



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

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

School: Williamsburg Middle School

Principal: Bryan Boykin

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>
<p>Increase overall student performance on the Reading Inventory</p> <p>2021-22 Fall MI Results for below basic students</p> <p>6-8 Grade HB410 Students</p> <p>21-22 Fall & Spring RI Data</p> <p>20-21 WMS SOL Score Logistics .docx</p>	<p>By the end of the 21-22 school year, all student subgroups will increase reading performance levels between fall and spring assessments.</p>	<p>Student Academic Progress</p>	<p>WMS teachers will provide support through interventions in the areas of reading and writing during wolf time and tier 1 classroom support.</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>Daily / October-June</p> <p>September- June</p> <p>Monthly/quarterly</p> <p>At least 2x Weekly</p>	<p>All WMS teachers</p> <p>All ELA teachers</p> <p>All ELA teachers</p> <p>Fynn, Brown, Wall, Post, Martin, Sicer, Han, Eason, Davidson, Parcham, Allred, Murphy</p>	<p>Individual progress monitoring and discussions through team meetings and intervention program results.</p> <p>Book logs and notebooks in 6th 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>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 best practices, materials, and tools from OG, Bridge the Gap, iXL, and Read Naturally to support identified students.</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> <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> <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, My Virtual Reading Coach, and Bridge the Gap to support identified students.</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. Peer observations on building background knowledge is required for those not EL endorsed.</p>	<p>Daily as needed/ September -June</p> <p>Daily as needed/</p> <p>Assessment given 3x a year/ October, January, and March - April</p> <p>October/ June</p> <p>Ongoing</p>	<p>All ELA teachers</p> <p>Flynn, Brown, Han, Murphy, Board</p> <p>Flynn,Eason, Sicer, Han, Murphy</p> <p>ELA teachers who have not already received the training.</p>	<p>Progress monitoring (shown in watch lists) will show evidence of the impact of interventions, instructional plans and student progress towards EOY benchmarks.</p> <p>Monthly or quarterly progress monitoring through program results, classroom checks, and on demand reports will show student growth and progress towards EOY benchmarks.</p> <p>Maze and oral reading fluency scores will be monitored and analyzed along with formative assessments in class.</p> <p>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> <p>Classroom observations, class environment and teacher lesson plans will demonstrate the implementation of SIOP strategies in the classroom.</p>	
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<p>Increase overall student performance (growth) on the Math Inventory</p> <p>2021-22 Fall Results for below basic students</p> <p>6-8 Grade HB410</p> <p>21-22 Fall - Spring ML Results</p> <p>21-22 Math Watchlist</p>		<p>Student Academic Progress</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 iXL Program 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 Number Sense Routines, Math Workshop Model and Elements of Personalized Learning to support the universal classroom.</p> <p>Implementation of a VMath in 6th and 7th grade math Self Contained Special Ed classes.</p> <p>Implementation of iXL, Delta Math, Desmos and Dreambox in the universal whole classroom population to support student growth..</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>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2021-2022</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>Grade level Sped teachers</p> <p>Grade level Math teachers</p> <p>Grade level Math teachers</p>	<p>Quarterly Assessments Formative Assessment results</p> <p>Scholastic Math Inventory results</p> <p>Individualized intervention program progress monitoring reports</p> <p>Classroom observations, class environment and teacher lesson plans will demonstrate the implementation of SIOP strategies in the classroom.</p>	
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			Teacher smart goal alignment with intervention programs and progress monitoring throughout the year.	Ongoing	Grade level Math teachers	21-22 Math Watchlist	
<p>Your Voice Matters Survey</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>67% of students reported that at least one adult checks in with them to see how things are going in school based on 20-21 WMS survey results</p> <p>59% of students reported that at least one adult checks in with them to see how things are going in school based on 21-22 BOY WMS survey results</p> <p>21-22 BOY Needs Assessment</p>	By the end of the 21-22 school year 70% or more students will report having at least one interaction where an adult checks to see how they are doing academically, socially, or emotionally.	Climate	<p>Teacher advisory meetings using Responsive Advisory curriculum to support organization and build relationships</p> <p>TA Scope & Sequence</p> <p>Social emotional lessons</p> <p>Small group and individual counseling</p> <p>School Counseling check-ins</p> <p>Academic/Career Planning lessons</p>	<p>Weekly</p> <p>Ongoing</p>	<p>TA Teachers</p> <p>Student Services Staff</p> <p>Counselors</p> <p>Counselors</p> <p>Counselors</p>	<p>Student feedback from school generated survey</p> <p>Your Voice Matters Survey</p>	

	Create a more inclusive environment where underrepresented populations see diverse representation in the classroom and school community	Climate / Communication /Community Relations	<p>"Cultivating Genius" book study for instructional leadership team</p> <p>"Grading for Equity" book study cohort</p> <p>"Champions of Change" series focusing on the accomplishments/contributions of minorities to society</p> <p>Increase visual representation of diverse cultures on campus</p> <p>"Equity Cafe" focused discussion series</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>WMS ILT</p> <p>WMS Equity Coordinator</p> <p>WMS Equity Coordinator</p> <p>WMS Equity Team</p>	Staff/Student survey feedback	