8: Of 298 students, 25% are reading at below basic levels, 24 % are basic, 21% are proficient, and 30% are advanced. Below Basic/Basic Total: 49%</p>	<p>Goal 3: 85% of students reading at basic and below basic levels will achieve their “expected growth goals” as outlined by the Reading Inventory guidelines.</p>	<p>Multiple Pathways to Success for All Students</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"> 1. Re-alignment of Master Schedule <ol style="list-style-type: none"> a. integrate ELD classes b. hire reading certified teachers to teach ELD 3 & 4 Reading classes c. Teachers doing reading intervention were not given a TA so that they could pull groups during this time 2. Using multiple measures (RI and SOL scores from 20-21), all students who required an intervention were placed in a Reading Strategies class or in a Teacher Advisory with an English or Reading Teacher. 3. Administration of the Reading Inventory (BOY, MY, EOY) to monitor student progress. 4. Lexia Word Study strand being implemented as a consistent intervention (Reading 6, EL Reading, SWD Reading, Lifeskills) 5. Instructional coaching conferences with Reading Specialist & Reading/English Teachers (Gen. Ed, EL, & SpEd) 6. Continue using CLT time to focus on planning, common assessments, data analysis and reteaching. <ol style="list-style-type: none"> a. Provide Professional 	<p>July</p> <p>May</p> <p>Timelines set by APS</p> <p>October-May</p> <p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> 1. Director of Counseling & Assistant Principal 2. Assistant Principal & Reading Specialist 3. English teachers 4. Reading teachers 5. ELA teachers 6. ELA & Reading teachers 	<ol style="list-style-type: none"> 1. Master Schedule supports model and reading strategies observed during observations. 2. Students are accurately placed in class to accelerate learning. 3. Measurable growth is determined by the growth goals report generated by the RI universal screener. 4. Monitoring reports from Lexia 5. Log of meetings, meeting schedules and notes; guidance materials, meeting notes 6. CLT Agendas, PL

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>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. Teachers of reading - maintain ATSS spreadsheet of students reading at basic & below basic levels, progress being monitored every</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>7. EL Office & Admin</p> <p>8. ELD Lead Teacher and Assistant Principal</p>	<p>7. Classroom lessons and observations EL DOJ Tracking link (deactivated)</p> <p>8. ATSS spreadsheet</p>
<p>Social Emotional Learning (SEL)</p> <p>Based on 20-21 SEL End of Year Data</p> <p>In the previous school year, part of our SEL goal included the following:</p> <p>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.</p> <p>We saw an increase</p>	<p>Goal 4: By Spring 2022, Kenmore students will report a 10% increase in the number of students who are able to regulate emotions/behavior as indicated by an end of the year SEL self-assessment given to all students in grades 6-8th.</p>	<p>Student well-being:</p> <p>Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.</p>	<ol style="list-style-type: none"> Monthly SEL lessons delivered by counselors Mid-year assessment to measure progress PBIS initiatives (rewarding positive behaviors) Cougar News Segment with Ms. Goodman School Psychologist (episodes focusing on strategies for Emotion Regulation) Investment in additional calming tools (i.e. fidgets) Creation of Calm Down Room in Counseling Office (transformation of storage room into safe space for students to use coping strategies) Professional Development for Counseling Staff and Teacher on Regulating Emotions 	<ol style="list-style-type: none"> October-June January October-June November-June November-June October-June Fall 2021 	<ol style="list-style-type: none"> KMS Counselors Director of Counseling Kenmore Staff School Psychologist PTA Grant Counseling Department and Art Teacher, Art Students Counseling Services 	<ol style="list-style-type: none"> SEL lessons Mid-year assessment results. PBIS Pride Coupon Data Recorded Kenmore Cougar News programs. Pictures of students using calming tools. Picture of calm down room. Professional learning agendas and materials.

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>of 5% (approximately 56.9% of students) stating that it was “Easy/Somewhat Easy” to regulate different emotions and/or behaviors and therefore did not meet our goal of 10%. As a result we will continue to focus on students’ abilities to self-regulate.</p>						
<p>Equity</p> <p>A pre-survey on equitable grading practices administered to 6th grade teachers.</p>	<p>Goal 5:</p> <p>By the end June 2022, 75% of a pilot group of 6th grade teachers will increase their knowledge of equitable grading practices.</p>	<p>Student Success</p> <p>To eliminate inequitable grading practices and to provide more equitable opportunities and outcomes for marginalized students.</p>	<ol style="list-style-type: none"> 1. Pre-survey to determine teacher knowledge of equitable grading practices. 2. Based on the pre-survey, professional learning opportunities will focus on building the capacity of teachers in equitable grading practices. 3. Provide support to pilot group of individual teachers and CLTs with the development of grading rubrics that include student friendly language. 4. Post-survey to determine understanding of equitable grading practices. 	<ol style="list-style-type: none"> 1. November 2. Ongoing 3. Ongoing 4. May-June 	<ol style="list-style-type: none"> 1. Equity and Excellence Coordinator and 6th grade teachers. 2. Equity and Excellence Coordinator and 6th grade administration. 3. Equity and Excellence Coordinator 4. Equity and Excellence Coordinator 	<ol style="list-style-type: none"> 1. Equitable grading practices pre-survey results 2. PL Materials 3. Rubrics 4. Equitable grading practices post survey results

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)