



**APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2017-2018**
School Performance Priorities and Actions to be Taken
to Address Student Achievement

School Name: Jamestown Elementary School

School Principal: Kenwyn Schaffner

Goal One: Focused on Reading

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>Reading</p> <table border="0"> <tr> <td>SOL</td> <td>SY15</td> <td>SY16</td> <td>SY 17</td> </tr> <tr> <td>All</td> <td>93%</td> <td>97%</td> <td>98%</td> </tr> <tr> <td>GG1</td> <td>63%</td> <td>85%</td> <td>88.2%</td> </tr> <tr> <td>PA</td> <td>42%</td> <td>49%</td> <td>44.0%</td> </tr> </table>	SOL	SY15	SY16	SY 17	All	93%	97%	98%	GG1	63%	85%	88.2%	PA	42%	49%	44.0%	<p>Reading Goal One</p> <p>Students designated as Gap Group One will improve reading achievement, as measured by the 2018 Reading SOL from a pass rate of 88.2% for the 2016-2017 SY to 89% for the 2017-2018 SY.</p> <p>The percentage of students scoring in the advanced range on the 2018 Reading SOL will improve from 44.0% for the 2016-2017 SY to 48% for the 2017-2018 SY.</p>	<p>Ensure that every child is challenged and engaged</p> <p>Eliminate achievement gaps</p> <p>Provide optimal learning environments</p>	<p>Systematic utilization (K-Grade 5) of current APS ELA planning documents available on Canvas</p> <p>K-Grade 5 language arts instruction based on TC Units of Study in Reading and Writing, Step Up to Writing, and APS language arts secondary resources</p> <p>Systematic guided reading instruction to facilitate a balanced literacy approach</p> <p>Grade level PLCs focused on staff development, analysis of data, collaborative planning, common assessments, and development of interventions and extensions</p> <p>Classroom libraries created to provide challenge and choice in reading, and mentors texts for writing, to strengthen the workshop models</p> <p>Flexible library scheduling to enable classroom teacher to co-teach with the librarian, focusing on objectives identified through PowerSchools</p>	<p>10/17-6/18</p> <p>9/17-6/18</p> <p>9/17-6/18</p> <p>9/17-6/18</p> <p>10/17-6/18</p> <p>10/17-6/18</p>	<p>Administrators, Reading Specialists, Special Educators, RTG, ITC, Librarian, ESL Teacher, and Classroom Teachers</p> <p>Classroom Teachers, Reading Specialists, and Librarian</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, and walk through checklists</p> <p>Classroom library inventories and students' reading logs</p> <p>Online library schedule, co-teaching lesson plans</p>
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			<p>ATSS: Specific language arts interventions and extensions for targeted students including: Reading Recovery Orton Gillingham Level Literacy Intervention (LLI) Read Naturally My Reading Coach William and Mary Gifted Units of Study</p> <p>Gap Group 1 (GG1) Quarterly data meetings focused on the needs of each student in GG1</p>	<p>9/17-6/18</p> <p>11/17-6/18</p>	<p>Administrators, Reading Specialists, Special Educators, RTG, ITC, Librarian, ESL Teacher, and Classroom Teachers</p>	<p>Lesson plans, classroom data sheets, and documentation of individual interventions</p>

Goal Two: Focused on Math

<p>SCHOOL PERFORMANCE PRIORITIES (Based on Summative Performance Data)</p>	<p>ANNUAL PERFORMANCE GOALS</p>	<p>ALIGNMENT WITH STRATEGIC PLANNING GOALS</p>	<p>ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)</p>	<p>TIMELINE FOR ACTIONS</p>	<p>RESPONSIBLE PARTIES (Be Specific)</p>	<p>EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Progress Monitoring at 30, 60, 90 and 120 Days)</p>
<p>Math SOL SY15 SY16 SY17 All 95% 98% 97% GG1 69% 83% 81.1% PA 51% 52% 51.3%</p>	<p>Math Goal Two Students designated as Gap Group One will improve math achievement, as measured by the 2018 Math SOL from a pass rate of 81.1% for the 2016-2017 SY to 82% for the 2017-2018 SY. The percentage of students scoring in the advanced range on the 2018 Math SOL will improve from 51.3% for the 2016-2017 SY to 58% for the 2017-2018 SY.</p>	<p>Ensure that every child is challenged and engaged</p> <p>Eliminate achievement gaps</p> <p>Provide optimal learning environments</p>	<p>Systematic utilization (K-Grade 5) of current APS Math planning documents available on Canvas</p> <p>SMART Goals of all K-Grade 5 classroom teachers and special education teachers focused on numeracy/number sense</p> <p>Each grade level (K- Grade 5) PLC will focus on staff development, analysis of student data, collaborative planning, creation of common assessments, and development of instructional interventions and extensions</p> <p>The mandatory grade level collaborative math planning documents are used by classroom teachers, special educators, RTG, ITC, and administrators</p> <p>Systematic utilization K-Grade 5 of research-based math resources including: Kathy Richardson's, <u>Assessing Math Concepts</u>, Susan O'Connell, <u>Problem Solving and Fact Fluency Resources</u> <u>Math Solution</u>, and NCTM <u>Learning Station Resources</u>.</p> <p>Systematic Implementation of Math Workshop Model (K-Gr 5) including:</p> <ul style="list-style-type: none"> Emphasis on process standards: problem solving, reasoning and proof, 	<p>10/17-6/18</p> <p>10/17-6/18</p> <p>9/17-6/18</p> <p>10/17-6/18</p> <p>10/17-6/18</p> <p>9/17-6/18</p>	<p>Administrators, Math Coach, Special Educators, RTG, ITC, Librarian, ESL Teacher, & Classroom Teachers</p> <p>Administrators, Math Coach, RTG, ITC, ESL Teacher, & Classroom Teachers</p>	<p>PLC agendas, PLC minutes, grade level planning documents, administrators' formal observation reports, and walk through checklists</p> <p>Grade level planning documents, lesson plans, observations, and walk through checklists</p>

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			<p>grade level</p> <ul style="list-style-type: none"> • Kathy Richardson’s “Developing Number Concepts: Curriculum and Assessments” • Reflex Math • Exemplars and problem solving • Blended and extended curriculum • Compacting and extending math curriculum • Math contracts for extensions • Project “M2 & M3: Mathematical Minds Curriculum” for students performing above grade level • In Grade 5, implementation of 5-6 Extended Curriculum <p>Math Professional Development Seven teachers (K-Grade 5) completed “APS Math Workshop Content Academy”. Each member of Math Content Committee completed “APS Math Workshop Academy”</p> <p>Principal, RTG, & ITC attended NCTM Conference on Productive Struggle summer 2017</p> <p>Teachers (K-Grade 2) participated in summer training on new math standards presented by APS Math Department</p> <p>During pre-service week, Math Content Committee presented half day PD to teachers (K-Grade 5) focused on math workshop</p>	<p>9/2017</p> <p>7/2017</p> <p>8/2017</p> <p>8/2017</p>	<p>Classroom Teachers</p> <p>Principal, RTG, and ITC</p> <p>11 Classroom Teachers</p> <p>Math Content Committee and Teachers</p>	<p>ERO Reports</p> <p>Conference Certificates</p> <p>ERO Reports</p> <p>Agendas and Feedback forms</p>

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			Teachers (K-Grade 5) attended two hour PD during pre-service week on new 2016-2017 "VA Math Standards"	8/2017	24 Classroom Teachers	ERO Reports
			Members of the Math Content Committee will facilitate collaborative planning meetings with their grade level teams	9/17-6/17	Math Content Committee	PLC Agendas and PLC Minutes
			Members of the Math Content Committee will focus on school wide PD on "Math Mindset" and "Productive Struggle" at PLC and staff meetings	12/17-6/17	Math Content Committee	PLC/Staff Mtg Agendas and PLC/Staff Mtg Minutes
			Each quarter, teams (K-Grade 5) will participate in half day PD & collaborative planning focused on math standards and math workshop	11/17-6/17	Classroom Teachers	Agendas and Feedback forms
			Ten teachers will attend the NCTM Annual Math Conference in Washington D.C. held in April 2018	4/2017	Math Content Committee	Conference certificates
			RTG will participate in George Mason University course, MATH 600: Spatial Reasoning, with a focus on the Lesson Study process in fall 2017	9/17-12/17	RTG	GMU transcript
			Currently fifteen Jamestown teachers/administrators participating in the Stanford University Math Mindset course	9/17- 6/18	Principal, and 14 teachers	Course transcripts
			Math Connections with Families Math related information included in weekly (K-Grade 5) eNewsletters	9/17- 6/18	Classroom Teachers	Copies of Classroom Teachers' eNewsletters

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			<p>Math Content Committee will present on mindset and productive struggle at PTA Meeting</p> <p>Math Content Committee will facilitate a math workshop for parents related to “Productive Struggle in Math” and “How to Question Children in Math”</p> <p>Principal will provide parents with Math Mindset resources focused on productive struggle in her weekly APS Talk eNewsletter</p>	<p>1/18</p> <p>2/18</p> <p>11/17 - 6/18</p>	<p>Math Content Committee</p> <p>Math Content Committee</p> <p>Principal</p>	<p>Presentation notes and feedback forms</p> <p>Presentation notes and feedback forms</p> <p>Copies of Principal’s eNewsletters</p>

Goal Three: Focused on the Whole Child

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>Promoting a culture of flexible mindset is critical in creating a reflective teaching and learning environment and in supporting the needs of the whole child</p> <p>Jamestown administrators and teachers believe that improving the “Growth Mindset” of our students and our staff will lead to:</p> <ul style="list-style-type: none"> Equitable access to advanced learning opportunities Cultivation of the social and emotional skills of perseverance and resiliency Students developing a better understanding of how their brains work Staff developing strategies for providing feedback and praise when students select difficult tasks <p>To accomplish this goal, the following resources will be used by Jamestown administrators and teachers: <u>The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for</u></p>	<p>Goal 3 Whole Child</p> <p>80% of the students in grades 2-5 will improve in the characteristics and attitudes of a “Growth Mindset” by at least one point as measured by “Growth Mindset” student surveys in November 2017 and June 2018.</p>	<p>Provide optimal learning environments</p> <p>Meet the needs of the whole child</p>	<p>By 11/9/17 students in grades 2-5 will use their iPads to complete a Google Form survey measuring their characteristics and attitudes related to a “Growth Mindset”</p> <p>Staff will focus teaching and learning around monthly themed “Growth Mindset” activities:</p> <ul style="list-style-type: none"> November: <i>Everyone can learn</i> December: <i>My brain is like a muscle</i> January: <i>Productive struggle and how we respond to struggle</i> February: <i>We love a challenge and taking appropriate risks</i> March: <i>How do we learn from our mistakes?</i> April: <i>Flexibility and I can solve problems in many different ways</i> May: <i>The power of yet!</i> June: <i>Reflections on our year</i> <p>Jamestown staff will lead professional development activities for staff related to the “Growth Mindset” monthly themes during staff meetings</p> <p>Jamestown staff will develop specific language that focuses on developing “Growth Mindset.” This language will be shared during staff meetings, PLC</p>	<p>11/1/17 - 11/9/17</p> <p>11/17 - 6/18</p> <p>11/17 - 6/18</p>	<p>Classroom Teachers</p> <p>All Instructional Staff</p> <p>Leadership Team, Grade Level Team Leaders, and RC Content Committee</p>	<p>Analysis of Google Form survey results 11/17</p> <p>Staff-created materials, lesson plans, observations by administrators, meeting agendas, student work, and home-school communication</p> <p>Staff meeting agendas, administrator and teacher-created materials, and social media communication</p>

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<p><u>Empowering Students to Achieve</u> by Annie Brock and Heather Hundley</p> <p><u>A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth</u> by Kristine Mraz and Christine Hertz</p> <p><u>Mindsets in the Classroom: Everything Educators Need for Building Growth Mindset Learning Communities</u> by Mary Cay Ricci</p>			<p>meetings, in written communication, and in school social media communication</p> <p>Jamestown staff will provide embedded professional development during Math PLC meetings related specifically to the “Growth Mindset” characteristic of “Productive Struggle,” which supports Goal Two</p> <p>During classroom morning meetings, teachers will deliver specific lessons related to monthly themed “Growth Mindset” activities</p> <p>Staff will provide a parent workshop on “Growth Mindset” at a PTA Meeting</p> <p>The Principal will share “Growth Mindset” resources in weekly Parent eNewsletters and with staff in weekly Admin Messages</p> <p>The counselor will use the results of the survey to form groups to help students develop a flexible mindset and use data for her SMART goal</p> <p>By 6/7/18, students in grades 2-5 will use their iPads to complete a Google Form survey measuring their characteristics and attitudes related to a “Growth Mindset”</p>	<p>11/17 - 6/18</p> <p>11/17 - 6/18</p> <p>3/18</p> <p>11/17 - 6/18</p> <p>11/17 - 6/18</p> <p>6/17</p>	<p>Math Coach, RTG, ITC Grade Level Team Leaders, and Classroom Teachers</p> <p>Classroom Teachers and Counselors</p> <p>Leadership Team and Classroom Teachers</p> <p>Counselor</p> <p>Classroom Teachers</p>	<p>PLC meeting agendas</p> <p>Teacher-created materials, lesson plans, morning messages, and observations by administrators</p> <p>Presentation notes, social media communication, and feedback forms of participants</p> <p>Copies of Principal’s weekly APS Talk eNewsletters and Admin Messages</p> <p>Analysis of Counselor’s SMART goal results and student feedback forms</p> <p>Analysis of Google Form survey results 6/18</p>

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