

Strategic Plan Goal Area (Dropdown)	Strategic Plan Performance Objectives (Dropdown)	School Performance Goals	Strategic Plan Strategies (Dropdown)	School Actions	Timeline for Actions	Responsible & Accountable Parties (Be Specific)	Strategic Plan Measures (Dropdown)	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Increase rates of success for English Learner Students and Students with Disabilities by 15% on the SOL Reading Test	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	<p>1. Decoding Deficits</p> <p>a. Professional Development & Coaching Professional development and ongoing coaching will be provided by the MSRT to all reading, SWD (including Lifeskills), and EL 1-4 teachers.</p> <p>Professional Learning in September focused the administration of the CORE Phonics Survey and how to use the results of said survey to diagnose specific decoding deficits. Ongoing PL and 1:1 coaching is being provided all teachers of reading to focus on how to make instructional decisions based on the results of the assessment.</p> <p>Through CLTs and/or individual coaching cycles, the MSRT is buliding the capacity of SWD and EL teachers in the scince of reading. This includes (1) research, (2) how to design instruction using a structured literacy/multi-sensory approach, (3) the creation and use of formative assessments in syllable patterns, and (4) using ongoing assessment to discern between reading gaps and reading deficits. Coaching cycles include modeling, co-planning, and co-teaching, differentiated based on the background of each teacher.</p> <p>The MSRT attends SpEd Department meetings and afterschool meetings in conjunction with the SpEd department lead to support goal development and instructional deceisions based on standardized testing and in-house diagnostics. Data interpretation is also provided during each testing window - the focus changes with the window and requirements.</p> <p>b. Instructional Materials The MSRT created direct instruction to be delivered through all reading classes (7/8 strategies, reading 6, EL sheltered and self-contained clasess) on the 6 syllable types. These lessons follow a structured literacy approach and include explicit, systematic instruction of each syllable pattern, with both guided and independent practice. Multisensory supports and activities are included for students who demonstrate the need (ie. sound tapping, elkonin boxes, sound/word sorts, color tiles, etc). Anchor charts and think alouds have been normed across the classrooms and aligned vertically.</p> <p>2. Grammar Instruction & Allignment 8th grade teacher & MSRT met over the summer to analyze Writing SOL MC scores and writing samples. Each grade level now has assigned released SOL prompts and student samples to norm expectations of passing scores and guide instructional decisions. Each grade level administered a BOY Grammar Diagnostic to inform instructional decisions. A portion of each ELA department meeting is dedicated to discuss grammar instruction to enhance vertical alignment and adjust rigor in 6th/7th grade to meet the needs of 8th. All EL & SpEd students have access to Lexia Grammar Strand & teachers can use resources to provide targeted intervention. Syntactical awareness increases reading comprehension.</p> <p>3. Reading Comprehension ELA & Reading Classes CLTs meet 2x/week with the MSRT: Day 1 focuses on the development of differentiated instructional materials based on the new HMH curriculum. This includes scaffolds and extensions as well as discussions around increasing engagement and student talk. Re-teaching/intervention resources are pulled from Lexia Comprehension (anchor charts, skill builders, etc). Day 2 focus on data discussions and instructional next steps based on said formative check-ins. Teachers with schedules that do not allign with grade level CLTs meet 1:1 with the MSRT. This is the case for Reading 8 Self-Contained (teacher + co-teacher 1x/week every week), and Interlude and Lifeskills as needed.</p>	22-23 school year	Principal and Admin Team, MSRT, ELA, EL, & Reading & Special Education Teachers	M-SS-1-Reading SOLs	<p>Pass rate in 2021-22 on the SOL Reading for EL was 20%</p> <p>Pass rate in 2021-22 on the SOL Reading for SWD was 44%</p> <p>Kenmore 22-23 ELA Data (Master Document) Breakdown of Master Document</p> <p>1. Decoding Core Phonics Survey: complete DIBLES ORF: complete</p> <p>2. Grammar Instruction & Allignment Grammar Diagnostics: complete, not combined onto one spreadsheet yet; Due Nov. 2</p> <p>3. Reading Comprehension VDOE SDBQ Report (by student & by grade): Complete DIBLES Maze: complete F & P: Due Nov. 19 Power Standards Assessments: waiting for common assessments from ELA Office (via Lauren Johnson)</p>

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>Increase overall pass rate for success on Math SOL by 15%</p> <p>Increase overall pass rate for EL on the Math SOL by 15%</p> <p>Increase overall pass rate for SWD on the Math SOL by 15%</p>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	<p>All classes in grades 6-8 will continue to implement and strengthen a math workshop model to include a number sense routine focused on the facilitation of oral language and academic math vocabulary.</p> <p>All classes in grades 6-8 will continue to implement and strengthen Sheltered Instruction Observation Protocols focused on Components: Building Background and Practice/Application and its Features: Emphasize key vocabulary, Apply content and language knowledge, and integrate all language skills (reading, writing, listening and speaking).</p> <p>Math teachers will monitor and analyze student formative assessment data weekly to address student needs during weekly CLT meetings</p> <p>Students scoring in the Below Basic range on the BOY Math Inventory will receive cycles of intervention to repair gaps in proficiencies.</p> <p>Progress monitoring throughout the school year using Math Inventory, Virginia Growth Assessments, APS Quarter 3 Benchmark</p>	<p>22-23 School Year</p> <p>BOY, MOY, EOY 90 minute observations of student math discourse during math classes (template provided by APS Math Office</p> <p>BOY: teacher self-report survey; MOY & EOY: Coach and Math Admin walk-throughs; EOY: teacher self-report survey. PD provided at monthly Math Department meetings. (Coach)</p> <p>Weekly CLT mtgs- review of common assessment data</p> <p>ATSS data spreadsheets and parent notification letters</p> <p>KMS Math Watchlist SY2022-2023</p>	<p>Accountable: Math Administrator</p> <p>Responsible: Math Coach, Teachers</p>	M-SS-3-Math SOLs	<p>Pass rate for Mathematics SOL 2022 all students was 54% SWD overall - 30% EL overall - 23%</p> <p>Baseline of data we will be monitoring toward goal: Beginning of Year Math Inventory data for ALL: 468 out of 895 students (52%) in grades 6 - 8 scored in the Below Basic level of proficiency. 6th: 141/282 (50%) 7th: 178/297 (60%) 8th (including Algebra): 149/316 (47%) MI excludes Geometry, Intensified students</p> <p>BOY MI for EL: 261 out of 338 students (77.2%) in grades 6-8 scored in the Below Basic level of proficiency. 6th: 82/124 (66.1%) 7th: 121/145 (83.4%) 8th: 58/69 (84%)</p> <p>BOY MI for SWD: 130 out of 152 students (85.5%) in grades 6-8 scored in the Below Basic level of proficiency. 6th: 42/54 (77.7%) 7th: 43/43 (100%) 8th: 45/55 (81.8%)</p>
Engaged Workforce	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.	The staff will respond with a 10% favorable increase to the following question from the 2022 YVM survey: How often during the current school year have you recieved recognition for doing good work? (2022 YVM result: 15%)	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	<p>The school will initiate a year long appreciation program by acknowledging the contributions staff have made acrosss the organization resulting in more staff feeling appreciated and engaged with the school community.</p> <p>A sunshine social committee will be established to plan a variety of activities and programs to increase staff morale.</p> <p>The school will host staff appreciation luncheons in partnership with various groups including the PTSA.</p> <p>Team leaders will plan various activites on each floor to encourage comaraderie amongst staff.</p>	22-23 School Year	Admin Team, Sunshine Committee, Team Leaders	M-EW-4-YVM Staff: Climate Results	YVM 2022 Result

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Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	6th Grade Mentoring Group will demonstrate 90% completion of A Space of Their Own program goals	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.	The DEI Coordinator will initiate a partnership with A Space of Their Own and the Washington Forrest Foundation to provide ongoing mentorship to 6th grade students	November to June	Principal and DEI Coordinator	M-SS-16-Grades	2021-22 Grades and Attendance; 2022-23 MP 1 Grades and Attendance; BOY, EOY program surveys
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	By June 2023, 80% of families participating in Parent-Teacher-Partnerships (Family Engagement) will partner with a teacher to support learning and 90% will respond favorably to feeling more connected with the school as an educational partner.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	Host Parent Teacher Partnership workshops and train teachers on the PTP-family engagement framework.	November to June	Principal and DEI Coordinator	M-P-7- Focus groups	YVM 2022 Result
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By June 2023, 70% of students participating in the 2023 Your Voice Matters Survey will respond favorably (as indicated by a response of "quite connected" or "extremely connected") to feeling connected to their peers at Kenmore Middle School.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	Increase student engagement through school activities both during and after school hours (i.e. clubs, sports, extracurriculars, community and/or family events).	22-23 School Year	Director of Counseling Services (Kaitlin Bresnahan), Activities Director (Tommy Baugh), Student Services Team, Administration, SEL Lead (Ethan Oakley)	M-SWB-3-YVM Student: School Climate	YVM 2022 Result. Data from the Spring 2022 survey indicated that only 48% of students responded favorably to feeling connected to their classmates at Kenmore. This finding is particularly concerning as it marked an 8% decrease from the previous school year; a percentage that falls below the APS middle school average, and the average for the entire county. Finally, when taking a closer look at the data, the number of females who felt connected to classmates was 10% lower than males.