



APS SCHOOL MANAGEMENT PLAN

SY: 2021-2022

Performance Priorities and Actions to be Taken to Address Student Achievement and School Priorities

School: Swanson Middle School

Principal: Renee Harber

PERFORMANCE PRIORITIES <i>Provide description of qualitative and quantitative baseline data analyzed to support development of annual performance goals</i>	ANNUAL PERFORMANCE SMART GOALS <i>List SMART goals based on baseline data focused on key priorities: Student Acceleration, Professional Learning in Literacy and Numeracy, Social and Emotional Learning, Diversity, Equity and Inclusion and School Safety</i>	ALIGNMENT WITH LEADERSHIP PERFORMANCE STANDARDS <i>Indicate goal alignment to following Leadership Performance Standards (Leadership, Climate, Human Resource Management, Organizational Management, Communication and Community Relations, Professionalism, Student Academic Progress)</i>	ACTIONS TO PRIORITIES <i>List specific actions and strategies that will be implemented to support meeting desired goals and outcomes.</i>	TIMELINE FOR ACTIONS <i>List timeline for specific actions and strategies</i>	RESPONSIBLE PARTIES <i>List specific staff who will be responsible for measuring and monitoring progress on desired goals and outcomes</i>	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL <i>List specific evidence that will be used to measure and monitor progress on desired goals and outcomes</i>	RESULTS OF PROGRESS <i>List specific results on desired goals and outcomes</i>								
Increase overall growth in reading performance as measured by state and district assessments	By the end of 2021-22 school year, students demonstrating below basic and basic skills as measured by district Reading Inventory(RI) will demonstrate measurable growth in meeting proficient level or higher skill level	Leadership Organizational Management Student Academic Progress	<p>Weekly grade level ELA and Reading CLT meetings will continue to include more intensive focus on strategies for individual students, including intervention plans, analyzing and using data to inform instruction.</p> <p>Interventionists will use structured literacy practices to build foundational reading skills in word recognition and language comprehension.</p> <p>EL teachers will disseminate EL information such as WIDA levels and instructional resources to support English/Reading CLTs.</p> <p>Staff will use SIOP based strategies, effective for EL's and all learners. These include:</p> <p>Using content and language objectives</p> <p>Building background knowledge</p>	Weekly, intervention, quarterly assessments	Grade level English/Reading CLTs, CORE content teachers, EL teachers, SPED case carriers & Reading Specialist	<p>November: Reading Inventory Data:</p> <table border="1" data-bbox="1929 1105 2139 1333"> <tr> <td>Below</td> <td>12%</td> </tr> <tr> <td>Basic</td> <td>22%</td> </tr> <tr> <td>Proficient</td> <td>20%</td> </tr> <tr> <td>Advanced</td> <td>47%</td> </tr> </table> <p>Growth Assessment</p>	Below	12%	Basic	22%	Proficient	20%	Advanced	47%	<p>January:</p> <p>March:</p> <p>June:</p>
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			<p>Provide learning opportunities for students to align knowledge, skills, and personal interests.</p> <p>Projects</p> <p>Choice boards</p> <p>Ensure equity of access and opportunity across all school programs.</p> <p>Technology usage</p> <p>SIOP strategies</p> <p>Parent communication</p> <p>Math recommendations with parent choice</p> <p>Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.</p> <p>Math Workshop Model</p> <p>Formative activities</p> <p>Dreambox and IXL</p>			<table border="1" data-bbox="1938 532 2260 829"> <thead> <tr> <th>Grade</th> <th>Low Proficient-High Basic</th> <th>Below High Basic</th> <th>Low Proficient and above</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>34 (11%)</td> <td>73 (25%)</td> <td>180 (63%)</td> </tr> <tr> <td>7</td> <td>37 (12%)</td> <td>71 (23%)</td> <td>205 (65%)</td> </tr> <tr> <td>8</td> <td>22 (17%)</td> <td>74 (56%)</td> <td>35 (27%)</td> </tr> </tbody> </table> <p>*Grade 8 only includes Pre-Alg. 8 students *Any VLP students tested are included in this data.</p> <p>Higher level Math enrollment (Asian, Two or more, Hispanic and Black/African):</p> <p>29/91 32% Algebra</p> <p>23/58 40% Algebra, Intensified</p> <p>11/38 29% Geometry</p> <p>62/193 32% PA 7/8</p> <p>19/50 38% PA 6,7,8</p>	Grade	Low Proficient-High Basic	Below High Basic	Low Proficient and above	6	34 (11%)	73 (25%)	180 (63%)	7	37 (12%)	71 (23%)	205 (65%)	8	22 (17%)	74 (56%)	35 (27%)	
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Supporting mental health and social well-being of all students.	<i>During the 2021-2022 school year, Swanson MS students and staff members will strengthen our community by creating and nurturing supportive relationships. Through instructional approaches, community and class activities, students will create a healthy and supportive academic and social emotional relationship with their peers and teacher, and students will be able to identify at least one trusted adult at Swanson, as evidenced by beginning, mid, and end of year survey data.</i>	Leadership Climate Human Resource Management Organizational Management Communication and Community Relations Professionalism	<p><i>In effort to strengthen and maintain a school environment which supports equity and engagement for all students, Swanson staff and students will:</i></p> <p>Participate in weekly STAR lessons and activities developed to nurture positive relationships.</p> <p>Engage in weekly social-emotional support lessons which offer students information regarding bullying prevention, substance abuse, college and career preparation, and academic scheduling.</p> <p>Swanson staff and community will actively work with students to offer methods/strategies in building and maintaining healthy, supportive relationships for students.</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>	Frequent lesson opportunities, Scheduled events, Guest speakers	Schoolwide staff Student affinity groups	<p>November: Student Trusted Adult Survey <u>Of the 93% of student responses, 75%</u> of the students responded positively to the question: <i>Do you have a trusted adult(s) at Swanson TODAY? A trusted adult is:</i> <i>(1) Thoughtful: the person actively listens to you and believes you when you tell them something. (2) Trustworthy: the person is dependable, a confidant and someone you feel comfortable talking to. (3) Respectful: the person is mindful and considerate of your feelings — and your boundaries.</i></p>	<p>January:</p> <p>March:</p> <p>June:</p>

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			<p>Examine the cultural assumptions and stereotypes we bring to the school/classroom settings. 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 cultural events and festivals, exhibiting culturally relevant materials throughout the school, inviting, or local cultural leaders to present to students.</p> <p>In an effort to foster a healthy school climate, peer relationships and behavior deterrent, administration will host Restorative Circles and begin to embed the language, mindset and process into the Swanson community.</p> <p>Preparation, fact-finding, invitation, scheduled Restorative Circles as needed.</p> <p>Student reflection</p>				