

**OVERARCHING SCHOOL GOAL:** Amelia County Middle School will seek to close achievement in all identified subgroups included in state accreditation calculations, to meet state accountability benchmarks of 75% passing in English and 70% passing in Math and Science by 2023. We will also continue to seek ways to enhance the learning experience for all students.

**Virginia’s Continuous School Improvement Planning Process**

<b>SMART GOAL #1</b>				
<b>DOMAIN:</b> English / Language Arts				
<b>SMART Goal(s):</b> To increase academic growth and achievement for our Black and Students with Disabilities student groups, in order to meet SOL requirements of 75% pass rate or meet state required growth metrics.				
<b>ACTION PLAN</b>				
<p><b>Action Step 1:</b> Identify the number of students who have an IEP for collaborative class assignment.</p> <p><b>Step 2:</b> Create a master schedule with 2 collaboration classes per grade level.</p> <p><b>Step 3:</b> Adjust personnel to allow for two teachers per collaborative class.</p> <p><b>Step 4:</b> Creation of grade level teams to monitor student performance.</p>				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Students with disabilities	<ul style="list-style-type: none"> <li>Continuous meetings with SPED Coordinator during the Master Schedule creation process.</li> <li>Review IEP’s to determine the best classroom situation for our students with disabilities.</li> <li>Student performance on NWEA MAP assessment documenting growth in the area of English.</li> <li>Implementation of resources from the <a href="#">VDOE Deeper learning conference</a> into classroom learning structures.</li> </ul>	Principal, Special Education Coordinator and Case manager.	<ul style="list-style-type: none"> <li>Annually for Master Schedule development.</li> <li>IEP review will be ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Administration and SPED Coordinator for Master Schedule assignments.</li> <li>SPED coordinator and Case Manager for IEP review.</li> </ul>
ExEd teachers	<ul style="list-style-type: none"> <li>Team members are attending several sessions for Professional Learning (Orton Gillingham) to address the needs of students.</li> <li>Incorporation of <a href="#">high yield instructional strategies</a> into lesson plans and collaborative practices.</li> </ul>	Administration SPED Coordinator Director of Federal Programs	<ul style="list-style-type: none"> <li>May 2021</li> <li>Ongoing for incorporating strategies into lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and SPED Coordinator.</li> </ul>

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Black Student achievement growth.	<ul style="list-style-type: none"> <li>Creation of grade level teams within the <a href="#">Master Schedule</a>.</li> <li>Schedule for weekly collaborative planning meetings between grade level teachers to ensure there is collaboration in lesson planning, parent communication/contact, grading, and tracking of student data.</li> <li>Incorporation of <a href="#">high yield instructional strategies</a> into lesson plans and collaborative practices.</li> <li>Implementation of resources from the <a href="#">VDOE Deeper learning conference</a> into classroom learning structures.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Team Leaders</li> <li>Counselors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Annually for Master Schedule development.</li> <li>Weekly for grade level meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Counselors</li> </ul>
Use data provided to inform and differentiate instruction to meet the needs of all students.	<ul style="list-style-type: none"> <li>Bi-weekly collection of data for monitoring and sharing.</li> <li>Quarterly tier movement tracking.</li> <li>Use of Fall-Winter MAPS and Winter-Spring MAPS to gauge achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>SPED Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Biweekly</li> <li>Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Admin</li> <li>Teachers</li> <li>SPED Coordinator</li> <li>Case managers</li> </ul>

**Action Step 2:** Create a master schedule with 2 collaboration classes per grade level.

<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Grades 6-8 Students with disabilities	<ul style="list-style-type: none"> <li>Identify the number of students with an IEP requiring collaborative assignment.</li> <li><a href="#">Master schedule</a> that identifies teacher assignments in the collaborative setting.</li> <li>Adjust personnel to allow for two teachers per collaborative class.</li> </ul>	<ul style="list-style-type: none"> <li>Admin</li> <li>SPED Coord</li> <li>Case Managers</li> </ul>	<ul style="list-style-type: none"> <li>Annually for Master Schedule development.</li> <li>Ongoing as placement modifications are needed.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>SPED Coordinator</li> <li>Case Managers</li> </ul>

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<b>Action Step 3:</b> Add additional licensed special education teachers to cover collaborative sections in order to provide certified teachers in support of student growth.				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Grades 6-8 Students with disabilities	<ul style="list-style-type: none"> <li>Contracted personnel will be hired based upon both federal and state guidelines to support</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>SPED Coordinator</li> <li>Human resources Manager</li> </ul>	Ongoing	School administrators will consult with the SPED coordinator on a continual basis and make recommendations based upon the number of students requiring SPED services.
<b>Step 4:</b> Creation of grade level teams to monitor student performance, increase teacher collaboration.				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
Grades 6-8 Students with disabilities	<ul style="list-style-type: none"> <li>Creation of grade level teams within the <a href="#">Master Schedule</a>.</li> <li>Implementation of data-driven decision making and action-planning to ensure that all students meet goals for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>SPED Coordinator</li> <li>Case Managers</li> </ul>	<ul style="list-style-type: none"> <li>Annually for Master Schedule development.</li> <li>Weekly grade level meetings.</li> <li>Annually during IEP review.</li> </ul>	<ul style="list-style-type: none"> <li>School administrators</li> <li>SPED Coordinator</li> <li>Case Managers</li> </ul>

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**SMART GOAL #2**

**DOMAIN:** Safe and Orderly Schools

**SMART Goal(s):** Cultivate a culture of mutual respect and cooperation and decrease the number of referrals written by 20%.

**ACTION PLAN**

**Action Step 1:** Engage teachers and leaders in regularly scheduled collaborative practices focusing on high level instructional strategies and reducing student conflict during Professional Learning activities utilizing the [8 Strategies Marzano and Hattie](#) and [Marzano High Yield Strategies](#).

**Action Step 2:** Implement the [Olweus Bullying Prevention Program](#)

**Action Step 3:** Coordinate building level [VTSS strategies](#).

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Grades 6, 7 and 8.	<ul style="list-style-type: none"> <li>Decrease in the number of referrals written.</li> <li>Decrease in the number of Out of School suspensions issues under the category of defiance/refusing requests.</li> <li>Increase in the number of positive referrals written.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Counselors</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul> Monitoring will take place on a bi-weekly basis.

**Action Step 2:** Implement the [Olweus Bullying Prevention Program](#)

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
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<p>Grades 6, 7 and 8.</p>	<ul style="list-style-type: none"> <li>Completed training on the Olweus Bullying Prevention Program</li> <li>Establishment of a school-based Bullying Prevention Coordinating committee.</li> <li>Training of staff in Bullying Prevention.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Federal Programs (for initial training).</li> <li>ACMS Bullying Prevention Coordinating Committee</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Initial training was completed in November 2020.</li> <li>Ongoing training as needed for staff and new members to ACMS.</li> </ul>	<ul style="list-style-type: none"> <li>Site supervisor is responsible for the ongoing training of staff and committee members on an as needed basis.</li> </ul>
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**Action Step 3:** Coordinate building level VTSS strategies.

<p><b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i></p>	<p><b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i></p>	<p><b>Person(s) Responsible for Implementation</b></p>	<p><b>Timeframe</b> <i>(Beginning to End Dates)</i></p>	<p><b>Person(s) Responsible for Monitoring and Frequency</b></p>
<p>Grades 6, 7 and 8.</p>	<ul style="list-style-type: none"> <li>Completed training on <a href="#">Virginia Tiered Systems of Support</a>.</li> <li>Implementation of VTSS/<a href="#">PBIS</a> student support strategies into school operations.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Federal Programs (for initial training).</li> <li>Administration</li> <li>VTSS School based Committee</li> </ul>	<ul style="list-style-type: none"> <li>Initial training is underway.</li> <li>Ongoing training for staff and new members to ACMS.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>VTSS School based committee.</li> </ul> <p>Monitor on an ongoing basis through monthly meetings.</p>

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<b>SMART GOAL #3</b>				
<b>DOMAIN:</b> Professional Development for Teaching and Learning				
<b>SMART Goal(s):</b> Improve and increase teachers' capacities and competencies through attendance of at least three meaningful professional development opportunities.				
<b>ACTION PLAN</b>				
<b>Action Step 1:</b> Align Professional development activities with student improvement goals.				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
ACMS Faculty	<ul style="list-style-type: none"> <li>Create an internal professional development schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul> Monthly monitoring
ACMS Faculty	<ul style="list-style-type: none"> <li>Provide a list of internal and <a href="#">external training opportunities</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul> Monthly monitoring
ACMS Leadership Team	<ul style="list-style-type: none"> <li>Issuing the book "Execution: The Discipline of Getting Things Done."</li> <li>Completed meeting agendas which document discussion points.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>August 2020-January 2021</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> </ul> Weekly discussions
ACMS Faculty	<ul style="list-style-type: none"> <li>Issuing the book "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students."</li> <li>Completed meeting agendas which document discussion points.</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>August 2020-May 2021</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Math Specialist</li> <li>Literacy Specialist</li> <li>Administration</li> </ul> Discussions to occur as part of Tweekly Team and Monthly faculty meetings.

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**SMART GOAL #4**

**DOMAIN:** Family and community Engagement

**SMART Goal(s):** Increase the number of school sponsored events in order to create more opportunities for school-family partnerships.

**ACTION PLAN**

**Action Step 1:** Conduct roundtable meetings to help reiterate schoolwide expectations.

**Action Step 2:** Quarterly activity with the principal to promote positive news about the school.

<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
ACMS Parents and guardians	<ul style="list-style-type: none"> <li>Creation of a plan for informing parents based upon <a href="#">parent surveys</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Counselors</li> </ul> Monthly monitoring
ACMS Parents and guardians	<ul style="list-style-type: none"> <li>Creation and distribution of the <a href="#">Principal meet and greet</a> schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul> Monthly monitoring

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