



# School Education Plan

Seth Kennard, Principal

Nancy Ritter, Assistant Principal

Charles Barrett Elementary 2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their math skills as measured by the Standards of Learning (SOL) Mathematics Assessment to meet or exceed the targets listed.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their reading skills as measured by the Standards of Learning (SOL) Reading Assessment to meet or exceed the targets listed.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-2018 school year, all 5 <sup>th</sup> grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the Standards of Learning (SOL) Science Assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness



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		<input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	By the end of the 2017-2018 school year, at least 90% of teachers will agree or strongly agree that teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	By the end of the 2017-2018 school year Charles Barrett teachers will increase their knowledge in and application of Specially Designed Instruction (SDI) strategies, resulting in increased student achievement in Mathematics and Reading as measured by the Standards of Learning Assessment at or above the target scores listed.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

**SMART Goal 1 (Mathematics):**

During the 2017-18 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their math skills as measured by the Standards of Learning (SOL) Mathematics Assessment to meet or exceed the targets listed.

**Evidence:**

*This smart goal will be measured by the end-of-year Standards of Learning (SOL) Mathematics Test performance.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	90.45%	87.37%	84%	85.6%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	78.57%	73.03%	68%	71.2%
Proficiency Gap Group 2: Black	81.81%	77.5%	72%	74.8%
Proficiency Gap Group 3: Hispanic	81.39%	78.26%	74%	76.6%
Asian	TS	TS	TS	TS
Economically Disadvantaged	78.94%	69.84%	67%	70.3%
Limited English Proficient (LEP)	75.75%	70.73%	70%	73%
Students with Disabilities (SWD)	58.33%	61.11%	42%	47.8%
White	97.24%	95.14%	94%	94.6%

**Rationale:**

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in mathematics for the past seven years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. We have also done extensive research on current best practices in math, in areas such as language acquisition, fact fluency, student discourse, and executive function skills. Our professional development is always based upon the balance among the student needs, research, and best practices.*
- *Given our data and the anticipated changes to our annual measurable objectives (AMOs) through the Every Student Succeeds Act (ESSA), our 2017-2018 targets will be for all students and students within each subgroup to meet or exceed the AMOs. During the 2016-2017 school year, fourth and fifth grade students took a new format of the Mathematics Standards of Learning, the Computer Adaptive Test (CAT), which increases or decreases the difficulty of each item based upon students' individual responses, which may have accounted for the slight drop in scores from last year. We also noted a decline in the performance of students with special education services, which data analysis revealed could have been*

*impacted by a high number of new students to our school for the SY17 school year.*

- *Our data sources include the SOLs for grades 3 - 5, and AIMSweb data for grades K - 1. Grade 2 data includes the Math Diagnostic Assessment (from Math Expressions). Pre- and post-tests are used throughout the year to measure ongoing progress of all students.*

### Professional Learning Needs:

- *Our main professional learning focus is two-fold. First, we will focus on ways of streamlining the mathematics block to more effectively support differentiated instruction for the varying needs of our students. This will include a focus on specially designed instruction (SDI) for both students with and without identified learning disabilities. Additionally, we plan to build upon our work from last year to integrate more problem-based tasks that require higher levels of cognitive demand into our mathematics instruction so that students acquire and apply executive functioning skills and strategies.*
- *Professional learning needs include supporting teachers as they determine the necessary prior knowledge for a particular unit of study, revise pre-tests to include that information, and analyze pretest data to pre-teach any necessary background knowledge.*
- *A continued focus on fluency and number sense will continue this school year, helping students with the cognitive demand during multi-step mathematics problems.*

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Use ongoing assessments and targeted instruction for continuous improvement. Each quarter, students in need of background knowledge from the previous grade level will receive direct instruction prior to the start of the new unit. The goal is for them to fully grasp the new grade level content once they have acquired the necessary background knowledge. This will occur once per quarter in grades K - 2, and in the first 3 quarters for grades 3 - 5. Prior knowledge pre-tests will be revised to align with the changes to the 2016 Math Standards of Learning (SOLs). Reteaching also occurs for any students who do not pass their unit post-test. All grade levels use daily cumulative reviews in math as ongoing assessments. Additionally, teachers use number talks and games to support and build reasoning strategies for fact fluency development.</p>	<p>on-going</p>	<p>Administrators Math SEP team Math classroom teachers</p>	<p>Teachers will have comprehensive skills mastery information on each of their students so that they may accurately address instructional or learning gaps from previous years prior to teaching new content that relies on these skills.</p>



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<p>2. Support students with disabilities through the integration of more focused and specially designed instruction (SDI). This may include limiting the number of strategies so that students can master the concepts and use as a foundation for new learning. Executive functioning strategies and skills will be included as appropriate. Professional development for teachers will focus on streamlining mathematics instruction and providing continuous feedback on student progress.</p>	<p>Sep. - June</p>	<p>Math SEP team Math classroom teachers Math resource teachers</p>	<p>Lessons will be based on student progress and incorporate specially designed instruction (SDI) with a focus on targeted strategies.</p>
<p>3. Provide continued professional development related to problem-based tasks and advance the instructional strategies developed in previous years. Resources may include <i>Exemplars</i> and <i>Groundworks</i>. Provide instructional support to implement the 2016 Math SOLs.</p>	<p>Oct. - June</p>	<p>Math SEP team</p>	<p>Teachers will teach lessons with a focus on problem-based tasks that have a higher level of cognitive demand. These lessons will be differentiated to meet all students needs.</p>
<p>4. Revise fact fluency plans to align with the 2016 Math SOLs. Create systems to support teaching, practice and assessment of reasoning strategies and fact fluency.</p>	<p>Aug-June</p>	<p>Math SEP team Math classroom and resource teachers</p>	<p>Student fact fluency and number sense will improve to allow them to increase accuracy and overall performance on multi-step mathematics problems.</p>

## SMART Goal 2 (Reading)

During the 2017-18 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their reading skills as measured by the Standards of Learning (SOL) Reading Assessment to meet or exceed the targets listed.

**Evidence:** *This smart goal will be measured by the end-of-year Standards of Learning (SOL) Reading Test performance.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	86.93	88.78%	85%	86.5%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70%	75%	69%	72.1%
Proficiency Gap Group 2: Black	67%	78%	82%	83.8%
Proficiency Gap Group 3: Hispanic	70%	78%	73%	75.7%
Asian	TS	100%	TS	TS
Economically Disadvantaged	68%	73%	68%	71.2%
Limited English Proficient (LEP)	64%	78%	67%	70.3%
Students with Disabilities (SWD)	61%	61%	56%	60.4%
White	98%	97%	93%	93.7%

### Rationale:

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in reading for the past five years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. We have also done extensive research on current best practices in reading, in areas such as comprehension, fluency, accuracy, vocabulary development, and student discourse, and created professional development around our findings. Every year, we have been able to build on the best practices and expand our repertoire of strategies for students and teachers alike. and refine our use of data collection to refine instruction.*
- *Our data sources are the Teachers College reading assessment, the Fountas and Pinnell Benchmark assessments and the SOLs.*

### Professional Learning Needs:

- Analyzing assessments to guide instruction and strategies for intervention with struggling readers in the classroom:
- *Building Based: Professional development will be provided during Teacher work week to review correct and standardized administration and analysis of Teacher’s College Reading Assessment Data. Reading Corner Meetings will be held four times throughout the school year and will provide ongoing professional development on*

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*research-based reading intervention strategies to further support Tier 2 and Tier 3 students. Professional development will also provide general strategies to support strengthening Tier 1/Core instruction and Tier 2 intervention strategies.*

- ACPS Provided: We are requesting that our new teachers be provided with the professional resources our current teachers are using, specifically The Reading Strategies Book, The Continuum of Literacy Learning, Word Journeys, and Words Their Way.

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Hold four Reading Corner staff development meetings to include professional learning objectives for strategy development in fluency, comprehension, vocabulary, decoding, and writing. Staff will be surveyed for additional areas of need throughout the school year. Reading Corner topics will also be developed based on on-going review of students' TC reading assessments.</p>	<p>Aug-June</p>	<p>Reading Team</p>	<p>Lesson observations will reflect a greater awareness of best practices and broader repertoire of intervention strategies for all students, resulting in increased student achievement.</p>
<p>2. Family Literacy and Engagement: A Family Literacy Night will be held on November 30, 2017 to provide information to all families in how to support readers at home. The reading team will invite the Alexandria Library to attend Family Literacy Night to help families sign up for library cards and share resources. The SEP team will put an item related to literacy in the school newsletter each month.</p>	<p>Sept-June</p>	<p>Reading Team, SST and Classroom Teachers</p>	<p>Families will better be able to support their child's literacy development outside of school through the application of skills learned at these events and the use of the materials provided.</p>
<p>3. TC Leveling, Data Analysis, Management, and Decision Making: Selected teachers will be trained or retrained on TC reading assessment and analysis prior to the beginning of the 2017-2018 school year and receive support during the initial administration. Teachers will review the use of the Data Cover Sheet, the Retelling Rubric, and Data entry into Reading Levels Google Doc. Teachers will report data based on reading assessments between 3-7 times based on grade level and reading level. Administrators will periodically monitor reading assessments for fidelity.</p>	<p>Aug-June</p>	<p>Reading Team and Classroom Teachers</p>	<p>All reading students will have tailored instruction based on their reading levels and needs.</p>



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TC Data analysis findings will be shared in October and February to review school-wide TC data and address grade level percentages of students in Tiers 1, 2, and 3.			



### SMART Goal 3 (Science)

During the 2017-2018 school year, all 5<sup>th</sup> grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the Standards of Learning (SOL) Science Assessment.

**Evidence:** *This smart goal will be measured by the end-of-year Standards of Learning (SOL) Science Test performance.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	88%	88%	90%	90.1%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	72%	76%	80%	82%
Proficiency Gap Group 2: Black	67%	83%	TS	TS
Proficiency Gap Group 3: Hispanic	64%	58%	86%	87.4%
Asian	TS	TS	TS	TS
Economically Disadvantaged	67%	68%	77%	79.3%
Limited English Proficient (LEP)	55%	64%	80%	82%
Students with Disabilities (SWD)	TS	TS	62%	65.8%
White	100%	100%	97%	97.3%

#### Rationale:

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in science for the past five years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. Every year, we have been able to build on the best practices and expand our repertoire of strategies for students and teachers alike. With the elimination of the Science SOL in grade 3, our plan strives to ensure quality science instruction in grades k-5, with accountability for instruction and student learning in grades three and five.*
- *Data sources include grade 5 Science SOLs and the 3-5 Barrett Quarterly Science Test results.*

#### Professional Learning Needs:

- *Analyzing assessments to guide instruction and strategies for science intervention in the classroom.*
- *Building Based: Science SEP team meets quarterly to review analysis of student results on Quarterly Science Test.*

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- *ACPS Provided: Continued coordination and support between ACPS Science Curriculum Specialists and Barrett staff to provide materials, instructional strategies and outside Professional Development opportunities.*

**Action Plan:**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Tutoring and SOL remediation: Outside tutors will be recruited to work with identified 4th and 5th grade students during Intervention/enrichment time two times per week throughout the year. SOL remediation will occur during writing class 6 weeks leading up to science SOL. Work with tutor from American Association for the Advancement of Science who will provide science tutoring for our students as well as other potential volunteers.</p>	<p>Oct-June</p>	<p>Tutors, Science SEP Team</p>	<p>Students who are in need of remedial support with science instruction will receive this support and increase their achievement levels.</p>
<p>2. Quarterly testing for fidelity: Quarterly computerized science tests will be developed by school personnel to assess students on grade level science standards. These tests will ensure that students are mastering science concepts at non-sol tests grade levels. Fourth grade assessments will focus on photosynthesis, behavioral adaptations, life cycles and Virginia resources with explicit instruction in related/key vocabulary. Principal will continue to observe to ensure that lessons are taught with fidelity.</p>	<p>Nov-May</p>	<p>3-5th science teachers, Science SEP Team, Principal</p>	<p>The school will teach all required science content with fidelity at all grade levels, including those upper grade levels no longer assessed through the SOLs in this area.</p>
<p>3. Science Integration: Focus on ELL language acquisition strategies in co-taught/co-planned</p>	<p>Sept-June</p>	<p>5th grade team, 4th grade teachers, ELL</p>	<p>4th and 5th grade</p>



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<p>classroom. Through professional development sessions led by the SEP team and building level leaders, and ELL co-teaching/planning, students in science class will receive explicit vocabulary instruction and other language acquisition strategies in a co-taught science setting. These students will also have tutoring and SOL remediation opportunities. Provide planning time during PD session in August for 4th and 5th grade teachers to discuss how to integrate science concepts.</p>		teacher	students will experience science instruction embedded with highly effective language acquisition strategies which will increase their access to the curriculum presented and their vocabulary development in this content area.
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**SMART Goal 4 (TELL)**

By the end of the 2017-2018 school year, at least 90% of teachers will agree or strongly agree that teachers have knowledge of the content covered and instructional methods used by other teachers at this school.

**Evidence:**

Reading and Math Corner meetings will continue during the 2017-2018 school year to continue vertical planning and dialogue and reflection of content covered and instructional methods used by other teachers at Barrett as evidenced by meeting agendas and schedules. All certified staff will also be given two opportunities to observe a teacher from another grade level teaching and/or observe another grade level planning meeting during the school year. Evidence that this practice has increased their knowledge of the content covered and instructional methods used by other teachers at Charles Barrett will be evaluated through a schedule of observations collected by administration as well as a reflection survey given at a staff meeting that focuses on their observations, what they have learned, and how they will embed this knowledge into their own instructional practices.

**Rationale:**

- TELL Survey from the 2015-2016 school year: 85.7% of Charles Barrett Staff agree or strongly agree that teachers have knowledge of the content covered and instructional methods used by other teachers at this school.

**Professional Learning Needs:**

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes



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<p>Hold four Reading Corner staff development meetings to include professional learning objectives for strategy development in the different components of word study that support fluency, comprehension, vocabulary, and writing. Staff will be surveyed for additional areas of need throughout the school year. Reading Corner topics will also be developed based on on-going review of students' TC reading assessments.</p>	<p>September-May</p>	<p>Reading specialists, SEP reading Team</p>	<p>Reading teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels.</p>
<p>Math Corner Meetings will be held five times through the year. Based on SOL results and teacher feedback, the focus of these meetings will be how to support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on identifying the executive functioning strategies students with disabilities need to be successful in mathematics.</p>	<p>September-May</p>	<p>Math Interventionist, SEP Math Team, Special Education Team</p>	<p>Math teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels..</p>
<p>All certified staff will also be given two opportunities to observe a teacher from another grade level teaching and/or observe another grade level planning meeting during the school year.</p>	<p>Sept-June</p>	<p>All Certified Staff</p>	<p>Observations of planning/instruction will increase teachers' knowledge of the content and instructional strategies used by other teachers at this school.</p>

### SMART Goal 5 (Special Education)

By the end of the 2017-2018 school year Charles Barrett teachers will increase their knowledge in and application of Specially Designed Instruction (SDI) strategies, resulting in increased student achievement in Mathematics and Reading as measured by the Standards of Learning Assessment at or above the target scores listed.

#### Evidence:

Test Subject	2014-15	2015-16	2016-2017	2017-2018 (Target)
Mathematics	58.33%	61.11%	42%	47.8%
Reading	61%	61%	56%	60.4%

#### Rationale:

- Charles Barrett Staff have engaged in purposeful professional development in the area of Special Education for several years. While data shows we are exceeding state and division averages in this area, gaps still remain between All Students and Students with Disabilities as measured by SOL tests. We believe that a focus on using Specially Designed Instruction (SDI) will aid us in closing this gap further. Further, a noticeably decline in performance in the area of mathematics was experienced during the 2016-2017 school year. Data analysis suggests that the decline in scores can be partially attributed to new student enrollment during the school year, which we plan to address instructionally this year.

#### Professional Learning Needs:

- School administration will develop and deliver a series of 4-6 two-hour sessions (dependent on teacher professional time days lost to weather) utilizing the *Inclusive Instruction* text. Staff accountability for application of these strategies will take place through regular instructional walk-throughs.
- School administration has been working closely with the Office of Specialized Instruction to ensure that the professional development they are creating is appropriate, and are requesting additional support from inclusion specialists during walk throughs throughout the school year.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Staff members had previously read the book, "Inclusive Instruction" as a summer reading book. Four professional development sessions were	August-June	Principal, Assistant Principal	Instructional delivery will

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<p>developed and delivered during the 2017-2018 school year. This year, follow up professional development sessions on SDI, Accomplished Learners, Models of co-teaching and student file reviews will be delivered during August Orientation for staff. Additional professional development modules will be created and delivered throughout the school year based on other SDI themes. Staff will be supported and held accountable through regular instructional walkthroughs, and future sessions will be tailored based on these same observations.</p>			<p>incorporated SDI strategies yielding increased student understanding and performance.</p>
<p>Staff will observe different co-teaching models in colleagues' classrooms twice during the school year, and will observe co-planning to increase the effectiveness of co-teaching and use of SDI strategies.</p>	<p>October-May</p>	<p>Principal, Assistant Principal</p>	<p>Staff will be able to observe, reflect and apply on other best practices being used within our school building.</p>
<p>Math Corner Meetings will be held five times through the year. Based on SOL results and teacher feedback, the focus of these meetings will be how to support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on identifying the executive functioning strategies students with disabilities need to be successful in mathematics.</p>	<p>September-May</p>	<p>Math Interventionist, SEP Math Team, SPED Team</p>	<p>Math teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels.</p>

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



## **Cora Kelly Professional Learning 2017-2018**

### Planning for Professional Learning

Professional learning is scheduled monthly on the third Monday of each month on the dates noted above. Professional learning is also frequently planned for staff meetings on the first Monday of each month. In addition, we utilize our weekly CLT meetings to provide professional learning. This professional learning may be a common topic across grades, or specific to grades based on their needs. The Cora Kelly SEP committees and the Instructional Council make ongoing recommendations regarding professional learning needs based on current data.

### Collaborative Learning Teams

Each grade level team meets as a Collaborative Learning Time three times a week for reading, math, and content (science/social studies). The special education and English learner teachers serving each grade also attend these meetings as they are integral parts of the grade level teams. The CLT meetings are supported by our reading, math and instructional coaches.

## Professional Learning Plans by SEP Goal

Math	<ul style="list-style-type: none"> <li>● Strategy 1: High quality Tier 1 instruction               <ul style="list-style-type: none"> <li>○ Using GLAD strategies to support math vocabulary development (cohort of 5 CK staff attended full 6 day training in July, additional cohort attending next full training, trained teachers provide turnaround training and integration of GLAD strategies in lesson plans through CLTs, strategies integrated in monthly staff meetings)</li> <li>○ Effective co-teaching models (October)</li> <li>○ Focused co-teaching support through the ACPS Co-Teaching Cadre (two co-teaching pairs participating in yearlong cadre)</li> <li>○ Integrating supplemental curricular materials, techniques, tools, and best practices focusing on <i>Hands-On Standards</i> (December)</li> </ul> </li> <li>● Strategy 2: Improve number sense and fact fluency               <ul style="list-style-type: none"> <li>○ Integrating supplemental curricular materials, techniques, tools and best practices focusing on <i>Number Talks</i> (November)</li> <li>○ Utilizing data binders to support progress monitoring (November)</li> <li>○ Best practices in fact fluency (January/February)</li> </ul> </li> <li>● Strategy 3: Structured reteaching and intervention               <ul style="list-style-type: none"> <li>○ Using previous year's data and pretest data to identify students missing skills previously taught and integrating results into unit plans (August/September)</li> <li>○ Math intervention training (<i>Do the Math</i>) for general education, EL, and extended day teachers (October)</li> <li>○ Specialized instruction math training (<i>Number Worlds</i>) for special education teachers and paraprofessionals (initial training September/October, plus ongoing coaching and progress monitoring with SI Instructional Specialist)</li> </ul> </li> </ul>
Reading	<ul style="list-style-type: none"> <li>● Strategy 1: Word study               <ul style="list-style-type: none"> <li>○ Best practices in word study instruction (September/October and January)</li> <li>○ Using GLAD strategies to support vocabulary development (see Math)</li> <li>○ Using <i>Growing Words</i> curriculum to expand vocabulary knowledge and word consciousness (September)</li> </ul> </li> <li>● Strategy 2: Best practices in reading instruction               <ul style="list-style-type: none"> <li>○ Fountas and Pinnell assessment training for teachers new to CK (August)</li> <li>○ Identifying reading behaviors and instructional needs (August)</li> <li>○ Readers' Workshop training through division-wide offerings attend by select staff (October)</li> <li>○ Grade level lesson study of small group differentiated reading instruction (Quarter 2)</li> </ul> </li> <li>● Strategy 3: Co-teaching               <ul style="list-style-type: none"> <li>○ Effective co-teaching models (October)</li> <li>○ Focused co-teaching support through the ACPS Co-Teaching Cadre (two co-teaching pairs participating in yearlong cadre)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Strategy 4: Structured reteaching and intervention <ul style="list-style-type: none"> <li>○ Orton-Gillingham training (two teachers attended weeklong training in Summer 2017)</li> <li>○ Lexia training for all staff (October)</li> <li>○ Whole class literacy interventions (October)</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>● Strategy 1: 5E Model <ul style="list-style-type: none"> <li>○ Using the 5E model to design lesson plans (August)</li> </ul> </li> <li>● Strategy 2: Science vocabulary instruction <ul style="list-style-type: none"> <li>○ Using GLAD strategies to support science vocabulary development (see Math)</li> </ul> </li> </ul>
TELL	<ul style="list-style-type: none"> <li>● Schoolwide Strategy: The Professional Learning Community <ul style="list-style-type: none"> <li>○ Training for PLC leadership team (August-June)</li> <li>○ Training for coaches on the PLC framework (August-June)</li> <li>○ School staff training (August/September to develop norms and clarify expectations, then ongoing through CLTs)</li> </ul> </li> </ul>
Special Education	<ul style="list-style-type: none"> <li>● Strategy 1: Co-teaching <ul style="list-style-type: none"> <li>○ Effective co-teaching models (October)</li> <li>○ Focused co-teaching support through the ACPS Co-Teaching Cadre (two co-teaching pairs participating in yearlong cadre)</li> </ul> </li> <li>● Strategy 2: Structured reteaching and intervention <ul style="list-style-type: none"> <li>○ Using previous year's data and pretest data to identify students missing skills previously taught and integrating results into unit plans (August/September)</li> <li>○ Specialized instruction math training (<i>Number Worlds</i>) for special education teachers and paraprofessionals (initial training September/October, plus ongoing coaching and progress monitoring with SI Instructional Specialist)</li> </ul> </li> </ul>

## Professional Learning by Date

Date	Time	Topic	Presenter/Contact
Monday, August 28	8:00-3:30	School Year Opening, Hopes & Dreams, Procedures and Expectations, Unit and Lesson Planning, AVID, Canvas	Jasibi Crews-West and Alison Meadows
Tuesday, August 29	8:00-3:30	School Data Review and SEP  Staff Teambuilding Activity  Quarterly Planning Using Data to Integrate Reteaching into Unit Plans	Jasibi Crews-West, Katie Loiselle and Alison Meadows  Jasibi Crews-West  Katie Loiselle and Alison Meadows
Wednesday, August 30	8:00-3:30	Division-wide Professional Learning Day	CO
Thursday, August 31	8:00-3:30	CST Roles and MTSS Process  Procedures and Expectations  Child Abuse Prevention  Best Practices in Reading Instruction	Cougar Support Team  Jasibi Crews  Child Protective Services (CPS)  Maria Magallanes and Laura Jurewicz
Week of September 11	CLTs	Best Practices in Word Study	Maria Magallanes and Laura Jurewicz
Monday, September 25	3:00-4:00	Writing Effective Language Objectives  MTSS Referral and Monitoring Process	EL - Jaime Knight  Megan Vaganek
Monday, October 2	3:00-4:00	Lexia Training	Lexia program rep Maria Magallanes
Monday, October 9	8:00-4:00	Division-wide Professional Learning Day (including Readers'/Writers' Workshop)	CO

Upcoming			
October		<ul style="list-style-type: none"> <li>● GLAD Cohort 5 -2 Day Research &amp; Theory 5 CK staff members Oct.17th&amp;18th</li> <li>● Effective co-teaching models</li> <li>● Do the Math intervention program</li> <li>● Whole class literacy interventions</li> </ul>	
November		<ul style="list-style-type: none"> <li>● Tier 1 math instruction: Number Talks</li> <li>● Using data binders to progress monitor number sense and fact fluency</li> </ul>	
December		<ul style="list-style-type: none"> <li>● GLAD Cohort 5- 4 day Demo @ JA Dec.5th-8th</li> <li>● Tier 1 math instruction: Hands-on Standards</li> </ul>	
January		<ul style="list-style-type: none"> <li>● GLAD Cohort 6- 2 Day Research &amp; Theory 10 CK Staff members trained Jan.17th&amp;18th</li> <li>● Best practices in fact fluency</li> </ul>	
February		<ul style="list-style-type: none"> <li>● GLAD Cohort 6 - 4 day Demo @CK Feb.13th-16th</li> <li>● Lesson study on small group differentiated reading instruction</li> </ul>	
March-June		<ul style="list-style-type: none"> <li>● TBD based on ongoing data, curriculum benchmarks, and admin observations and walkthroughs</li> </ul>	
To be scheduled		<ul style="list-style-type: none"> <li>● Book study: Other People's Children, No More Low Expectations for English Learners</li> <li>● Effective use of the intervention/ enrichment block (IE)</li> </ul>	



# School Education Plan

**Principal:** Jasibi Crews-West

**School/School Year:** Cora Kelly/2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	<i>During the 2017-2018 school year, all students will improve their math proficiency as measured by an increased pass rate on this year's Math SOL test to 90%. Students in grades K-2 will improve their math proficiency as measured by an 76% pass rate on the end-of-year strategic math assessments.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	<i>During the 2017-2018 school year, all students in grades 3-5 will improve their reading proficiency as measured by an increased pass rate on this year's Reading SOL test to 77%. In grades K-5, 75% of students will be reading on grade level as measured by Fountas and Pinnell Benchmark Assessments by the end of the year. In grades K-2, 75% of students will meet the Spring PALS benchmark.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	<i>During the 2017-2018 school year, all students in grade 5 will improve their science proficiency as measured by an increased pass rate on this year's SOL science test to 77%. In grades 1-4, students will improve their science proficiency as measured by a 75% pass rate on the end-of-year strategic science assessments. In kindergarten, students will improve their science proficiency as measured by a 95% pass rate on the end-of-year strategic science assessments.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

<b>SMART Goal 4</b> TELL	<i>During the 2017-2018 school year, Cora Kelly will improve the learning environment as measured by 75% positive staff responses to TELL survey questions about teacher leadership and school leadership.</i>	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	<i>During the 2017-2018 school year, all students receiving special education services in grades 3-5 will improve their math proficiency as measured by pass rate of 60% on the Math SOL. All students receiving special education services in grades K-2 will improve their math proficiency as measured by a 60% pass rate on the strategic math assessment.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1 - MATH

*During the 2017-2018 school year, all students will improve their math proficiency as measured by an increased pass rate on this year’s SOL math test to 76%. Students in grades K-2 will improve their math proficiency as measured by an 80% pass rate on the end-of-year strategic math assessments.*

### Evidence:

*Improvement of math skills of students will ultimately be measured by SOL tests (3-5) and Strategic Assessments (K-2) at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, strategic assessments, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	83	79	71	76
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	82	79	69	74
Proficiency Gap Group 2: Black	85	90	68	73
Proficiency Gap Group 3: Hispanic	79	74	70	75
Asian	<	<	<	75
Economically Disadvantaged	82	79	70	75
Limited English Proficient (LEP)	78	74	71	76
Students with Disabilities (SWD)	67	48	32	60
White	<	<	<	75

### Rationale:

*Student math achievement based on SOL performance decreased in the last school year. In addition, there is varied performance across grade levels.*

### Professional Learning Needs:

- *High quality Tier 1 instruction - hands-on strategies and materials, Hands-On Standards*
- *Co-teaching - initial and ongoing training and collaborative practice on how to effectively utilize co-teaching strategies and purposeful co-planning*
- *Fact fluency - latest research and best practices in number sense and fact fluency instruction*
- *Math interventions - how to implement and progress monitor specific and structured math interventions (e.g., Do the Math, Hands-On Standards, Number Worlds)*



## Action Plan - MATH

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p><b>1. Strengthen math instruction for all students through high-quality Tier 1 instruction</b></p> <ul style="list-style-type: none"> <li>• Provide professional development in co-teaching and co-planning beyond basic models</li> <li>• Structure schedule to provide math support in classrooms with SpEd or EL staff</li> <li>• Provide time for regular co-planning with grade level teams and the math specialist</li> <li>• Utilize pre-assessments and the VDoE vertical articulation guide to identify student mastery of prerequisite skills and provide reteaching</li> <li>• Integrate strategies and materials that adhere to best practices in math (Hands-On Standards, Number Talks)</li> <li>• Revisit co-teaching professional development in team meetings</li> <li>• Provide professional development and coaching on using AVID and GLAD strategies to increase math proficiency</li> <li>• Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Bronson Minor Loiselle Team leaders CI-Julia Neuffer CI-Rothenbuescher CI-Knight</p>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• PD agendas, handouts and sign-ins</li> <li>• Schedules for instruction and planning</li> <li>• Lesson plans</li> </ul>
<p><b>2. Improve number sense and fact fluency for all students</b></p> <ul style="list-style-type: none"> <li>• Create and implement school wide plan</li> <li>• Use data binders for students and teachers</li> <li>• Provide professional development on best practices in number sense and fact fluency</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Bronson Minor Loiselle CI-Julia Neuffer</p>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• PD agenda, handouts and sign-in</li> <li>• Student data binders</li> </ul>
<p><b>3. Provide structured reteaching and intervention to students</b></p> <ul style="list-style-type: none"> <li>• Provide professional development on specific math interventions (<i>Do the Math, Number Worlds</i>)</li> <li>• Use data to identify students in need and evaluate understanding of previously taught skills (including content from prior grades)</li> <li>• Progress monitor interventions quarterly</li> <li>• Use data binders to monitor mastery of skills and standards through strategic assessments</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Bronson Minor Loiselle CI-Julia Neuffer</p>	<ul style="list-style-type: none"> <li>• CLT minutes with data analysis</li> <li>• Intervention schedule</li> <li>• Progress monitoring data</li> </ul>



## School Education Plan

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<ul style="list-style-type: none"><li>• Utilize a guided math rotation model to provide pre-teaching/re-teaching during the daily math block</li><li>• Use <i>Do the Math</i> as the primary intervention tool through small groups during IE or during guided math rotations (provided by math specialists, EL teachers)</li><li>• Expand implementation of <i>Think Through Math</i> with goal of 30 lessons per year per student (grades 3-5) and create an incentive plan</li><li>• Use iXL Math for grades 1-5 to preteach content, practice specific skills, and assess understanding as specified in lesson plans</li></ul>			
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## SMART Goal 2 - READING

*During the 2017-2018 school year, all students in grades 3-5 will improve their reading proficiency as measured by an increased pass rate on this year's Reading SOL test to 77%. In grades K-5, 75% of students will be reading on grade level as measured by Fountas and Pinnell Benchmark Assessments by the end of the year. In grades K-2, 75% of students will meet the Spring PALS benchmark.*

### Evidence:

*Improvement of reading skills of students will ultimately be measured by SOL tests (3-5), Fountas & Pinnell Benchmarks (K-5), and PALS (K-2) at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, strategic assessments, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	78	76	72	77
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	78	76	70	75
Proficiency Gap Group 2: Black	75	79	69	74
Proficiency Gap Group 3: Hispanic	78	73	71	76
Asian	<	<	<	75
Economically Disadvantaged	77	76	71	76
Limited English Proficient (LEP)	79	74	72	77
Students with Disabilities (SWD)	67	75	50	60
White	<	<	<	75

### Rationale:

*Student reading achievement based on SOL performance decreased in the last school year. The number of students identified by PALS in the spring was higher than last year. In addition, there is varied performance across grade levels. There was not a significant amount of reading level growth from Fall 2016 to Spring 2017 as measured by the Fountas and Pinnell Benchmarks.*

### Professional Learning Needs:

- *Word Study – best practices in word study instruction and routines, plus phonemic awareness*
- *Reader's Workshop and Reading Behaviors – best practices in reader's workshop, independent reading, and differentiated reading instruction to address reading behaviors as opposed to simply addressing level*
- *Vocabulary development – teaching word parts across K-5, Growing Words*



## School Education Plan

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- *Co-teaching - initial and ongoing training and collaborative practice on how to effectively utilize co-teaching strategies and purposeful co-planning, streamlining interventions to limit students seeing too many providers*

## Action Plan - READING

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p><b>1. Strengthen word study instruction for all students</b></p> <ul style="list-style-type: none"> <li>● Provide professional development in word study implementation</li> <li>● Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> <li>● Create schedule for word study instructional time and implementation</li> <li>● Define school-wide word study expectations</li> <li>● Utilize PALS data to drive instruction</li> <li>● Utilize PALS Quick Checks to progress monitor</li> <li>● Make purposeful connections between reading and writing</li> <li>● Implement Growing Words to teach word parts and vocabulary across grades K-5</li> <li>● Provide professional development and coaching on using AVID and GLAD strategies to expand vocabulary</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Magallanes Jurewicz Loiselle Team leaders</p>	<ul style="list-style-type: none"> <li>● Professional development plan</li> <li>● PD agendas, handouts and sign-ins</li> <li>● Schedules for instruction and planning</li> <li>● CLT notes</li> <li>● Lesson plans</li> </ul>
<p><b>2. Strengthen teachers' knowledge of best practices in reading instruction</b></p> <ul style="list-style-type: none"> <li>● Provide professional development on reading behaviors, analyzing reading assessments, and targeted planning</li> <li>● Provide professional development and coaching on using AVID and GLAD strategies to increase reading proficiency</li> <li>● Provide professional development on reader's workshop and increasing students' independent reading</li> <li>● Utilize F&amp;P Benchmarks to drive instruction</li> <li>● Progress monitor quarterly using informal running records</li> <li>● Integrate teacher modeling of questions to foster student independence</li> <li>● Create and implement school wide plan</li> <li>● Lesson study of small group differentiated reading instruction</li> <li>● Implement accountable independent reading time for all students with opportunities for student choice</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Magallanes Jurewicz Loiselle Team leaders</p>	<ul style="list-style-type: none"> <li>● Professional development plan</li> <li>● PD agenda, handouts and sign-in</li> <li>● CLT notes</li> <li>● Lesson plans</li> <li>● Progress monitoring data</li> </ul>
<p><b>3. Strengthen reading instruction for all students</b></p>	<p>August</p>	<p>Crews-West</p>	<ul style="list-style-type: none"> <li>● Professional</li> </ul>

<p><b>through co-teaching</b></p> <ul style="list-style-type: none"> <li>● Provide professional development in co-teaching and co-planning beyond basic models</li> <li>● Structure schedule to provide reading support in classrooms with SpEd or EL staff</li> <li>● Provide time for regular co-planning</li> <li>● Revisit co-teaching professional development in team meetings</li> <li>● Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> <li>● Teach students the AVID levels of questions strategies and teach them to identify, answer and create questions</li> </ul>	<p>Ongoing (see PL plan attached)</p>	<p>Meadows Magallanes Jurewicz Loiselle Team leaders CI-Lank CI-Rothenbuescher CI-Knight</p>	<p>development plan</p> <ul style="list-style-type: none"> <li>● PD agenda, handouts and sign-in</li> <li>● CLT notes</li> <li>● Lesson plans</li> </ul>
<p><b>4. Provide structured reteaching and intervention to students</b></p> <ul style="list-style-type: none"> <li>● Use all data sources identify students in need of intervention and the most appropriate intervention based on individual needs</li> <li>● Interventions used will include: Lexia, Leveled Literacy Intervention, Orton Gillingham, and independent self-selected reading with conferring</li> <li>● Implement school-wide reading incentive programs throughout the year</li> <li>● Use whole-class interventions when the majority of students need reteaching of a given skill, including use of the PRESS Community in grades K-2</li> <li>● Provide professional development in specific reading interventions</li> <li>● Provide interventions during IE block with reading specialists and EL teachers</li> </ul>	<p>August Ongoing (see PL plan attached)</p>		

### SMART Goal 3 - SCIENCE

*During the 2017-2018 school year, all students in grades 5 will improve their science proficiency as measured by an increased pass rate on this year’s SOL science test to 77%. In grades 1-4, students will improve their science proficiency as measured by a 75% pass rate on the end-of-year strategic science assessments. In kindergarten, students will improve their science proficiency as measured by a 95% pass rate on the end-of-year strategic science assessments.*

#### Evidence:

*Improvement of science skills of students will ultimately be measured by SOL tests (grade 5) and Strategic Assessments (K-4) at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, strategic assessments, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	67	46	72	77
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	60	45	72	77
Proficiency Gap Group 2: Black	58	45	85	90
Proficiency Gap Group 3: Hispanic	70	38	68	73
Asian	<	<	<	75
Economically Disadvantaged	59	43	70	75
Limited English Proficient (LEP)	59	33	70	75
Students with Disabilities (SWD)	<	<	79	84
White	<	<	<	75

#### Rationale:

*Students demonstrated significant growth in science achievement last year on the SOLs, but student science achievement based on strategic assessment performance showed significant weaknesses. In addition, there is varied performance across grade levels.*

#### Professional Learning Needs:

- 5Es – how to use the 5Es teaching and learning model to design purposeful, effective, and engaging science instruction
- GLAD – integration of strategies to support academic vocabulary development

## Action Plan - SCIENCE

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p><b>1. Integrate the 5Es model (Engage, Explore, Explain, Elaborate, Evaluate) into our lesson plans and instruction</b></p> <ul style="list-style-type: none"> <li>• Provide professional development on the 5Es model</li> <li>• Provide time during CLT meetings to co-plan science instruction</li> <li>• Schedule regular vertical science team meetings to deepen understanding across grade levels</li> <li>• Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> <li>• Plan units collaboratively with grade level teams and science specialists to determine hands-on investigations and experiments in the classrooms and the science lab</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Hamilton Loiselle Lead teachers CI-Meili</p>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• PD agendas, handouts and sign-ins</li> <li>• Lesson plans</li> <li>• Observations and walkthroughs with higher authentic engagement</li> </ul>
<p><b>2. Increase authentic science vocabulary use by students</b></p> <ul style="list-style-type: none"> <li>• Create and implement school wide plan</li> <li>• Provide professional development in GLAD strategies for team leaders</li> <li>• Provide turn-around training in GLAD strategies for all staff</li> <li>• Implement interactive notebooks</li> <li>• Plan parent workshop to reinforce science vocabulary at home</li> <li>• Use data to drive re-teaching of science vocabulary</li> <li>• Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Hamilton Loiselle Lead teachers</p>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• PD agenda, handouts and sign-in</li> <li>• Student data binders</li> </ul>



## SMART Goal 4 – TELL

*During the 2017-2018 school year, Cora Kelly will improve the learning environment as measured by 75% positive staff responses to TELL survey questions about teacher leadership and school leadership.*

### Evidence:

*Positive staff perception of our learning environment will ultimately be measured by the TELL survey administered in 2018. Progress towards this goal this year will be measured using an in-house survey administered at the middle of the year. The in-house survey will replicate the formal TELL survey questions.*

TELL Survey - % of Cora Kelly staff who responded positively to each of the statements below	2013-14	2015-16	2017- 18 (Target)
<b>Teacher Leadership</b>			
Teachers are recognized as educational experts.	56	81	75
Teachers are trusted to make sound professional decisions about instruction.	50	67	75
Teachers are relied upon to make decisions about educational issues.	62	74	75
Teachers are encouraged to participate in school leadership roles.	74	81	75
The faculty has an effective process for making group decisions to solve problems.	45	47	75
In this school we take steps to solve problems.	64	62	75
Teachers are effective leaders in this school.	77	83	75
Teachers have an appropriate level of influence on decision making in this school.	28	56	75
<b>School Leadership</b>			
The faculty and leadership have a shared vision.	49	68	75
There is an atmosphere of trust and mutual respect in this school.	35	46	75
Teachers feel comfortable raising issues and concerns that are important to them.	21	44	75
The school leadership consistently supports teachers.	44	70	75
Teachers are held to high professional standards for delivering instruction.	100	97	75
The school leadership facilitates using data to improve student learning.	97	97	75
Teacher performance is assessed objectively.	79	82	75
Teachers receive feedback that can help them improve teaching.	83	89	75
The procedures for teacher evaluation are consistent.	76	74	75
The school improvement team provides effective leadership at this	70	76	75

school.			
The faculty are recognized for accomplishments.	74	76	75
The school leadership makes a sustained effort to address teacher concerns about:			
Leadership issues	36	61	75
Facilities and resources	76	89	75
The use of time in my school	42	58	75
Professional development	75	79	75
Teacher leadership	68	80	75
Community support and involvement	48	74	75
Managing student conduct	53	68	75
Instructional practices and support	66	81	75
New teacher support	61	76	75
<b>Overall</b>			
Overall, my school is a good place to work and learn.	60	73	75

**Rationale:**

*A positive learning environment is a key component to a successful school and an important goal of the Cora Kelly staff. As a new principal started in the 2017-2018 school year, the current year’s data will be the primary tool for analysis of our current climate as the previous data on teacher and school leadership was with a significantly different staff and administration team.*

**Professional Learning Needs:**

- Professional Learning Community (PLC)

## Action Plan – TELL

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<b>1. Establish Instructional Council Team with a shared-decision making model</b> <ul style="list-style-type: none"> <li>● Create ICT with representation from all teams</li> <li>● Collaborate to draft SEP</li> <li>● Meet monthly to discuss and address all school issues</li> </ul>	July Ongoing	Crews-West	<ul style="list-style-type: none"> <li>● SEP</li> <li>● Meeting agendas and minutes</li> </ul>
<b>2. Build positive staff morale through culture-building activities</b> <ul style="list-style-type: none"> <li>● Back to school week events (e.g., scavenger hunt, escape room PD topics)</li> <li>● Other activities throughout the year</li> </ul>	August Ongoing	Crews-West Meadows	<ul style="list-style-type: none"> <li>● Event calendar</li> <li>● Photos</li> <li>● Staff feedback</li> </ul>
<b>3. Build positive relationships amongst staff through social events throughout the year</b> <ul style="list-style-type: none"> <li>● Breakfasts (monthly by grade level)</li> <li>● Celebrations (birthdays, retirements, etc.)</li> <li>● Outings</li> </ul>	Ongoing	Crews-West Meadows Sunshine Committee	<ul style="list-style-type: none"> <li>● Event calendar</li> <li>● Photos</li> <li>● Staff feedback</li> </ul>
<b>4. Clarify all roles and expectations</b> <ul style="list-style-type: none"> <li>● Roles: CST, team leads, mentors, ICT, FAC, committee leads</li> <li>● Instruction: components, lesson plans</li> <li>● PLC: meetings, agendas/minutes</li> <li>● Routines: arrival/dismissal</li> <li>● PBIS and discipline</li> </ul>	August Ongoing	Crews-West Meadows	<ul style="list-style-type: none"> <li>● CLT agendas and minutes</li> <li>● PBIS guiding documents</li> <li>● Unit/lesson plan guidance documents</li> </ul>
<b>5. Integrate school activities that connect to our school focus to involve families</b> <ul style="list-style-type: none"> <li>● Math/science/reading/encore nights</li> <li>● International night</li> <li>● Assemblies (PBIS, content connections, performances, etc.)</li> </ul>	Ongoing	Crews-West Meadows Coaches Committee leads	<ul style="list-style-type: none"> <li>● School calendar</li> <li>● Event sign-ins</li> <li>● Participation</li> <li>● Photos</li> <li>● Participant feedback</li> </ul>

**SMART Goal 5 – SPECIALIZED INSTRUCTION**

*During the 2017-2018 school year, all students receiving special education services in grades 3-5 will improve their math proficiency as measured by pass rate of 60% on the Math SOL. All students receiving special education services in grades K-2 will improve their math proficiency as measured by a 60% pass rate on the strategic math assessment.*

**Evidence:**

*Improvement of math skills of students with disabilities will ultimately be measured by SOL tests (3-5) and Strategic Assessments (K-2) at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, strategic assessments, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
Math	67	47	30	60
Reading	67	75	48	60
Science	<	<	77	83

**Rationale:**

*The math achievement of students with disabilities based on SOL performance decreased in the last school year. In addition, there is varied performance across grade levels.*

**Professional Learning Needs:**

- *Co-teaching - initial and ongoing training and collaborative practice on how to effectively utilize co-teaching strategies and purposeful co-planning*
- *Math Interventions - how to implement and progress monitor specific math interventions for students with disabilities*
- *Specially Designed Instruction – best practices for SDI in math for students with disabilities*

## Action Plan – SPECIALIZED INSTRUCTION

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p><b>1. Strengthen math instruction for all students through co-teaching using an inclusive model</b></p> <ul style="list-style-type: none"> <li>• Provide professional development in co-teaching and co-planning beyond basic models</li> <li>• Conduct case review between case manager and general education teacher at the beginning of the year</li> <li>• Provide time for regular co-planning</li> <li>• Revisit co-teaching professional development in grade level and special education team meetings</li> <li>• Monitor effectiveness of professional development through walkthroughs, learning walks, staff reflections, and student growth</li> <li>• Include role of each staff member in lesson planning documents</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Case managers Team leaders CI-SpEd CI-Rothenbuescher</p>	<ul style="list-style-type: none"> <li>• Professional development plan</li> <li>• PD agendas, handouts and sign-ins</li> <li>• Lesson plans with individualized accommodations/modifications included</li> </ul>
<p><b>2. Provide structured re-teaching and intervention to students</b></p> <ul style="list-style-type: none"> <li>• Provide professional development on specific math interventions (Number Worlds, Think Through Math, Do the Math)</li> <li>• Provide professional development on SDI for special education case managers</li> <li>• Inventory available math interventions and request additional resources needed</li> <li>• Use strategic assessment data to guide instruction</li> <li>• Identify appropriate interventions based on individual student needs</li> <li>• Use Number Worlds as the primary math intervention for students with disabilities</li> <li>• Progress monitor interventions</li> </ul>	<p>August Ongoing (see PL plan attached)</p>	<p>Crews-West Meadows Case managers Team leaders CI-SpEd CI-McDougall</p>	<ul style="list-style-type: none"> <li>• CLT minutes with data analysis</li> <li>• Intervention schedule</li> <li>• Progress monitoring data</li> </ul>

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

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**Principal: Rae Covey**

**Douglas MacArthur Elementary School/2017-2018**

## **Division Strategic Plan Goal Areas: 2016-2020**

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- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
  - 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
  - 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
  - 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
  - 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
  - 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.
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**Mission: Douglas MacArthur Elementary School will eliminate race, class, gender, and ethnicity as predictors of success.**

### **2017-2018 Site Council Members**

Rae Covey, Principal  
Todd Franze, Assistant Principal  
Sara Sims, Assistant Principal  
Erin Turkstra, 5th Grade Teacher & TAG  
Lisa Campbell, 4th Grade Teacher  
Katie Davidson, 3rd Grade Teacher  
Alexis Johnston, 2nd Grade Teacher  
Jessica Angelo, 1st Grade Teacher  
Jenny Cetlin, Kindergarten  
Corinne Banasik, SpEd  
Megan Gibiser, EL  
Christina Davin-Smith, Reading Specialist  
Mary O'Connor, MTSS, Data, and Interventionist

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## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017 – 2018 school year, all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5th grade Gap Group 1, 2, and 3, students will demonstrate their improved math skills resulting in a 5% increase on the mathematics SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-2018 school year, all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5th grade Gap Group 1, 2, and 3, students will demonstrate their improved reading skills resulting in a 5% increase on the reading SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-2018 school year, all 5 <sup>th</sup> grade Gap Group 1, 2, and 3 students will demonstrate their improved science skills resulting in a 5% increase on the Science SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	During the 2016-2017 school year, all professional development will “deepen teachers’ content knowledge and enhance teachers’ ability to implement instructional strategies that meet diverse students learning needs”, resulting in a 10% increase on the TELL survey.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	During the 2017-2018 school year, all 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5th grade students with disabilities will demonstrated their improved reading and math skills resulting in a 5% increase on the reading and math SOLs.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



## SMART Goal 1: MATH

During the 2017 – 2018 school year, all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved math skills resulting in a 5% increase on the mathematics SOL.

### Evidence:

\*District Benchmarks

\*Imagine Math

\*SOL comparisons from year to year coupled with strand analysis

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	80	72	72	77
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	54	43	45	50
Proficiency Gap Group 2: Black	51	36	50	55
Proficiency Gap Group 3: Hispanic	65	56	53	58
Asian	94	80	80	85
Economically Disadvantaged	50	35	42	47
Limited English Proficient (LEP)	57	45	43	48
Students with Disabilities (SWD)	32	50	38	43
White	94	93	88	93

### Rationale:

- SOL results for students in Gap Groups 1 and 2 are significantly below the benchmark.
  - 2016 – 2017 SOL results were 45 for Gap Group 1 (Benchmark of 68)
  - 2016 – 2017 SOL results were 50 for Gap Group 2 (Benchmark of 67)
  - 2016 – 2017 SOL results were 53 for Gap Group 3 (Benchmark of 69)

### Professional Learning Needs:

- ACPS Elementary Math Instructional Specialist and MacArthur teachers will provide professional development at staff and Professional Learning Community meetings aligned to best practices and differentiation of the Math Expressions, Illuminations, Imagine Math, Do the Math, Number Talks, and Hands on Standards programs.
- MacArthur math liaisons/teachers will lead discussions during team PLCs and provide support relative to math curriculum, unpacking the SOL standards, and resources.
- Staff will engage in PL on Growth Mindset language and student goal setting as it applies to math instruction and implement methods in the classroom across the school year.
- Staff will participate in a k-5 PLC on math vertical alignment with a focus on best practices and common language.
- Professional Learning Communities will implement and look for best practices in math by...

- Agreeing on data points for progress reports in math.
- Performing Peer Learning Walks to observe and reflect on best practices occurring in other classrooms.
- EL Specialists will provide professional development in SIOP best practices to implement core tier 1 instruction for all EL students as well as Tier 2 targeted intervention for students at a WIDA level of 3.5 or above.
- SPED specialists will provide professional development in specialized instruction to implement in core Tier I instruction
- Staff will engage in PL on Academics within the Morning Meeting and implement methods in the classroom across the school year.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

**Goal 1: Math**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Establish common math formative and summative assessments for each unit that are aligned with the SOLs and are discussed at ongoing data meetings.	2017 – 2018 school year	Math Curriculum specialist, grade level teams, and administration	All grade level teams will come to a consensus about the testing window, develop common assessments, and administer them with fidelity. Progress monitoring will be ongoing with monthly student/data meetings.
2. In addition to tier 1 core instruction, individual targeted tier 2 interventions for will be created, implemented, and monitored following the ACPS-MTSS framework.	2017 - 2018 school year	Math curriculum specialists, teachers, administrations,	Improved math outcomes for Tier 2 students on local and district wide assessments.
3. All staff members will actively participate in differentiated staff Math PDs, grade level specific PLCs, and Learning Walks.	2017 – 2018 school year	Administration and All Teachers	Improved teacher instructional practice.

## SMART Goal 2: Reading

During the 2017-2018 school year, all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved reading skill resulting in a 5% increase on the reading SOL.

### Evidence:

\*Fountas & Pinnell Benchmark Assessments Instructional Level Expectations for Reading

\*5 point increase in the percentage of students passing this year’s Reading SOL

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	77	76	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	46	51	47	52
Proficiency Gap Group 2: Black	48	38	40	45
Proficiency Gap Group 3: Hispanic	55	65	59	64
Asian	88	90	90	95
Economically Disadvantaged	42	46	45	50
Limited English Proficient (LEP)	44	53	49	54
Students with Disabilities (SWD)	33	47	36	41
White	94	95	91	96

### Rationale:

- SOL results for students in Gap Groups 1 and 2 are significantly below the benchmark.
  - 2016-2017 SOL results were 47 for Gap Group 1 (Benchmark of 72)
  - 2016-2017 SOL results were 40 for Gap Group 2 (Benchmark of 71)
  - 2016-2017 SOL results were 59 for Gap Group 3 (Benchmark of 72)

### Professional Learning Needs:

- Reading specialists will facilitate PD/PLC’s on the Fountas and Pinnell assessment, including administrating benchmarks, choosing targeted reading behaviors, and creating an instructional plan.
- Reading specialists will provide professional development in Leveled Literacy Instruction for all teachers for Tier II interventions.
- Reading teachers and teacher leaders will provide professional development on best practices in literacy instruction such as Café/Daily 5, Balanced literacy, Jan Richardson (Guided Reading), The Fountas and Pinnell Continuum, Jennifer Seravallo (The Reading Strategies and The Writing Strategies Books), the Teacher’s College Reading Units of Study, progress monitoring tools, and formative assessment.
- Staff will engage in PL on Growth Mindset language and student goal setting as it applies to literacy instruction and implement methods in the classroom across the school year.

- Staff will engage in PL on Academics within the Morning Meeting and implement methods in the classroom across the school year.
- EL specialists will provide professional development in SIOP best practices to implement in core Tier I instruction for all EL students, as well as Tier II targeted intervention for students at a WIDA level of 3.5 and above.
- SPED specialists will provide professional development in specialized instruction to implement in core Tier I instruction, as well as students needing Tier II and Tier III targeted intervention.
- Professional Learning Communities will implement and look for best practices in literacy by...
  - Agreeing on data points for progress reports in math.
  - Performing Peer Learning Walks to observe and reflect on best practices occurring in other classrooms.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

## Goal 2: Reading

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Staff will engage in professional learning to improve vertical alignment regarding best practices in literacy instruction. Strategies include: discourse, common language, common assessments, K-2 library content area read alouds, building research skills in grades 3-5 through science inquiry guided model lessons in the library, reading support in the content areas, and academic vocabulary	2017-2018 School year	Administration, teachers, intervention specialists, and paraprofessionals	There will be vertical alignment and agreed upon and observable best practices leading to improved student outcomes.
2. Staff will participate in Professional Learning Community Work including data team process, lesson study, and Peer Learning Walks following the norms set forth by the school leadership team to identify needs in order to plan instruction and create a targeted professional learning plan.	2017-2018 School year	All teachers, intervention specialists, and paraprofessionals	Through intentional collective learning there will be an increase in professional collaboration across the school community to guide decisions, policies, and programs related to teaching learning, resulting in student growth.
3. Following the ACPS MTSS framework, the classroom teacher will provide direct reading instruction plus targeted interventions for students below the benchmark utilizing tools such as LLI, OG, Lexia, etc. Targeted students will be provided additional instruction by intervention specialists through small group instruction and/or extended learning.	2017-2018 School year	All administration, teachers, intervention specialists, and paraprofessionals	Students below the benchmark will engage in targeted direct instruction from the classroom teacher and intervention specialists resulting in student growth.

4. Establish common reading formative and summative assessments for each unit that are aligned with the SOLs and are discussed at ongoing data meetings.	2017 – 2018 school year	Reading Curriculum specialist, grade level teams, and administration	All grade level teams will come to a consensus about the testing window, develop common assessments, and administer them with fidelity. Progress monitoring will be ongoing with monthly student/data meetings.
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### SMART Goal 3: Science

During the 2017-2018 school year, all 5th grade Gap Group 1, 2, and 3 students will demonstrate their improved science skills resulting in a 5% increase on the Science SOL.

#### Evidence:

- \*Comparing SOL scores from 2016-2107 to the 2017-2018 scores.
- \*Quarterly benchmark assessments.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	76	73	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	53	37	44	49
Proficiency Gap Group 2: Black	45	50	43	48
Proficiency Gap Group 3: Hispanic	73	38	62	67
Asian	-	-	-	-
Economically Disadvantaged	48	30	38	43
Limited English Proficient (LEP)	57	32	50	55
Students with Disabilities (SWD)	44	-	36	41
White	94	95	89	94

#### Rationale:

- 73% of “ALL” MacArthur students passed the 2017 science SOL while 44% of students in gap Group 1 passed the SOL in Science.
  - 2016-2017 results were 44 for Gap Group 1
  - 2016-2017 results were 43 for Gap Group 2
  - 2016-2017 results were 62 for Gap Group 3

#### Professional Learning Needs:

- Staff will engage in PL on Growth Mindset language and student goal setting as it applies to science instruction and implement methods in the classroom across the school year.
- Staff will engage in PL on Academics within the Morning Meeting and implement methods in the classroom across the school year.

- Professional Learning Communities will implement and look for best practices in science by...
  - Agreeing on data points for progress reports in science.
  - Peer Learning Walks to observe and reflect on best practices occurring in other classrooms.
  - Agreeing on data points for common assessments.
- EL Specialists will provide professional development in SIOP best practices to implement core tier 1 instruction for all EL students as well as Tier 2 targeted intervention for students at a WIDA level of 3.5 or above.
- SPED specialists will provide professional development in specialized instruction to implement in core Tier I science instruction
- Staff will actively participate in a k-5 verticle alignment science PLC resulting in common language, alignment of FOSS kits and the ACPS curriculum.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

### Goal 3: Science

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Utilizing the SOL strands analysis, k-5 vertical teams will identify areas of weakness/need and work collaboratively to align standards and common language across grade levels	2017-2018 school year	Teachers, administration, Science Curriculum Instruction, Department of Accountability	After identifying areas of weakness on the 2016 & 2017 SOL in science, teachers will work horizontally and vertically to target SOL alignment, vocabulary, and SOL standards that builds a K-5 continuum from one grade to the next to create common language within school and across grade levels.
2. Teachers and students in grades 3-5 will actively participate in the library program, Guided Inquiry by Design, with a concentration in science SOLs.	2017-2018 school year	Teachers, administrators, science curriculum specialist, library-media specialist, TIS	Students will gain deeper understanding of SOL science content by following the Guided Inquiry by Design process to produce project based learning projects.
3. K-5 <sup>th</sup> grade teachers will use FOSS kits, scientific inquiry, and other resources to give students hands on time when learning science content.	2017-2018 school year	Teachers, Science Curriculum Specialist, TAG/Young Scholars Teacher, administration	Students will have concrete experiences in science using hands-on experiments, projects, and manipulatives.
4. Establish common science formative and summative assessments for each unit that are aligned with the SOLs and are discussed at ongoing data meetings.	2017 – 2018 school year	Science Curriculum specialist, grade level teams, and administration	All grade level teams will come to a consensus about the testing window, develop common assessments, and administer them with fidelity. Progress monitoring will be ongoing with monthly student/data meetings.

## SMART Goal 4: TELL Survey

### SMART Goal 4

During the 2016-2017 school year, all professional development will “*deepen teachers’ content knowledge and enhance teachers’ ability to implement instructional strategies that meet diverse students learning needs*”, resulting in a 10% increase on the TELL survey.

### Rationale:

- *Describe why the school is working on the SMART Goal.*  
In the MacArthur TELL survey, teachers stated that we need “**professional development that deepens teachers’ content knowledge and their ability to implement strategies that meet diverse student learning needs**”.
- Teachers have asked for more strategies to support Gap Group 1, 2, and 3 learners.

### TELL Survey:

- 76.5% of staff stated that professional development enhances teachers’ ability to implement instructional strategies that meet diverse student learning needs
- 78% of teachers stated that professional development deepens teachers’ content knowledge

### Professional Learning Needs:

- *Describe your professional learning needs*
  - Data analysis and progress monitoring to inform instruction
  - Vertical alignment of common language in all content areas
  - Specialized instruction and targeted interventions
  - Growth Mindset

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Professional development aligned to SMART Goal 4: <ul style="list-style-type: none"> <li>• <u>Growth Mind Set</u></li> </ul>	2016-2017 school year	All staff	Staff members will implement growth mindset strategies when working with Gap Groups 1, 2, and 3 students resulting in a 5% increase on the SOLs for students in Gap Group 1, 2, and 3.
2. Best instructional practices for Students with Disabilities	2016-2017 school year	All staff	Teachers will be provided on-going professional development in teaching students with disabilities resulting in a 5% increase on the SOLs for students in Gap Group 1, 2, and 3.
3. Best instructional practices for English Learners	2016-2017 school year	All staff	Teachers will be provided on-going professional development in teaching English Learners utilizing SIOP strategies resulting in a 5% increase on the SOLs for students in Gap Groups 1, 2 and 3.

**Evidence:**

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

*Professional development is evaluated and results are communicated to teachers*

- *Professional development is targeted to best practices supporting Gap Group 1,2 and 3 learners*
- *Professional development is on-going*
- *Practices learned in professional development are implemented and seen during staff walk-throughs and observations*



**SMART Goal 5: SPED**

During the 2017-2018 school year, all 3rd, 4th, and 5th grade students with disabilities will demonstrated their improved reading and math skills resulting in a 5% increase on the reading and math SOLs.

**Evidence:**

- \* Division Benchmark
- \* Sped progress monitoring
- \* IEP data/goals standards collection

SOL	2014-2015	2015-2016	2016-2017	2018 (Target)
Math	33	47	38	43
Reading	32	50	36	41

**Rationale:** SOL results for students with disabilities are significantly below the benchmark.

- 38% of MacArthur students with identified disabilities passed the 2017 math SOL (Benchmark of 65).
- 36% of MacArthur students with identified disabilities passed the 2017 reading SOL (Benchmark of 66).

**Professional Learning Needs:**

- Teachers will receive training on the use of most effective models of co-teaching and SDI strategies.
- Teachers will receive training on implementation, analyzing data, and using data to make instructional decisions including differentiating instructional decisions based on students’ needs.
- Professional Learning Communities will implement and look for best practices in reading, writing, and mathematics by...
  - Performing Peer Learning Walks to observe and reflect on best practices occurring in other classrooms.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

## Goal 5: SPED

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Utilizing SDI strategies to support SWD in co-teaching and resource classes.	2017-2018 school year	Special education instructional specialists, special education teachers, general education teachers	Teachers will be able to co-teach in the classroom using the same strategy skill sets. Students will receive instruction that consists of similar strategies and the same terms for describing learning aspects.
2. Regularly collect, analyze, and utilize data to make instructional decisions aligning SDI strategies to student's needs.	2017-2018 school year	Special education teachers, general education teachers, administration, special education instructional specialists	Teachers will have a deep understanding of students individual needs, how they learn, and what strategies may work best with them based on disability needs so they can access the curriculum.
3. Differentiating intervention decisions based on students' needs connecting targeted interventions to IEP decisions related to goals and services.	2017-2018 school year	Special education teachers, general education teachers, administrations, instructional supports specialists	Students will receive learning strategies that will best meet their individual learning needs and will support movement towards mastering IEP goals and bridging the gap in struggling areas.



# School Education Plan

*Principal:* Brian Orrenmaa      *Assistant Principal:* Seazante Oliver      George Mason 2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, all 3 <sup>rd</sup> -5 <sup>th</sup> grade students, including students who are represented in the three gap groups, will improve their math skills as measured by a 4 point increase in the percentage of students passing this year’s SOL mathematics assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, all 3 <sup>rd</sup> -5 <sup>th</sup> grade students, including students who are represented in the three gap groups and those previously qualified for alternative assessments, will improve their reading skills as measured by a 4 point increase in the percentage of students passing this year’s SOL reading assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-18 school year, all 5 <sup>th</sup> grade students, including students who are represented in the three gap groups, will improve their science skills as measured by a 4 point increase in the percentage of students passing this year’s SOL science assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<b>SMART Goal 4</b> TELL	During a 2018 administration of the TELL survey 80% of the staff will indicate they have knowledge of the content and instructional methods used by other teachers at George Mason.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	By June 2018, we will increase performance of SWD on the reading and math SOL by 10%	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

### SMART Goal 1 (Math)

During the 2017-18 school year, all 3<sup>rd</sup>-5<sup>th</sup> grade students, including students who are represented in the three gap groups, will improve their math skills as measured by a 4 point increase in the percentage of students passing this year’s SOL mathematics assessment.

#### Evidence:

The smart goal will be measured by the Spring 2018 Math SOL. Progress and growth will be monitored throughout the year using two ACPS benchmarking assessments and the SOL released test. In addition teachers will use performance-based assessments, quick writes, unit assessments, exit slips, and anecdotal records to drive instruction.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	75	78	79	83
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	45	58	59	63
Proficiency Gap Group 2: Black	27	TS	85	89
Proficiency Gap Group 3: Hispanic	46	56	55	59
Asian	TS	TS	TS	TS
Economically Disadvantaged	40	53	55	59
Limited English Proficient (LEP)	39	48	52	56
Students with Disabilities (SWD)	52	52	44	48
White	91	87	92	96

#### Rationale:

- We believe that it is essential that all of our students to understand and apply mathematical concepts in order to be prepared for life, work, and college.
- We believe that all students can learn.
- Historical and current data shows an opportunity/achievement gap between our majority and minority populations.

### Professional Learning Needs:

- Licensed staff will be provided ongoing support on the ACPS MTSS framework and support as it is continued to be implemented and modified in our school setting.
- Licensed staff will have ongoing PD and support in partnership with Learning Forward and the Department of Talent Development.
- Licensed staff will participate in job-embedded PLC's that will focus on our SEP goals.
- PLC teams will consult with central office personnel as needed to offer job-embedded/on-going support to classroom teachers.
- All staff will participate in ACPS professional development courses related to our SEP.
- New to ACPS staff will be mentored and supported via the GM Mentor Coordinator as well as the Department of Talent Development.
- Instructional Coaches will continue to offer job-embedded/on-going support to our classroom teachers. Coaches will participate in the ACPS coaching cohort.

*Note: Professional development initiatives will be monitored by PLC agendas, student progress monitoring and classroom observations/walkthroughs.*

### Action Plan:

Strategies/ Activities	Time Frame	Person(s) Responsible	Outcomes
1. Instructional focus on explicitly teaching mathematic vocabulary with an expectation of student application.	<p><b>*August-</b> Staff will be introduced to explicitly teaching vocabulary.</p> <p><b>*Sept-</b> Teams will identify vocabulary to explicitly teach and develop monthly quick-checks to monitor fidelity.</p> <p><b>*Oct-</b>Begin explicitly teaching vocabulary and using monthly quick checks.</p> <p><b>*June-</b> Final reflection in PLC's.</p>	All teachers, intervention specialists, coaches, administration	<p>Students will define and apply explicitly taught vocabulary.</p> <p><b>Deliverables:</b></p> <p>*List of targeted mathematic vocabulary words by grade</p> <p>*Monthly quick-checks such as: pre- and post vocabulary assessments in the form of knowledge rating scales, academic vocabulary notebook and interactive notebook journal entries+</p> <p>*PLC minutes</p> <p>+Data retained by classroom teacher</p>

<p>2. Implementation of grade level PLC's to support job-embedded/on-going PD aligned to SMART Goal 1.</p>	<p><b>*August-</b> Staff will be introduced and trained on grade-level PLC structure and process.</p> <p><b>*September-</b> Preparing for PLC's</p> <p><b>*October-</b> PLC's begin</p> <p><b>*June-</b> Reflect and Revise PLC's for 2018-19</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Teachers will hold PLC's to support our SEP.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Training documents</li> <li>*Meeting schedules</li> <li>*Agenda template</li> <li>*Meeting minutes</li> <li>*PLC lead teacher assignment</li> </ul>
<p>3. Tier 2 small group and Tier 3 one-on-one targeted intervention and progress monitoring will be provided in math general education classrooms/extended day program following the ACPS MTSS system.</p> <p>A recommended program for EL's is Do the Math.</p>	<p><b>2016-2017-</b> Implementation</p> <p><b>2017-2018-</b> Refinement</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Teachers will provide targeted Tier 2 and 3 interventions in the math general education setting or extended day program and progress monitor Tier 2 and 3 students monthly.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Lesson plans</li> <li>*Observation feedback</li> <li>*Master schedule</li> <li>*Extended learning service</li> <li>*Progress monitoring results + ie: math expression resources, TTM, quick checks, exit slips +will be retained by the classroom teachers</li> </ul>

### SMART Goal 2 (Reading)

During the 2017-18 school year, all 3<sup>rd</sup>-5<sup>th</sup> grade students, including students who are represented in the three gap groups and those previously qualified for alternative assessments, will improve their reading skills as measured by a 4 point increase in the percentage of students passing this year's SOL reading assessment.

### Evidence:

The smart goal will be measured by the Spring 2018 Reading SOL. Progress and growth will be monitored throughout the year using two ACPS benchmarking assessments and the SOL released test. In addition teachers will use performance-based assessments, Teachers College Reading Assessment, quick writes, unit assessments, exit slips, rubrics, and anecdotal records to drive instruction



# School Education Plan

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	75	81	78	82
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	40	61	54	60
Proficiency Gap Group 2: Black	45	TS	92	96
Proficiency Gap Group 3: Hispanic	38	58	53	57
Asian	TS	TS	TS	TS
Economically Disadvantaged	35	54	51	55
Limited English Proficient (LEP)	27	49	51	55
Students with Disabilities (SWD)	44	70	56	60
White	93	90	90	94

### Rationale:

- *We believe that it is essential that all of our students become proficient and highly motivated readers in order to analyze and apply new information.*
- *We believe that all students can learn.*
- *Historical and current data shows an opportunity/achievement gap between our majority and minority populations.*

### Professional Learning Needs:

- *Licensed staff will be provided ongoing support on the ACPS MTSS framework and support as it is continued to be implemented and modified in our school setting.*
- *Licensed staff will have ongoing PD and support in partnership with Learning Forward and the Department of Talent Development.*
- *Licensed staff will participate in job-embedded PLC's that will focus on our SEP goals.*
- *PLC teams will consult with central office personnel as needed to offer job-embedded/on-going support to classroom teachers.*
- *All staff will participate in ACPS professional development courses related to our SEP.*
- *New to ACPS staff will be mentored and supported via the GM Mentor Coordinator as well as the Department of Talent Development.*
- *Instructional Coaches will continue to offer job-embedded/on-going support to our classroom teachers. Coaches will participate in the ACPS coaching cohort.*
- *\*AAL and RIGOR Training and implementation support for EL staff*

*Note: Professional development initiatives will be monitored by PLC agendas, student progress monitoring and classroom observations/walkthroughs.*

## Action Plan:

Strategies/ Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Instructional focus on explicitly teaching academic vocabulary with an expectation of student application.</p> <p>**Will include an Accelerating Academic Language course for EL's within grades 3-5</p> <p>**Will include RIGOR for students with interrupted education.</p>	<p><b>*August-</b> Staff will be introduced to explicitly teaching vocabulary.</p> <p><b>*Sept-</b> Teams will identify vocabulary to explicitly teach and develop monthly quick-checks to monitor fidelity.</p> <p><b>*Oct-</b>Begin explicitly teaching vocabulary and using monthly quick checks.</p> <p><b>*June-</b> Final reflection in PLC's.</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Students will be able to define and apply explicitly taught vocabulary.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*List of targeted academic vocabulary words by grade.</li> <li>* Monthly quick-checks such as: pre- and post vocabulary assessments in the form of knowledge rating scales, academic vocabulary notebook and interactive notebook journal entries+</li> <li>*PLC minutes</li> <li>*AAL roster and schedule</li> </ul> <p>+ Data retained by classroom teacher</p>
<p>2. Implementation of grade level PLC's to support job-embedded/on-going PD aligned to SMART Goal 2.</p>	<p><b>*August-</b> Staff will be introduced and trained on grade-level PLC structure and process.</p> <p><b>*September-</b> Preparing for PLC's</p> <p><b>*October-</b> PLC's begin</p> <p><b>*June-</b> Reflect and Revise PLC's for 2018-19</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Teachers will hold PLC's to support our SEP.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Training documents</li> <li>*Meeting schedules</li> <li>*Agenda template</li> <li>*Meeting minutes</li> <li>*PLC lead teacher assignment</li> </ul>
<p>3. Tier 2 small group targeted intervention and progress monitoring will be provided in reading general education classrooms/extended day program following the ACPS MTSS system.</p>	<p><b>2016-2017-</b> Implementation</p> <p><b>2017-2018-</b> Refinement</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Teachers will provide targeted Tier 2 reading interventions in the general education or extended day program setting and progress monitor monthly.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Lesson plans</li> <li>*Observation feedback</li> <li>*Master schedule</li> <li>*Extended learning plan</li> <li>*Progress monitoring results + ie- TC assessment, quick check, running records, sight word lists, LLI assessment checks</li> </ul> <p>+Will be retained by the classroom teacher</p>



<p>4. Tier 3 targeted intervention and progress monitoring will take place with the reading specialist and/or interventionist following the ACPS MTSS system.</p> <p>* EL students who are below level in reading and are making progress and are on track for language development will receive instruction in tier 1 general education classrooms."</p>	<p><b>*August-</b> Process for student Tier 3 selection finalized.</p> <p><b>*September-</b> Students assessed for reading levels, deficits identified, and scheduled for reading specialist and/or interventionist.</p> <p><b>*October- June-</b> Provide Tier 3 students interventions and progress monitoring with reading specialist and/or interventionist.</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>A reading specialist and/or interventionist will provide targeted Tier 3 intervention and monthly progress monitoring.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Lesson plans</li> <li>*Observation feedback</li> <li>*Student service schedules</li> <li>*Extended learning service</li> <li>*Progress monitoring results + ie- TC assessment, quick check, running records, sight word lists, LLI assessment checks +will be retained by the reading specialist/interventionist</li> </ul>
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### SMART Goal 3 (Science)

During the 2017-18 school year, all 5<sup>th</sup> grade students, including students who are represented in the three gap groups, will improve their science skills as measured by a 4 point increase in the percentage of students passing this year’s SOL science assessment.

**Evidence:** *The smart goal will be measured by the Spring 2018 Science SOL. Progress and growth will be monitored throughout the year using transfer tasks as well as ACPS benchmarking assessments.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	83	79	87	91
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	57	54	65	69
Proficiency Gap Group 2: Black	TS	TS	TS	TS
Proficiency Gap Group 3: Hispanic	50	50	67	71
Asian	TS	TS	TS	TS
Economically Disadvantaged	55	48	61	65
Limited English Proficient (LEP)	36	31	63	67
Students with Disabilities (SWD)	58	TS	TS	TS
White	98	91	97	100

### Rationale:

- *We believe that it is essential that all of our students understand scientific concepts and inquiry in order to compete in the 21<sup>st</sup> century workforce.*
- *We believe that all students can learn.*
- *Historical and current data shows an opportunity/achievement gap between our majority and minority populations.*

### Professional Learning Needs:

- *Licensed staff will be provided ongoing support on the ACPS MTSS framework and support as it is continued to be implemented and modified in our school setting.*
- *Licensed staff will have ongoing PD and support in partnership with Learning Forward and the Department of Talent Development.*
- *Licensed staff will participate in job-embedded PLC's that will focus on our SEP goals.*
- *PLC teams will consult with central office personnel as needed to offer job-embedded/on-going support to classroom teachers.*
- *All staff will participate in ACPS professional development courses related to our SEP.*
- *New to ACPS staff will be mentored and supported via the GM Mentor Coordinator as well as the Department of Talent Development.*
- *Science specialist will participate in the ACPS coaching cohort.*

Note: In addition to monitoring student data, walkthroughs and observations will be completed to ensure implementation of professional development initiatives.

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. We will provide science vocabulary intervention sessions to students not demonstrating understanding/application of scientific vocabulary (including SWD and EL) once per week during the school day. The students and vocabulary terms will be identified via pre-assessments.	Starting September 2017	All teachers, intervention specialists, coaches, administration	Students will be able to understand apply scientific vocabulary.  <b>Deliverables:</b> *Pre and post assessments *Student Roster *Scientific vocabulary terms
2. We will offer science intervention sessions for students not meeting benchmark (including SWD and EL) in skill-based extended school day sessions. The concepts covered will be identified via pre-assessments.	Starting September 2017	All teachers, intervention specialists, coaches, administration	Students will be able to understand scientific concepts after intervention.  <b>Deliverables:</b> *Extended day roster *Lesson plans *Pre and post assessments
3. We will increase student understanding of scientific vocabulary by key words and concepts in writing activities and by increasing the amount of SWD and EL support during science.	Starting September 2017	All teachers, intervention specialists, coaches, administration	Students will be able to understand apply scientific vocabulary.  <b>Deliverables:</b> *Pre and post assessments *Scientific vocabulary terms *Schedules



# School Education Plan

## SMART Goal 4 (TELL Survey)

During a 2018 administration of the TELL survey 80% of the staff will indicate they have knowledge of the content and instructional methods used by other teachers at George Mason.

### Evidence:

*The TELL survey will be the final tool to measure progress.*

Staff Feedback	2014	2015	2016	2018 (Target)
Staff Survey Data	50	NC	73	80

### Rationale:

- *We believe that we can all learn from one another.*
- *We believe that collaborative PLC practices will increase the consistency of student experience as they transition grade levels.*

### Professional Learning Needs:

- *Professional reading related to teacher collaboration, PLC's, and instructional transparency.*
- *Licensed staff will have ongoing PD and support in partnership with Learning Forward and the Department of Talent Development.*

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
2. Implementation of grade level PLC's to support job-embedded/on-going PD aligned to SMART Goal 4.	<p><b>*August-</b> Staff will be introduced and trained on grade-level PLC structure and process.</p> <p><b>*September-</b> Preparing for PLC's</p> <p><b>*October-</b> PLC's begin</p> <p><b>*June-</b> Reflect and Revise PLC's for 2018-19</p>	All teachers, intervention specialists, coaches, administration	<p>Teachers will hold PLC's to support our SEP.</p> <p><b>Deliverables:</b></p> <ul style="list-style-type: none"> <li>*Training documents</li> <li>*Meeting schedules</li> <li>*Agenda template</li> <li>*Meeting minutes</li> <li>*PLC lead teacher assignment</li> </ul>

# School Education Plan

2. Implementation of PLC sharing sessions.	December March May	All teachers, intervention specialists, coaches, administration	Teachers will meet vertically three times per year to share out PLC topics and progress.  <b>Deliverables:</b> *Meeting schedules *Meeting reflections
3) Teachers will be encouraged to complete classroom visits during planning periods or by arranging classroom coverage.	Ongoing	All teachers, intervention specialists, coaches, administration.	Teachers will visit classrooms and observe other professionals in action.  <b>Deliverables:</b> *Survey documenting how many staff visited the classroom of a peer. One survey per semester.

### SMART Goal 5 (Special Education)

By June 2018, we will increase performance of SWD on the Reading and Math SOL by 10%

#### Evidence:

The smart goal will be measured by the Spring 2018 reading and math SOL. Progress and growth will be monitored throughout the year using quarterly ACPS benchmarking assessments and the SOL released test. In addition to IEP's, teachers will use running records, FastForward, and Number Worlds assessments to drive instruction.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
Students with Disabilities (SWD)				
Math	52	52	43	53
Reading	44	70	56	66
Science	58	TS	TS	TS

#### Rationale:

- *Students with Disabilities historically are one of the lower scoring subgroups at George Mason.*
- *We believe that all students can learn.*
- *We believe students must learn within their zone of proximal development.*

### Professional Learning Needs:

- Training and support for staff on SDI strategies and differentiating intervention decisions based on students’ needs during department PLC.
- Training and support for the expansion of co-teaching strategies.

Note: In addition to monitoring student data, walkthroughs and observations will be completed to ensure implementation of professional development initiatives.

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Building toolkit of SDI strategies and differentiating instructional decisions based on students’ needs	Starting in October  2 department PLC sessions per month	Administration  Specialized Instruction  Office of SI	Specialized Instruction teachers will expand their professional tools to provide differentiated instruction.  <b>Deliverables:</b> *Toolkit *PLC attendance *Lesson plans
2. Teachers will make differentiated intervention decisions in reading and math based on students’ needs	Starting October 1	Office of SI  Specialized Instruction Teachers  Administration	Specialized Instruction teachers will identify professional tools to provide differentiated reading and math interventions.  <b>Deliverables:</b> *Tier 2 and 3 progress monitoring data reports *Lesson plans
3. Co-Teaching: All special education teachers and a selected co-teacher will implement the co-teaching service delivery model.	Starting October 1	Office of SI  Specialized Instruction Teachers  General Education Co-Teachers  Administration	Teachers will implement effective models of co-teaching, utilizing SDI strategies in a co-teaching environment.  <b>Deliverables:</b> *Lesson Plans *Teacher Schedules *Observation/walk-through documents



# School Education Plan

<p>4. Progress Monitoring bi-weekly for students with disabilities.</p>	<p><b>September-</b> Identify progress monitoring tool and method for collecting data.</p> <p><b>October-</b> Begin bi-weekly progress monitoring.</p>	<p>All teachers, intervention specialists, coaches, administration</p>	<p>Teachers will progress monitor all SWD (except speech only) in identified areas of reading and/or math.</p> <p><b>Deliverables:</b>            *Progress monitoring data+            +Retained by SI staff and general education teachers.</p>
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## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:

Reading:

Science:

TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:

Reading:

Science:

TELL:

5. What support/resources do you need to achieve your goals?

Math:

Reading:

Science:

TELL:



# James K. Polk Elementary

## School Education Plan

Principal

**PreeAnn Johnson**

School/ School Year

**2017-2018**

### Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, all students, including students who are Black, Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their math skills as measured by a 5 point increase in the percentage of students passing this year's SOL math test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, all students, including students who are Black, Hispanic, Asian, LEP, economically disadvantaged, and students with disabilities will improve their reading skills as measured by a 5 point increase in the percentage of students passing this year's SOL reading test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-18 school year, all 5 <sup>th</sup> Grade students will make measurable progress, including students who are Hispanic, LEP, or economically disadvantaged, students will improve their science knowledge as measured by a 5 point increase in the percentage of students passing this year's SOL test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	During the 2017-18 school year, the area of focus will be on learner achievement with an emphasis on a reduction in disciplinary referrals for Gap Group 3: Hispanic students.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	During the 2017-18 school year, students with disabilities will improve their math and reading skills as measured by a 5 point increase in the percentage of SWD students passing this year's SOL math and reading test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations





# School Education Plan

## SMART Goal 1 MATH

During the 2017-18 school year, all students, including students who are Black, Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s SOL math test.

### Evidence:

Evidence used to demonstrate progress will include benchmark assessments, Think Through Math Assessments, unit assessments, fluency checks, and Quick Checks from Math Expressions. Teachers will collect data documenting family involvement and communications.

SOL data will be used as a measure for goal completion.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	75	73	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	71	68	67	72
Proficiency Gap Group 2: Black	68	70	74	79
Proficiency Gap Group 3: Hispanic	70	68	57	62
Asian	100	88	74	79
Economically Disadvantaged	72	69	67	72
Limited English Proficient (LEP)	68	66	65	70
Students with Disabilities (SWD)	38	41	45	50
White	85	78	90	95

### Rationale:

Five percent is a reasonable increase for all groups. Our goal is to improve our passing rate in each subgroup. We will specifically focus on improving the passing rate of the Gap Group 3 as we saw the greatest decrease in performance for that group. That group had a 68% passing rate in 2016 and a 57% passing rate in 2017 (-11%).

### Professional Learning Needs:

We would like to receive more training and resources on differentiating within math instruction. We would also like to receive more training and resources for Hispanic community outreach. We would like to engage in this training with our grade level teams and across grade levels, within our school.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Use multiple data sources, including data collected through the MTSS processes to identify skill deficits. Throughout each unit of study, provide targeted remediation to small groups based identified skill need. Provide opportunities for guided practice and enrichment to students who are approaching or show mastery. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.</p>	<p>2 to 3 days a week</p>	<p>Classroom teachers, and support staff.</p>	<p>Provide in progress intervention by skill as a part of the core instruction. As a result, gains will be evidenced by a gain of at least 10% on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.</p>
<p>2. Use multiple data sources, and data collected through the MTSS processes to identify Tier 2 and 3 students. Starting in October, we will provide targeted skill based intervention and remediation during I/E with students who do not receive reading services at that time. For those who are tier 2 and 3 in both Math and Reading, we will provide targeted intervention via afterschool remediation. The tutors will be a current grade level content teacher. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.</p>	<p>2 days a week</p>	<p>Classroom teachers and support staff</p>	<p>By identifying Tier 2 and 3 students, and applying targeted intervention during I/E and Afterschool a gain will be evidenced by 80% pass rate on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.</p>
<p>3. Provide differentiation during the core Math block through a guided Math approach in which students who require a bit more teacher directed practice would receive that in a smaller group for 20-30 minutes while students who are progressing toward mastery will have time for independent practice and/cooperative learning of real life application of skills.</p>	<p>2 to 4 days a week.</p>	<p>Classroom teachers and support staff</p>	<p>By identifying school based staff/resources, support will be provided during the Math block to create smaller groups for targeted reteaching within the unit resulting in a greater number of students receiving mastery (80%) on unit assessments the first time they are given.</p>
<p>4. Increase family involvement through quarterly family workshops or conferences, and monthly teacher-initiated communication. The content of the workshops will include: explanation of new math programs, technology integration, and distribution of resources.</p>	<p>Quarterly/Monthly</p>	<p>Classroom teachers and support staff</p>	<p>By involving all of our students' families, we expect families to be more engaged with the students' learning and be more comfortable with the curriculum and strategies that we are teaching. We expect this to translate to more support at home and higher rates of achievement.</p>

## SMART Goal 2 READING

During the 2017-18 school year, all students, including students who are Black, Hispanic, Asian, LEP, economically disadvantaged, and students with disabilities will improve their reading skills as measured by a 5 point increase in the percentage of students passing this year’s SOL reading test.

### Evidence:

Evidence used to demonstrate progress will include grade level benchmark assessments and running records. The Fountas and Pinnell assessment kits will also be used by the end of each quarter. The SOL results will be used to measure completion of the goal.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	69	71	72	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	63	65	65	70
Proficiency Gap Group 2: Black	65	68	73	78
Proficiency Gap Group 3: Hispanic	61	64	59	64
Asian	100	81	65	70
Economically Disadvantaged	65	65	64	69
Limited English Proficient (LEP)	62	61	62	67
Students with Disabilities (SWD)	18	32	41	46
White	82	78	85	85

### Rationale:

- *Students in most gap groups made slight gains, however gap group 3, Asian, and economically disadvantaged decreased.*
- *Data from SRI show continued progress, however, with the increased expectations for end of the year Fountas and Pinnell running records, the number of students reading below grade level increased in some grade levels.*

### Professional Learning Needs:

- *Teachers need to be familiar with the ACPS curriculum expectations and plan accordingly with their team.*
- *We need to identify a schoolwide approach to teaching reading that supports continuous growth at tier 1 and accelerated growth for tier 2 and 3 students.*
- *We will need to have every teacher trained and familiar with our primary resource and Reading Workshop model. We need to determine how we can implement (RW model) effectively at each grade level. We also will need to identify any additional supplements needed to meet the ACPS curriculum expectations.*
- *We need to identify and implement effective EL strategies and best practices to meet the needs of our EL population.*



# School Education Plan

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Each grade level will become familiar with the ACPS curriculum and know what is expected. Teams will identify standards from each unit that will need to be taught.	August Quarterly	Team Leaders Suzanne Lank	Grade level teams will prepare a quarterly At-a-Glance that reflects the ACPS curriculum standards taught in each quarter.
2. Each grade level team will use the reading workshop framework. Working with central office specialist, administrators, and instructional coaches, teams will implement strategies from the reading workshop that are aligned with current curriculum expectations as we move toward a more targeted approach to balanced literacy.	Weekly meetings with instructional coaches and administration  Monthly meeting with curriculum specialist	Kathy Harrington  Suzanne Lank	Grade levels will continue to plan using reading workshop framework to fully implement it with fidelity throughout school year.
3. Collaborate with office of curriculum and instruction to provide ongoing professional development, observations, and guidance on the core 1 instructional practices as well as possible remediation strategies and interventions that would be in line with the reading guidelines and support accelerated growth for tier 2 and 3 students.	Ongoing	Administrators and Reading Goal Team Leaders	Apply appropriate intervention options to implement during the MTSS process as we implement targeted strategies and complete ongoing progress monitoring that shows significant gains as measured by expected gains on <i>Fountas and Pinnell</i>
4. Using the MTSS framework, meet regularly to review data to guide instructional practices. Establish a consistent schedule for progress monitoring, benchmark assessments and universal screening that can be used in the MTSS progress meetings to identify gaps areas and provide immediate remediation strategies and intervention programs.	Monthly	Team Leaders	By maintaining team notes, we can promote accountability for using best practices and identifying targeted areas of need for individual students.

## SMART Goal 3 SCIENCE

During the 2017-18 school year, all 5<sup>th</sup> Grade students will make measurable progress, including students who are Hispanic, LEP, or economically disadvantaged, students will improve their science knowledge as measured by a 5 point increase in the percentage of students passing this year’s SOL test.

### Evidence:

*Evidence used to demonstrate progress will include unit transfer task, formative assessments, quarterly Schoolnet tests, and project based learning using rubrics for evaluation. The 5<sup>th</sup> grade SOL will be used to measure the completion of the goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	67	78	74	79
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	62	73	68	73
Proficiency Gap Group 2: Black	53	73	83	88
Proficiency Gap Group 3: Hispanic	64	80	41	46
Asian	-	-	-	-
Economically Disadvantaged	61	73	70	75
Limited English Proficient (LEP)	47	68	69	74
Students with Disabilities (SWD)	38	42	43	48
White	100	69	87	92

### Rationale:

- *Although our special education students made a 14% gain in Reading, they continue to fall behind the division and state in this area.*
- *Math scores are more in line with division averages but still significantly below other division subgroups and the state.*
- *Data from SRI, Running Records and Benchmark assessments show progress, but support the SOL results indicating that are not yet at expected levels to reach the SOL pass rates.*

### Professional Learning Needs:

- *We will continue to work with Special Education to implement research based instruction including but not limited to Reading Mastery, Corrective Reading, Achieve 3000, Fast Forward, Smarty Antz, KidBiz and Number Worlds.*

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1 Through MTSS, teachers, administrators and resource teachers and goal teams will look at instructional delivery models such as co-teaching and best practices in Specially Designed Instruction to ensuring that students with disabilities receive researched based interventions in addition to the core tier one instruction.	September/October 2016	Carla Carter PreeAnn Johnson Cynthia McDougal	To establish a schedule of supports that provides for additional services to students in tiers 2 and 3 above the core instruction. Implement interventions and ensure consistent progress monitoring in an effort to make sure that interventions are being reviewed and changes made early if students are not showing adequate progress toward as measured by growth from one reading level to the next.
2. Collaborate with office of specialized instruction, curriculum department to provide licenses and training for selected reading intervention programs.	October 30, 2016	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	Students receive consistent instruction through a research proven method. Be provided with data collection that guides instructional grouping and services to ensure that the 5% expected improvement on this SOL gained through targeted teaching of area of need identified in the by question/standard reports.
3. Central Office work with school administration to provide professional development to implement the chosen research based programs, ensure frequent checks for fidelity of implementation, and provide support for progress monitoring, data analysis and adjustments.	By November 2016  Monthly	Instructional Specialist  Administrators	By doing fidelity checks through observations we can identify, replicate and model effective teaching strategies to ensure that all teachers at a given grade level are using sound instructional practices that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, SRI and the SOL.
4. Coordinate with the Office of Specialized Instruction to train in the use of data collection tools such as aimsweb and monitoring the use of student specific data to develop appropriate IEP present levels of performance, SMART annual goals and to propose appropriate supports and services based on identified needs.	December 2016  February 2017  May 2017 (in preparation for transition IEP's)	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	By providing training related to IEP alignment, IEP's will appropriately address targeted needs, provide clear measurable data with which to guide instruction, and result in providing appropriate supports that are evidenced by increases in student performance measures such as running records, benchmark assessments and the SOL.



# School Education Plan

## SMART Goal 4 TELL

During the 2017-18 school year, the area of focus will be on learner achievement with an emphasis on a reduction in disciplinary referrals for Gap Group 3: Hispanic students.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students				
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

### Rationale:

During SY 2016-17, Hispanic students represented approximately 33% of the student population at James K Polk. However, 40% of all disciplinary referrals were generated on this population group. Thus, making it imperative that we focus on an action plan that aims to reduce the number of discipline referrals for this population group by 20% during the 2017-18 school year, which would directly have an impact on the amount of time students spend outside of the learning environment, increasing the time that each student is engaged in educational activities.

### Professional Learning Needs:

Professional development opportunities specifically focused on the development of cultural competence with respect to our Hispanic community, families, and students.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. <b>Academic Excellence and Educational Equity:</b> Focus on a comprehensive counseling plan that addresses the social/ emotional, academic, and career development of Hispanic Students. This goal would be accomplished through individual counseling (Tier 3 support) for some students, small group counseling (Tier 2 support) for other students, and classroom support (Tier 1 support) for all students in the specified population.</p>	<p>Sept 2017- May 2018</p>	<p>SST</p>	<p>Decreased discipline referrals for Hispanic Students</p>
<p>2. <b>Family and Community Engagement:</b> Conduct home visits with Hispanic families to build relationships with the Hispanic community and help increase awareness of the various support programs available to parents and students at James K Polk ES.</p>	<p>Sept 2017- May 2018</p>	<p>Classroom teachers and support staff</p>	<p>Increased participation and collaboration of Hispanic families and students in support programs</p>
<p>3. <b>An Exemplary Staff:</b> Provide professional development opportunities for all staff members that focus on building cultural competence and supporting our Hispanic students and families.</p>	<p>Sept 2017- May 2018</p>	<p>Administration/Leadership  Classroom teachers and support staff</p>	<p>Increased recognition of Hispanic students through PBIS Incentives</p>



## SMART Goal 5 SPECIALIZED INSTRUCTION

During the 2017-18 school year, students with disabilities will improve their reading skills as measured by a 5 point increase in the percentage of SWD students passing this year’s SOL reading test.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you’ll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students READING	69	71	72	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD READING	63	65	65	70
Students with Disabilities (SWD) READING	18	32	41	46
<b>All Students MATH</b>				
All Students MATH	75	73	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD MATH	71	68	67	72
Students with Disabilities (SWD) MATH	38	41	45	50

### Rationale:

- *We continue to make steady progress in Reading experiencing a gain of 9%. However, we continue to fall behind the division and state in this area.*
- *Data from SRI, Running Records and Benchmark assessments show substantial progress of individual students and significant gains despite the fact that they are not meeting the SOL pass rate. We have been receiving a significant amount of targeted, valuable support for the office of specialized instruction and feel the need to continue in the same manor.*

### Professional Learning Needs:

- *We will continue to work with Special Education to implement research based instruction including but not limited to Reading Mastery, Corrective Reading, Achieve 3000, Fast Forward, Smarty Antz, KidBiz and Number Worlds.*
- *We will have 4 sets of co-teaching teams (3 SpEd & 1 EL) attend the co-teaching professional development cadre.*

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1 Through MTSS, teachers, administrators and resource teachers and goal teams will look at instructional delivery models and best practices in Specially Designed Instruction to ensuring that students with disabilities receive tier II and III researched based interventions in addition to the core tier one instruction.	September/October 2017	Carla Carter PreeAnn Johnson Cynthia McDougal	To establish a schedule of supports that provides for additional services to students in tiers 2 and 3 above the core instruction. Implement interventions and ensure consistent progress monitoring in an effort to make sure that interventions are being reviewed and changes made early if students are not showing adequate progress toward as measured by growth from one reading level to the next.
2. Collaborate with office of specialized instruction, curriculum department to provide licenses and training for selected reading intervention programs.	October 30, 2017	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	Students receive consistent instruction through a research proven method. Be provided with data collection that guides instructional grouping and services to ensure that the 5% expected improvement on this SOL gained through targeted teaching of area of need identified in the by question/standard reports.
3. Central Office work with school administration to provide professional development to implement the chosen research based programs, ensure frequent checks for fidelity of implementation, and provide support for progress monitoring, data analysis and adjustments.	By November 2017  Monthly	Instructional Specialist  Administrators	By doing fidelity checks through observations we can identify, replicate and model effective teaching strategies to ensure that all teachers at a given grade level are using sound instructional practices that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, RI and the SOL.
4. Coordinate with the Office of Specialized Instruction to train in the use of data collection tools such as aimsweb and monitoring the use of student specific data to develop appropriate IEP present levels of performance, SMART annual goals and to propose appropriate supports and services based on identified needs.	December 2017  February 2018  May 2018 (in preparation for transition IEP's)	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	By providing training related to IEP alignment, IEP's will appropriately address targeted needs, provide clear measurable data with which to guide instruction, and result in providing appropriate supports that are evidenced by increases in student performance measures such as running records, benchmark assessments and the SOL.
5. Have co-teaching teams attend the cadre working with Marilyn Friends. We will work through professional development, classroom visits, learning walks, coaching and classroom observations with school staff and specialized instruction staff.	October-November 2017  January-February 2018  March-April 2017	General Education Teachers with their Special Education Co-Teachers Administrators Instructional Specialist Marilyn Friends	To establish appropriate co-teaching models in the classroom as measured by fidelity check-list and data from learning walks with Specialized Instruction staff and Marilyn Friends. As well as an increased participation on the inclusive setting in a manner that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, RI and the SOL.

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:

# Supplemental Sheets

with

# Expectations

for instructional practices based on the

# School Education Plan

# James K. Polk Elementary School

## Non Negotiables for Math

### MATH

- 3-5: Teach both 2009 standards and 2017 standards
- K-2: Teach 2017 standards
- Follow the ACPS Units in sequence
- Be conscious of how the standards/strands grow in rigor throughout grade levels
- Recurring routines are required for each unit
- Differentiation/Guided Math/Balanced Math is expected
- Manipulatives are GOOD! Move from concrete to abstract as needed.
- Emphasis on multiple-step problem solving and critical thinking problems (K-5)
- Use **number lines** to solve various math equations and word problems (K-5)
- Focus on the **equal and unequal sign** and the flexibility of equations (K-5)
- *Math Expressions* is the main math resource (K-5)
- Students are expected to access Think Through Math both at home and at school
- Utilize *Do The Math* kits as appropriate and decided by the grade level (Tier 3 students)
- Administer and utilize pre and post assessments and benchmark assessments
- Track student progress and utilize flexible grouping
- Reach out to families (especially EL families) and make the math visible and attainable for them

# James K. Polk Elementary School

## Non Negotiables for Reading and Writing

### READING

- Follow the units in the ACPS Curriculum Guide in the order that they are listed in the guide.
- Possible resources for lessons include the Reading Units of Study, as well as any resources included within the ACPS Curriculum Guide.
- We are using a Reading Workshop structure that includes a 10-15 minute mini-lesson (whole group), students reading independently (15 – 30 minutes depending on grade level), reading with a partner or book groups (15 – 20 minutes depending on grade level), small group differentiated instruction (guided reading for reading levels L and below, strategy groups for reading levels M and above), and a group share (5-8 minutes) concluding the workshop time.
- Reading Workshop follows the same model as Writing Workshop: connection, teaching point, active engagement, link, conferring and small groups, independent and partner reading, and share.
- Phonemic Awareness, Phonics (Word Study) and Sight Word instruction should be included in small group instruction for students reading in level L and below, as appropriate.
- Classroom libraries should contain a variety of books for the students in the room. In classes with students reading level L and below, most books should be organized by reading level. Some books can also be organized by genre or content (Solar system, dinosaurs, poetry, etc.). In classes with students reading level M and above, the books should primarily be organized by genre or content. Teachers may also find it helpful to add the guided reading level on the books, but the primary focus is to teach students how to find “just-right” books and choose based on interest.

## READING ASSESSMENTS

- We use running records to verify the reading level that teachers are using in your group time. Running records are a chance to confirm with a “cold read” that the text level a teacher is using is appropriate.
- Teachers should determine the INSTRUCTIONAL LEVEL for students using running records.
- Instructional Reading Level: student reads with modest accuracy and variable fluency and at least 70% comprehension and the following word identification levels:
  - Guided Reading Levels A-E 85%-97%
  - Guided Reading Levels F-Z 90-97%
- Independent Reading Level: student reads with at least 85% comprehension and independently solves problem while reading with a word identification accuracy level of 98% or higher.
- At the beginning of the year, teachers should use the reading level from the previous year (for all 1<sup>st</sup> through 5<sup>th</sup> grade students). Teachers should use that level and do a “cold” read running record (not the F&P kits) to determine if this level is still accurate. By the end of first quarter F & P should be given to all students.
- At the end of each quarter, teachers use the Fountas and Pinnell assessment kits to verify the reading level for each student and enter this information into the Google Doc.
- All students should be assessed with an informal running record (not F&P kit) during the quarter (every two weeks for below level students and once a month

for on level students using a 100 words running record). Teachers may use a text from the bookroom or a text from Reading A-Z for this running record.

- Kindergarten does not require running records until the end of the 2<sup>nd</sup> quarter of school.
- For students who are high readers, teacher should carefully consider placing students at levels that have appropriate content. In general, students should not read levels higher than one grade level above their age. Often comprehension is not as deep even if decoding and fluency are instructional. For example, a kindergartener may be able to decode well through level K or above, but the content of those texts are often not appropriate for a 6 year old. Please consult the Literacy Continuum to be sure appropriate comprehension is occurring at all levels.



## WRITING

- Follow the units in the ACPS Curriculum Guide in the order that they are listed in the guide.
- Possible resources for lessons include the Writing Units of Study, as well as any resources included within the ACPS Curriculum Guide.
- We are using a Writing Workshop structure that includes a 10-15 minute mini-lesson (whole group), students writing independently (majority of the writing time), small group differentiated instruction (including but not limited to skill or strategy groups, word study groups) and individual conferencing, and a group share (5-8 minutes) concluding the workshop time.
- Teachers may choose to adjust the writing process for older students who are having difficulty writing. For example, a fourth grader with limited English is not expected to write a narrative nonfiction story that takes place in Jamestown. Teachers should consult the Learning Progression in the writing Units of Study kits and in the online resources to see expectations at different grade levels and make adjustments as needed.
- For students reading levels M and above (2<sup>nd</sup> grade and above), teachers should include word study in the writing block. Teachers may choose mini lessons in the Units of Study or may develop their own based on the needs of the majority of the class. Word study should include grammar as well as spelling content. Instruction should include introduction of spelling features, introduction of grammar rules, short partner practice or individual practice, and assessment. Most assessment should be within text – looking at student writing and using dictated sentences, etc.

## WRITING ASSESSMENTS

- There are a few writing Transfer Tasks in the ACPS curriculum guide. Please follow the curriculum guide for these assessments.
- Teachers can use the Writing Progressions in the Polk Literacy folder in the Google Drive to help assess students as well.

## ITEMS IN THE POLK LITERACY FOLDER (Google Drive)

- ACPS Fluency Rubrics
- Characteristics of Readers
- Close Reading Protocols
- Conferring Templates (Writing)
- Conferring Notes (Reading Levels)
- Functional Text Examples
- Guided Reading Lesson Plan Templates
- Leveling Correlation Charts
- Reading A-Z Assessments
- Running Record Information
- Writing Progressions
- Units of Study Planning Resources

# James K. Polk Elementary School

## Non Negotiables for Science

### SCIENCE:

- EVERY GRADE LEVEL TEACHER IS REQUIRED TO TEACH THE SCIENTIFIC METHOD TO ALL STUDENTS.
- EACH UNIT SHOULD INCLUDE SCIENCE LAB AND INVESTIGATION WITH VISUAL AND CONCRETE REPRESENTATIONS AND ALWAYS USING THE SCIENTIFIC METHOD
- EACH GRADE LEVEL TEACHER IS REQUIRED TO ASSESS SCIENCE SKILLS QUARTERLY, PREFERALBLY BY SCHOOL NET, SO DATA CAN BE COLLECTED AND USED TO IDENTIFY AREAS OF REINFORCEMENT.
- EACH GRADE LEVEL TEACHER IS REQUIRED TO DO 2 PROJECET BASED LEARNING SCIENCE ACTIVITIES PER YEAR IN CLASS.
- EACH GRADE LEVEL TEACHER IS REQUIRED TO COMPLETE 1 TRANSFER TASK PER YEAR.
- PD ON SCIENCE LANGUAGE AND VOCABULARY DEVELOPMENT INCLUDING THE USE OF INTERACT SCIENCE NOTEBOOKS.

#### ➤ GRADE 4 FOCUS:

- ELECTRICITY WITH A FOCUS ON SCIENTISTS: FARADAY, FRANKLIN, EDISON
- WEATHER WITH A FOCUS ON HIGH AND LOW PRESSURE & CLOUDS
- NATURAL RESOURCES OF VA WITH A FOCUS ON WATERSHEDS
- LIVING SYSTEMS WITH A FOCUS ON FOOD WEBS & ECOSYSTEMS

➤ GRADE 3 FOCUS:

- PHYSICAL PROPERTIES
- PATTERNS AND CYCLES WITH A FOCUS ON WATER CYCLE, SEASONS, MOON PHASES, TIDES, & THE TERMS ROTATION AND REVOLUTION
- ECOSYSTEMS
- BEHAVIORAL & PHYSICAL ADAPTATIONS
- FOOD CHAINS: PRODUCER, CONSUMER, DECOMPOSER
- ANIMAL & PLANT LIFE CYCLES

➤ GRADE 2 FOCUS:

- MAGNETS
- LIFE CYCLES
- PLANTS

➤ GRADE 1 FOCUS:

- WEATHER
- EARTH/SUN RELATIONSHIPS WITH A FOCUS ON SIZE OF EARTH IN RELATION TO THE SUN AND MOON
- NATURAL RESOURCES OF VA
- PLANTS



# School Education Plan

Principal *Chris Phillips*

*Jefferson-Houston 2017-2018*

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-2018 school year, the proficiency rate for the ALL group in math will increase from 61% to 70% on the end of year state assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-2018 school year, the proficiency rate for the ALL group in reading will increase from a 61% to 75% on the end of year state assessments.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-2018 school year, the proficiency rate for the ALL group in science will increase from 65% to 70% on the end of year state assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<p><b>SMART Goal 4</b> TELL</p>	<p>During the 2017-2018 school year, there will be an increase from 43% to 70% that there is mutual trust and respect between staff and administration.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input type="checkbox"/> 2. Family and Community Engagement.</li> <li><input checked="" type="checkbox"/> 3. An Exemplary Staff</li> <li><input type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>
<p><b>SMART Goal 5</b> Specialized Instruction</p>	<p>During the 2017-2018 school year, the proficiency rate for SPED students will increase to no less than a 50% pass rate as measured by the end of year state assessment.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input type="checkbox"/> 2. Family and Community Engagement.</li> <li><input type="checkbox"/> 3. An Exemplary Staff</li> <li><input type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>

## SMART Goal 1: Math

During the 2017-2018 school year, the proficiency rate for the ALL group in math will increase from 61% to 75% on the end of year state assessment.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	58	69	61	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	51	58	58	70
Proficiency Gap Group 2: Black	53	60	54	70
Proficiency Gap Group 3: Hispanic	60	58	64	70
Asian				
Economically Disadvantaged	49	58	57	70
Limited English Proficient (LEP)	56	57	69	70
Students with Disabilities (SWD)	36	43	36	50
White	82	88	87	95

### Rationale:

*Student progress declined last year across two grade levels.  
Benchmark and common assessment data.*

### Professional Learning Needs:

- *Student growth mindset, numeracy and number sense.*

### Action Plan:

#### Goal 1: Math

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Ongoing vertical planning meetings based off of SOL data strands.	Sept 2017- June 2018	Ms. Quinn, teachers, coaches	
2. In the moment coaching to support teacher growth of subject material content and joint teacher/coach goals.	Sept 2017- June 2018	Math Coach, UVA, administration, Julia Neuffer, Suzanne Futrell	
3. General education, SPED, and EL teachers will engage in weekly collaborative planning completing the process of unpacking the power standards, developing assessments as evidence of student understanding, and aligning instruction to the concrete to abstract learning continuum.	August 2017- June 2018	Sped teachers, EL teachers, co-teachers, coaches, UVA	
4. WICR components will be added to lesson plans for grades 5-8 with specific skill(s) identified for each day.	September 2017- June 2018	AVID site team, administration	
5. Identify tier 2 and tier 3 students, provide intervention.	Sept 2017- June 2018	Teacher, interventionist	
6. Addition of math strategies during encore classes.	Sept 2017-	Math coach, teachers	

	2018 2018	
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## SMART Goal 2: Reading

During the 2017-2018 school year, the proficiency rate for the ALL group in reading will increase from 61% to 75% on the end of year state assessment.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	57	62	61	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	52	53	57	70
Proficiency Gap Group 2: Black	56	53	57	70
Proficiency Gap Group 3: Hispanic	51	62	58	70
Asian				
Economically Disadvantaged	52	53	56	70
Limited English Proficient (LEP)	49	54	60	70
Students with Disabilities (SWD)	33	41	32	50
White	71	92	93	95

### Rationale:

- *Reading data shows that student growth was stagnant.*
- *Data will be collected and analyzed during PLC meetings.*

### Professional Learning Needs:

- *Enhanced guided reading and aligned student centers.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

### Goal 2: Reading

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Ongoing vertical planning meetings based off of SOL data strands.	Sept 2017- June 2018	Matthew Ross, teachers, coaches	
2. Coaching to integrate literacy instruction throughout all content areas to support teacher growth of subject material content and joint teacher/coach goals.	Sept 2017- June 2018	Reading Coach, UVA, administration, Suzanne Lank	
3. Lesson plans will incorporate one of the following literacy components on a daily basis: read aloud, shared reading, shared writing, or independent reading.	August 2017- June 2018	Teachers, coaches	
4. WICR components will be added to lesson plans for grades 5-8 with specific skill(s) identified for each day.	September 2017- June 2018	AVID site team, administration	





# School Education Plan

5. K-5 reading intervention with an interventionist. 6-8 intervention with reading specialists, coaches and teachers for targeted skills.	Sept. 2017- June 2018	Coaches, teachers	
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### SMART Goal 3: Science

During the 2017-2018 school year, the proficiency rate for the ALL group in science will increase from 65% to 70% on the end of year state assessment.

#### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	60	59	65	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	56	55	59	70
Proficiency Gap Group 2: Black	60	53	62	70
Proficiency Gap Group 3: Hispanic	70		59	70
Asian				
Economically Disadvantaged	54	54	61	70
Limited English Proficient (LEP)	91		58	70
Students with Disabilities (SWD)	40	25	43	50
White				

#### Rationale:

- Science increased for JH students but did not hit the benchmark.
- Science will continue to be taught in all k-8 classes daily.

#### Professional Learning Needs:

- District science personnel will work with the JH staff on implementing hands on experiments and addressing vocabulary integration.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

### Goal 3: Science

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Administer benchmarks in grades 7 and 8 to insure longitudinal fidelity and accountability at beginning, middle, and end of school year.	Sept 2017- June 2018	Science Teachers, ACPS Science Curriculum Specialists	
2. Create benchmarks for grades 3- 6 to bring longitudinal fidelity and accountability.	Sept 2017- June 2018	Science Teachers, ACPS Science Curriculum Specialists	
3. Transdisciplinary alignment with math and reading skills.	August 2017- June 2018	Science teachers, math and reading teachers, IB coordinator	
4. Ongoing vertical planning meetings based off of SOL data strands.	August 2017- June 2018	Science teachers, coaches, UVA, ACPS science curriculum specialists	
5. Utilize FOSS kits in all elementary and incorporate	Sept. 2017-	Teachers, TIS	

blended learning lessons	June 2018		
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**SMART Goal 4: TELL Survey**

During the 2017-2018 school year, there will be an increase from 43% to 70% that there is mutual trust and respect between staff and administration.

**Evidence:**

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

1. Staff Survey Results

**Rationale:**

- All staff want to improve the work between all stakeholders.

**Professional Learning Needs:**

- Integration of staff recognition and planning of staff events.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

**Goal 4: TELL**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Relationship and rapport building between staff members for the first 10-15 minutes of each Monday PD day.	Sept 2017- June 2018	Administration/Coaches/Team Leaders/Presentation Presenters	
2. Beginning of year PD and ongoing PD regarding team building/cooperative learning strategies within the classroom to build relationships and cooperative learning environments. The staff sunshine committee will work with school staff to identify and schedule events.	August 2017- June 2018	Administration/Coaches/Team Leaders	
3. Foster positivity through posters around school, weekly positive quotes, ongoing staff recognition, and staff get-together.	August 2017- June 2018	Administration/Coaches/Team Leaders	
4. The FAC and admin will work together to identify and address staff concerns, establish clear, realistic expectations.	Sept 2017- June 2018	Admin, FAC, Staff	

## SMART Goal 5: SPED

During the 2016-2017 school year, the proficiency rate for SPED students will increase to no less than a 50% pass rate as measured by the end of year state assessment.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Current Results:		Expected Outcome:	
Math	36%	Math	50%
Reading	32%	Reading	50%
Science	43%	Science	50%

### Rationale:

- *Student data shows that students remained at last years achievement rate.*

### Professional Learning Needs:

- *Collaboration and co-taught Professional learning.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

## Goal 5: SPED

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Identified specific intervention for skill deficits areas of special needs and/or EL students within lesson plan.	Sept 2017- June 2018	Coaches, special education teachers, general education teachers	
2. Ongoing PD for collaborative teams both sped and EL inclusion pairs.	Sept 2017- June 2018	Special education teachers, general education teachers, EL teachers, UVA	
3. During in-service week, special education collaborative teams will meet to go over and discuss IEP components in depth to include goals/objective, accommodations, and PLOP areas. Conversely, EL collaborative teams will meet to go over and discuss WIDA components in depth to include accommodations, WIDA scores, and support strategies.	August 2017	Special education teachers, general education teachers, EL teachers	

4. Utilize Google docs for collaborative planning and to track student data.	Sept 2017- June 2018	TIS, Teachers	
5. Identify students areas of need in K-2 early and provide intervention.	Sept 2017- June 2018	SST, Teachers	
6. Reinforce high expectations for all students, implement WICOR for middle school SPED.	Sept 2017- June 2018	Teachers, AVID teacher	

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

Principal: Ginja Canton

School/ School Year: John Adams 2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, all students in grades 3-5 will improve their math skills, as demonstrated by 3 points of growth on the Math SOL, increasing our overall pass rate from 58% to 61%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, all students in grades 3-5 will improve their reading skills, as demonstrated by 3 points of growth on the Reading SOL, increasing our overall pass rate from 69% to 72%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

<b>SMART Goal 3</b> Science	During the 2017-18 school year, all students in grade 5 will improve their science skills, as demonstrated by 3 points of growth on the Science SOL, increasing our overall pass rate from 65% to 68%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	During the 2017-2018 school year, 70% of staff will identify our school as an overall good place to work and learn, as demonstrated by the School Culture Rubric.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	During the 2017-18 school year, inclusion teachers will implement five out of six co-teaching models, as demonstrated by teacher observations and weekly lesson plans.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

## **SMART Goal 1 Math**

During the 2017-18 school year, all students in grades 3-5 will improve their math skills, as demonstrated by 3 points of growth on the Math SOL, increasing our overall pass rate from 58% to 61%.

### **Evidence:**

We will implement central data collection, common assessments, and collaborative data analysis in order to determine if adequate progress is being made to reach the end of the year SMART Goal. This includes student performance on ACPS benchmark assessments, pre and post assessments, transfer tasks, and unit assessments.

<b>Student Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016- 17</b>	<b>2017-18 (Target)</b>
All Students	69%	59%	58%	61%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64%	55%	55%	58%
Proficiency Gap Group 2: Black	78%	72%	70%	73%
Proficiency Gap Group 3: Hispanic	54%	41%	41%	44%
Asian	79%	69%	65%	68%
Economically Disadvantaged	64%	52%	54%	57%
Limited English Proficient (LEP)	59%	51%	53%	56%
Students with Disabilities (SWD)	42%	39%	38%	41%
White	75%	68%	70%	73%

### **Rationale:**

This goal has been set to address the decrease in our Math SOL scores for our overall student population over the past three years. John Adams' students are currently performing 12 points below the state benchmark in mathematics. Through this goal, we also intend to address the achievement gap that is present among our lowest performing subgroups: students with disabilities (38% pass rate) and Hispanic students (41% pass rate).





# School Education Plan

## Professional Learning Needs:

Professional Learning Time has been allocated to support professional learning:

**Mondays:** Staff will participate in staff PLC meetings two times per month, as well as differentiated professional development one time per month. These professional development opportunities will be planned based on schoolwide data trends found in student achievement data, teacher observations and areas identified through grade level PLC meetings.

**Wednesdays:** Staff will participate in collaborative grade level PLCs to support quality, differentiated instruction.

**Fridays:** Staff will participate in grade level data meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

## **Focus:**

- Targeted PD to support the planning and implementation of new math standards.
- Identification of common, high-impact EL, SPED, and GLAD strategies for use with all students during Tier 1 instruction.
- Targeted PD to support math interventions.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Conduct frequent and ongoing analysis of common math data in order to: <ul style="list-style-type: none"> <li>a. Identify school trends and strengths/ weaknesses by grade level, subgroup, and for individual students</li> <li>b. Determine appropriate professional development,</li> </ul>	Ongoing during weekly data meetings and PLCs  August 2017- June 2018	Math Coach: Cindy Hamilton: K-5  Math/Science Instructional Specialist: Sue Horita	<ul style="list-style-type: none"> <li>● Creation of SOL reports identifying skill strengths and weaknesses by grade level and subgroup to be shared with the entire staff. (Including use of the SDBQ Report and ACPS Benchmarks).</li> </ul>



## School Education Plan

<p>monitor its effectiveness, and determine next steps.</p> <p>c. Develop and implement instructional strategies</p> <p>d. Provide student interventions according to the MTSS structure</p>		<p>Administrators</p> <p>ACPS Math Instructional Specialist: Julia Neuffer</p>	<ul style="list-style-type: none"> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of math</li> <li>● Identification of a tool for monitoring the application and effectiveness of professional development on student learning outcomes, followed by consistent implantation of the tool.             <ul style="list-style-type: none"> <li>● Creation and implementation of data reports displaying student achievement on common assessments (to include strengths, weaknesses, trends, etc.)</li> </ul> </li> </ul>
<p>2. Create Math/Science Instructional Specialist/Interventionist position (in addition to the existing Math Specialist position). Responsibilities include:</p> <p>Coaching:</p> <ul style="list-style-type: none"> <li>● Provide ongoing modeling and demonstration lessons, coaching, and other</li> </ul>	<p>Ongoing August 2017 – June 2018</p>	<p>Math/Science Instructional Specialist: Sue Horita</p>	<ul style="list-style-type: none"> <li>● Differentiated coaching based on PLPs.</li> <li>● A tiered roster of students, by grade level, in need of interventions.</li> <li>● Student achievement data demonstrating</li> </ul>



# School Education Plan

<p>instructional support to all mathematics and science instructors, K-5, including supporting teachers new to the division to ensure their use of research-based best practices.</p> <ul style="list-style-type: none"> <li>● Develop and implement ongoing professional development in K-5 Mathematics and Science to ensure fidelity of curriculum implementation and instructional and assessment practices aligned with Virginia Standards of Learning.</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Provide academic support for targeted student groups.</li> <li>● Analyze data related to student performance in elementary Mathematics and Science to ensure effective progress monitoring of student achievement in all K-5 SOL Mathematics strands and Science strands.</li> </ul>			<p>growth resulting from tier 2 and tier 3 instruction.</p>
<p>3. Provide ongoing, differentiated professional development to staff.</p> <p>ACPS central office staff and John Adams' site-based coaches will support K-5 staff in the development and implementation of the new math</p>	<p>Ongoing August 2017 – June 2018</p>	<p>ACPS Math Instructional Specialist: Julia Neufer</p> <p>ACPS Inclusion Specialist:</p>	<ul style="list-style-type: none"> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of math</li> </ul>



# School Education Plan

<p>standards and EL, SPED, and GLAD strategies.</p>		<p>Nicole Barrion</p> <p>GLAD Specialist: Anna Harvin</p> <p>ACPS EL Specialist: Jaime Knight</p> <p>Math Coach: Cindy Hamilton: K-5</p> <p>Math/Science Instructional Specialist: Sue Horita</p>	<ul style="list-style-type: none"><li>● Differentiated coaching based on PLPs.</li><li>● EL, SPED, and GLAD strategies being implemented in grades K-5, as documented during teacher observations.</li></ul>
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# School Education Plan

## **SMART Goal 2 Reading**

During the 2017-18 school year, all students in grades 3-5 will improve their reading skills, as demonstrated by 3 points of growth on the Reading SOL, increasing our overall pass rate from 69% to 72%.

### **Evidence:**

We will implement central data collection, common assessments, and collaborative data analysis in order to determine if adequate progress is being made to reach the end of the year SMART Goal. This includes student performance on ACPS benchmark assessments, pre and post assessments, transfer tasks, and unit assessments.

<b>Student Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016- 17</b>	<b>2017- 18 (Target)</b>
All Students	68%	74%	69%	72%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64%	72%	68%	71%
Proficiency Gap Group 2: Black	71%	76%	72%	75%
Proficiency Gap Group 3: Hispanic	62%	67%	63%	66%
Asian	73%	89%	75%	78%
Economically Disadvantaged	64%	72%	68%	71%
Limited English Proficient (LEP)	61%	70%	67%	70%
Students with Disabilities (SWD)	48%	57%	56%	59%
White	72%	79%	79%	82%

### **Rationale:**



# School Education Plan

This goal has been set to address the decrease in our Reading SOL scores for our overall student population last year. John Adams' students are currently performing 6 points below the state benchmark in reading. Through this goal, we also intend to address the achievement gap that is present among our lowest performing subgroups: students with disabilities (56% pass rate) and Hispanic students (63% pass rate).

**Professional Learning Needs:**

Professional Learning Time has been allocated to support professional learning:

**Mondays:** Staff will participate in staff PLC meetings two times per month, as well as differentiated professional development one time per month. These professional development opportunities will be planned based on schoolwide data trends found in student achievement data and teacher observations.

**Wednesdays:** Staff will participate in collaborative grade level PLCs to support quality, differentiated instruction.

**Fridays:** Staff will participate in grade level data meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

**Focus:**

- Continued support in the implementation of the Open Court phonics programs
- Identification of common, high-impact EL, SPED, and GLAD strategies for use with all students during Tier 1 instruction.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Conduct frequent and ongoing analysis of common reading data in order to: <ol style="list-style-type: none"> <li>a. Identify school trends and strengths/weaknesses by grade level, subgroup,</li> </ol>	Ongoing during weekly data meetings and PLCs  August 2017- June 2018	Reading Coach: Meredith Fortner  Reading Interventionists: Lisa Patriarca	<ul style="list-style-type: none"> <li>● Creation of SOL reports identifying skill strengths and weaknesses by grade level and subgroup to be shared with the entire staff. (Including use of the</li> </ul>



## School Education Plan

<p>and for individual students</p> <p>b. Determine appropriate professional development, monitor its effectiveness, and determine next steps.</p> <p>c. Develop and implement instructional strategies</p> <p>d. Provide student interventions according to the MTSS structure</p>		<p>Andrea Drone</p> <p>ACPS Elementary ELA/Literacy Instructional Specialist Suzanne Lank</p> <p>Administrators</p>	<p>SDBQ Report and ACPS Benchmarks).</p> <ul style="list-style-type: none"> <li>• <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of reading.</li> <li>• Identification of a tool for monitoring the application and effectiveness of professional development on student learning outcomes, followed by consistent implantation of the tool.</li> <li>• Creation and implementation of data reports displaying student achievement on common assessments (to include strengths, weaknesses, trends, etc.)</li> </ul>
<p>2. Utilize site-based coaches and reading specialists to provide coaching to teachers and student interventions. Responsibilities include:</p> <p>Coaching:</p> <ul style="list-style-type: none"> <li>• Provide ongoing modeling and demonstration lessons,</li> </ul>	<p>Ongoing August 2017 – June 2018</p>	<p>Reading Coach: Meredith Fortner</p> <p>Reading Interventionists: Lisa Patriarca Andrea Drone</p>	<ul style="list-style-type: none"> <li>• Differentiated coaching based on PLPs.</li> <li>• A tiered roster of students, by grade level, in need of interventions.</li> <li>• Student achievement data demonstrating growth</li> </ul>



# School Education Plan

<p>coaching, and mentoring to all reading instructors, K-5, including supporting teachers new to the division to ensure their use of research-based best practices.</p> <ul style="list-style-type: none"> <li>● Develop and implement ongoing professional development in K-5 Reading to ensure fidelity of curriculum implementation and instructional and assessment practices aligned with Virginia Standards of Learning.</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Provide academic support for targeted student groups.</li> <li>● Analyze data related to student performance in reading to ensure effective progress monitoring of student achievement in all K-5 SOL reading strands.</li> </ul>			<p>resulting from tier 2 and tier 3 instruction.</p>
<p>3. Provide ongoing, differentiated professional development to staff.</p> <p>ACPS central office staff and John Adams’ site-based coaches will support K-2 staff in the implementation of Tier 1 phonics instruction and EL, SPED, and GLAD</p>	<p>Ongoing August 2017 – June 2018</p>	<p>ACPS Language Arts Instructional Specialist: Suzanne Lank</p> <p>ACPS Inclusion Specialist: Nicole Barrion</p>	<ul style="list-style-type: none"> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of reading</li> <li>● Differentiated coaching</li> </ul>





## School Education Plan

<p>strategies for K-5 staff.</p>		<p>GLAD Specialist: Anna Harvin</p> <p>ACPS EL Specialist: Jaime Knight</p> <p>Reading Coach: Meredith Fortner</p> <p>Reading Interventionists: Lisa Patriarca Andrea Drone</p>	<p>based on PLPs.</p> <ul style="list-style-type: none"> <li>● EL, SPED, and GLAD strategies being implemented in grades K-5, as documented during teacher observations.</li> <li>● Explicit phonics instruction being implemented in grades K-2, as documented during teacher observations.</li> </ul>
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# School Education Plan

## **SMART Goal 3 Science**

During the 2017-18 school year, all students in grade 5 will improve their science skills, as demonstrated by 3 points of growth on the Science SOL, increasing our overall pass rate from 65% to 68%.

### **Evidence:**

We will implement central data collection, common assessments, and collaborative data analysis in order to determine if adequate progress is being made to reach the end of the year SMART Goal. This includes student performance on ACPS benchmark assessments, pre and post assessments, transfer tasks, and unit assessments.

<b>Student Group</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016- 17</b>	<b>2017-18 (Target)</b>
All Students	52%	58%	65%	68%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	43%	54%	59%	62%
Proficiency Gap Group 2: Black	62%	72%	73%	76%
Proficiency Gap Group 3: Hispanic	37%	41%	55%	58%
Asian	62%	75%	<	78%
Economically Disadvantaged	44%	54%	58%	61%
Limited English Proficient (LEP)	22%	50%	56%	59%
Students with Disabilities (SWD)	<	40%	<	43%



# School Education Plan

White	57%	60%	69%	72%
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**Rationale:**

This goal has been set so we continue to make strides in Science SOL scores for our overall student population. John Adams’ students are still currently performing 5 points below the state benchmark in science. Through this goal, we also intend to address the achievement gap that is present among our lowest performing subgroups: Hispanic students (55% pass rate), LEP students (56% pass rate), and Economically Disadvantaged students (58% pass rate).

**Professional Learning Needs:**

Professional Learning Time has been allocated to support professional learning:

**Mondays:** Staff will participate in staff PLC meetings two times per month, as well as differentiated professional development one time per month. These professional development opportunities will be planned based on schoolwide data trends found in student achievement data and teacher observations.

**Wednesdays:** Staff will participate in collaborative grade level PLCs to support quality, differentiated instruction.

**Fridays:** Staff will participate in grade level data meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

**Focus:**

- (Essential Action) Create a professional development calendar, which connects teaching to student learning outcomes in the area of Science.
- (Essential Action) Use Science data to determine appropriate professional development, monitor its effectiveness, and determine next steps.
- (Essential Action) Taking previous lessons and corresponding data to improve and scaffold teaching strategies to further improve student performance.
- Identification of common, high-impact EL, SPED, and GLAD strategies for use with all students during Tier 1 instruction.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.



# School Education Plan

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Conduct frequent and ongoing analysis of common science data in order to:</p> <ol style="list-style-type: none"> <li>a. Identify school trends and strengths/weaknesses by grade level, subgroup, and for individual students.</li> <li>b. Determine appropriate professional development, monitor its effectiveness, and determine next steps.</li> <li>c. Develop and implement instructional strategies</li> <li>d. Provide student interventions according to the MTSS structure</li> </ol>	<p>Ongoing during weekly data meetings and PLCs</p> <p>August 2017- June 2018</p>	<p>Math/Science Instructional Specialist: Sue Horita</p> <p>Administrators</p> <p>ACPS Science Instructional Specialist for Title 1 Schools: Erica Meili</p>	<ul style="list-style-type: none"> <li>● Creation of SOL reports identifying skill strengths and weaknesses by grade level and subgroup to be shared with the entire staff. (Including use of the SDBQ Report and ACPS Benchmarks).</li> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of science.</li> <li>● Identification of a tool for monitoring the application and effectiveness of professional development on student learning outcomes, followed by consistent implantation of the tool.</li> <li>● Creation and implementation of data reports displaying student achievement on common assessments</li> </ul>



## School Education Plan

			(to include strengths, weaknesses, trends, etc.)
<p>2. Create Math/Science Instructional Specialist position. Responsibilities include:</p> <p>Coaching:</p> <ul style="list-style-type: none"> <li>● Provide ongoing modeling and demonstration lessons, coaching, and mentoring to all mathematics and science instructors, K-5, including supporting teachers new to the division to ensure their use of research-based best practices.</li> <li>● Develop and implement ongoing professional development in K-5 Mathematics and Science to ensure fidelity of curriculum implementation and instructional and assessment practices aligned with Virginia Standards of Learning.</li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Provide academic support for targeted student groups.</li> <li>● Analyze data related to student performance in elementary Mathematics and Science to ensure effective progress monitoring of student</li> </ul>	Ongoing August 2017 – June 2018	Math/Science Instructional Specialist: Sue Horita	<ul style="list-style-type: none"> <li>● Differentiated coaching based on PLPs.</li> <li>● A tiered roster of students, by grade level, in need of interventions.</li> <li>● Student achievement data demonstrating growth resulting from tier 2 and tier 3 instruction.</li> </ul>



## School Education Plan

<p>achievement in all K-5 SOL Mathematics strands and Science strands.</p>			
<p>3. Create opportunities for vertical alignment to discuss common strengths, weaknesses, student misconceptions, and trends across grade levels.</p>	<p>Quarterly</p>	<p>Grade level leads  Math/Science Instructional Specialist: Sue Horita</p>	<ul style="list-style-type: none"> <li>● Creation of data reports identifying areas of need in science.</li> <li>● Creation of hands-on experiments and lesson plans that address student misconceptions and areas of need.</li> </ul>
<p>4. Provide ongoing, differentiated professional development to staff.</p> <p>ACPS central office staff and John Adams' site-based coaches will support K-5 staff in the development and implementation of:</p> <ul style="list-style-type: none"> <li>● EL, SPED, and GLAD strategies for use with all students during tier 1 instruction</li> <li>● Integrating science concepts into subject areas such as math, language arts, and encore.</li> <li>● Hands on experiments that facilitate a conceptual understanding of the science standards</li> </ul>	<p>Ongoing August 2017 – June 2018</p>	<p>Math/Science Instructional Specialist: Sue Horita</p> <p>ACPS Science Instructional Specialist for Title 1 Schools: Erica Meili</p> <p>ACPS Inclusion Specialist: Nicole Barrion</p> <p>GLAD Specialist: Anna Harvin</p> <p>ACPS EL Specialist: Jaime Knight</p>	<ul style="list-style-type: none"> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of science.</li> <li>● Differentiated coaching based on PLPs.</li> <li>● EL, SPED, and GLAD strategies being implemented in grades K-5, as documented during teacher observations.</li> <li>● Creation of hands on experiments and lesson plans demonstrating cross-curricular</li> </ul>



# School Education Plan

			planning.
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**SMART Goal 4 TELL**

During the 2017-2018 school year, 70% of staff will identify John Adams Elementary School as an overall good place to work and learn, as demonstrated by the School Culture Survey.

**Evidence:**

Staff will be encouraged to anonymously complete the (10 question) School Culture Survey three times throughout the school year in order to determine if adequate progress is being made towards the SMART Goal.

2016 TELL Data	ACPS	John Adams ES.	2017-2018 (Target)
Teachers have time available to collaborate with colleagues.	63%	30%	70%



## School Education Plan

The non-instructional time provided for teachers in my school is sufficient.	55%	21%	70%
The school environment is clean and well maintained.	59%	37%	70%
School administrators consistently enforce rules for student conduct.	59%	39%	70%
The faculty has an effective process for making group decisions to solve problems.	61%	35%	70%
Teachers have a role in determining the content of in-service professional development programs.	48%	26%	70%
There is an atmosphere of trust and mutual respect in this school.	67%	26%	70%
Teachers feel comfortable raising issues and concerns that are important to them.	67%	39%	70%
The school leadership consistently supports teachers.	73%	39%	70%
Overall, my school is a good place to work and learn.	80%	46%	70%

**Rationale:**

This goal has been set to address the areas of our school in need of improvement, as determined by the 2016 TELL survey. The specific areas of need that we will address are outlined in the chart above.

**Professional Learning Needs:**

Professional Learning Time has been allocated to support professional learning:





# School Education Plan

**Mondays:** Staff will participate in staff PLC meetings two times per month, as well as differentiated professional development one time per month. These professional development opportunities will be planned based on schoolwide data trends found in student achievement data and teacher observations.

**Wednesdays:** Staff will participate in collaborative grade level PLCs to support quality, differentiated instruction.

**Fridays:** Staff will participate in grade level data meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

**Focus:**

- Improve communication among staff
- Provide time for teachers to collaborate by engaging in Professional Learning Communities
- Incorporate Responsive Classroom

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Present an overview of TELL data highlighting areas of focus.	<b>August/ September 2017</b>	Administrators	<ul style="list-style-type: none"> <li>● Staff will have an understanding of the specific areas of focus for the 2017-2018 school year.</li> </ul>
2a. Create a professional development plan to address the school’s needs in regards to culture and climate, as indicated by the 2016 TELL survey.  2b. Provide ongoing differentiated professional development to staff in the areas of cultural competency and Responsive Classroom.	Ongoing October 2017 – June 2018	Administrators  ACPS central office support staff: Cheryl Robinson, Debra Lane	<ul style="list-style-type: none"> <li>● Creation of culture and climate PD plan.</li> <li>● Implementation of Responsive Classroom techniques in K-5 classrooms, as</li> </ul>



# School Education Plan

			documented during teacher observations.
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### **SMART Goal 5 Special Education**

During the 2017-2018 school year, inclusion teachers will implement five out of six co-teaching models, as demonstrated by teacher observations and weekly lesson plans.

#### **Evidence:**

We will use formal and informal classroom observations in order to determine if adequate progress is being made towards this SMART Goal. Teachers will be observed by building administrators, site based coaches, and central office personnel to document the co-teaching models being implemented and to provide feedback on their individual inclusive practices.

Student Group	2014-15	2015-16	2016-17	2017-18 (Target)
Students with Disabilities (Math)	42%	39%	38%	41%
Students with Disabilities (Reading)	48%	57%	56%	59%

#### **Rationale:**

Students with disabilities demonstrated a decrease in math and reading SOL scores last year, and this subgroup continues to be one of our lowest performing populations. This goal has been set to address the achievement gap between our students with disabilities and our other subgroups.

#### **Professional Learning Needs:**

Professional Learning Time has been allocated to support professional learning:



# School Education Plan

**Mondays:** Staff will participate in staff PLC meetings two times per month, as well as differentiated professional development one time per month. These professional development opportunities will be planned based on schoolwide data trends found in student achievement data and teacher observations.

**Wednesdays:** Staff will participate in collaborative grade level PLCs to support quality, differentiated instruction.

**Fridays:** Staff will participate in grade level data meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

**Focus:**

- Identification of common, high-impact EL, SPED, and GLAD strategies for use with all students during Tier 1 instruction.
- Implementation of effective specially designed instruction and co-teaching.
- Use of MTSS and frequent progress monitoring to make intervention decisions based on individual student needs.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Conduct frequent and ongoing analysis of common SPED data in order to: <ul style="list-style-type: none"> <li>e. Identify school trends and strengths/weaknesses by grade level, subgroup, and for individual students</li> <li>f. Determine appropriate professional development, monitor its effectiveness, and determine next steps.</li> <li>g. Develop and implement instructional strategies</li> <li>h. Provide student interventions according to the MTSS structure</li> </ul>	Ongoing during weekly data meetings and PLCs  August 2017- June 2018	ACPS Inclusion Specialist: Nicole Barrion  SPED Lead: Jared Stanley	<ul style="list-style-type: none"> <li>● Creation of SOL reports identifying skill strengths and weaknesses by grade level and subgroup to be shared with the entire staff. (Including use of the SDBQ Report and ACPS Benchmarks).</li> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects</li> </ul>



## School Education Plan

			<p>teaching to student learning outcomes in the area of reading.</p> <ul style="list-style-type: none"> <li>● Identification of a tool for monitoring the application and effectiveness of professional development on student learning outcomes, followed by consistent implantation of the tool.</li> <li>● Creation and implementation of data reports displaying student achievement on common assessments (to include strengths, weaknesses, trends, etc.)</li> </ul>
<p>2. Provide ongoing, differentiated professional development to staff.</p> <p>ACPS central office staff and John Adams' site-based coaches will support K-5 staff in the development and implementation of effective specially designed instruction and co-teaching models.</p>	<p>Ongoing August 2017 – June 2018</p>	<p>ACPS Inclusion Specialist: Nicole Barrion</p> <p>GLAD Specialist: Anna Harvin</p> <p>SPED Lead: Jared Stanley</p>	<ul style="list-style-type: none"> <li>● <b>(*E.A.)</b> Creation of professional development calendar which connects teaching to student learning outcomes in the area of reading</li> <li>● Differentiated coaching based on PLPs.</li> <li>● Application of a variety</li> </ul>



## School Education Plan

			of effective co-teaching models (station teaching, parallel teaching, alternative teaching, teaming), as documented during teacher observations.
3. SPED teachers will collaborate with general education teachers during weekly grade level planning meetings to develop specially designed instruction and ensure appropriate accommodations are incorporated into all content area lesson plans.	Ongoing during weekly grade level planning meetings August 2017 – June 2018	SPED Lead: Jared Stanley  Inclusion/ SPED teachers	<ul style="list-style-type: none"> <li>• Specially designed instruction will be highlighted in weekly lesson plans.</li> </ul>
4. Use of specially designed instruction and differentiated interventions for students with disabilities.	Ongoing during daily instruction August 2017 – June 2018	SPED Lead: Jared Stanley  ACPS Inclusion Specialist: Nicole Barrion  Inclusion/ SPED teachers	<ul style="list-style-type: none"> <li>• Create intervention schedule that includes identified students, time frame of intervention, person delivering intervention, and progress monitoring dates.</li> <li>• Interventions are provided before, during, and after school in the areas of Math and Reading.</li> </ul>



# School Education Plan

**Principal:** Dr. Patricia Zissios

**School/ School Year:** Lyles-Crouch/2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	<i>During the 2017-2018 school year, all students will improve their math proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year’s SOL math test.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2 Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6.Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	<i>During the 2017-2018 school year, all students will improve their reading proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP),students with disabilities, and Black students on this year’s SOL reading test.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	<i>During the 2017-2018 school year, all fifth grade students will improve their science proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year’s SOL science test.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

<b>SMART Goal 4</b> TELL	<i>During the 2017-2018 school year, LCTA will improve the learning environment as measured by a 5% increase in the percentage of positive responses from teachers to TELL survey questions about the learning environment and professional development.</i>	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	<i>During the 2017-2018 school year, students with disabilities will improve proficiency in all academic areas as measured by a 5% increase in the percentage of students with disabilities passing this year's SOL tests in math, reading, and science.</i>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1

*During the 2017-2018 school year, all students will improve their math proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year's SOL math test.*

### Evidence:

*Improvement of math skills of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, and progress monitoring data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	86	92	89	94
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	73	81	79	84
Proficiency Gap Group 2: Black	71	79	80	85
Proficiency Gap Group 3: Hispanic	84	100	100	100
Asian	100	100	<	
Economically Disadvantaged	69	81	78	83
Limited English Proficient (LEP)	72	79	87	92
Students with Disabilities (SWD)	50	63	59	64
White	94	99	95	100

### Rationale:

- *Based on previous SOL data our greatest areas of improvement are Gap Groups 1, 2, and 3. Therefore, our action plan will focus on eliminating the achievement gap.*

### Professional Learning Needs:

- *Identify and train staff on existing and new math interventions.*
- *Creating common formative assessments to analyze student performance.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Utilize math specialist to provide supplemental small group math intervention, coordinate other math interventions, and support math instruction in the classrooms.	Ongoing	Joey Curtis	-Quarterly intervention schedules. -45 day test prep plan. -Re-take plan -Provide coaching/PD for teachers as needed.
2. Design and implement a structured system of supports for math intervention with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Ongoing	Kellie Conlan Joey Curtis Diane Strong SST	-Identify the list of interventions and increase the bank of interventions that are used with





# School Education Plan

			<p>students.</p> <ul style="list-style-type: none"> <li>-Progress monitoring for students in tiers 2 and 3 (3 times a quarter).</li> <li>-Provide and attend PD on various interventions in math throughout the year.</li> <li>-meet vertically/with grade level teams throughout the year to discuss students in gap groups.</li> </ul>
3. Provide ongoing support for continued effective implementation of the Core Knowledge curriculum.	Ongoing	Nancy Maslyn	-Maintain our Core Knowledge School of Distinction status.
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	<p>Master Schedule (August 2017)</p> <p>Ongoing</p>	<p>Kellie Conlan</p> <p>Joey Curtis</p> <p>Alex Britt</p> <p>Jessica Crawford</p>	<ul style="list-style-type: none"> <li>-Create a master schedule</li> <li>-Updating specialist, special education, and EL schedules as needed.</li> <li>-Quarterly MTSS meetings with grade level (beginning, middle, and end).</li> <li>-Use of progress monitoring to identify the efficacy of interventions.</li> </ul>

## SMART Goal 2

*During the 2017-2018 school year, all students will improve their reading proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year's SOL reading test.*

### Evidence:

*Improvement of reading skills of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including SRI, F&P, and PALS reading assessments, released SOL tests, and data from ongoing interventions as applicable.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	89	95	87	93
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	73	89	72	77
Proficiency Gap Group 2: Black	80	88	67	72
Proficiency Gap Group 3: Hispanic	89	100	93	98
Asian	100	100	<	
Economically Disadvantaged	74	87	67	72
Limited English Proficient (LEP)	77	82	77	82
Students with Disabilities (SWD)	37	81	56	61
White	93	97	96	100

### Rationale:

- *Based on previous SOL data our greatest areas of improvement are Gap Groups 1, 2, and 3. Therefore, our action plan will focus on eliminating the achievement gap.*

### Professional Learning Needs:

- *Identify and train staff on existing and new reading interventions.*
- *Create common formative assessments to analyze student performance.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Design and implement a structured system of supports for reading intervention with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Ongoing	Kellie Conlan Karrie Kay Diane Strong	-Quarterly intervention schedules. -45 day test prep plan. -Re-take plan -Reading specialist will provide coaching/PD for teachers as needed. Identify the list of interventions and

			<p>increase the bank of interventions that are used with students.</p> <ul style="list-style-type: none"> <li>-Progress monitoring for students in tiers 2 and 3 (3 times a quarter).</li> <li>-Provide and attend PD on various interventions in reading throughout the year.</li> <li>-Meet vertically/with grade level teams throughout the year to discuss students in gap groups.</li> </ul>
2. Implement regular guided reading instruction for all students, including daily guided reading as well as intervention for students reading below grade level.	Ongoing	Homeroom Teachers Patricia Zissios Kellie Conlan	<ul style="list-style-type: none"> <li>-Create and implement a grade level schedule so that teachers include guided reading and CKLA in their classrooms.</li> <li>-Administrators will conduct look-fors during walk-throughs.</li> </ul>
3. Provide ongoing support for continued effective implementation of the Core Knowledge curriculum.	Ongoing	Nancy Maslyn	<ul style="list-style-type: none"> <li>-Maintain our Core Knowledge School of Distinction status.</li> </ul>
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	Master Schedule (August 2017)  Ongoing	Kellie Conlan	<ul style="list-style-type: none"> <li>-Create a master schedule</li> <li>-Update specialist, special education, and EL schedules as needed.</li> <li>-Quarterly MTSS meetings with grade level (beginning, middle, and end).</li> <li>-Use of progress monitoring to identify the efficacy of interventions.</li> </ul>

### SMART Goal 3

*During the 2017-2018 school year, all fifth grade students will improve their science proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year's SOL science test.*

#### Evidence:

*Improvement of science proficiency will ultimately be measured by 5<sup>th</sup> Grade SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit assessments, Released 5<sup>th</sup> Grade SOL tests, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	93	92	92	97
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	81	76	85	90
Proficiency Gap Group 2: Black	75	80	71	76
Proficiency Gap Group 3: Hispanic	100	100	100	100
Asian	100	100	100	100
Economically Disadvantaged	73	81	73	78
Limited English Proficient (LEP)	100	<	81	86
Students with Disabilities (SWD)	<	<	70	75
White	100	100	100	100

#### Rationale:

- *Based on previous SOL data our greatest areas of improvement are Gap Groups 1, 2, and 3. Therefore, our action plan will focus on eliminating the achievement gap.*

#### Professional Learning Needs:

- *Create common formative assessments to analyze student performance.*
- *Collaborative planning for integration of purposeful hands-on science investigations.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Classroom teachers will implement at least 2 hands-on science investigations each quarter with the planning support of the visiting science teacher (in addition to the lessons led by the visiting science teacher).	Quarterly	K-5 Classroom Teachers Jason Rutchaskas Patricia Zissios Kellie Conlan	-CLT agendas and minutes -Administrators conducting look-fors during walk-throughs.
2. Each grade level team will participate in quarterly planning with the visiting science teacher to identify: 1) options for classroom investigations, 2) connected	Quarterly	K-5 Classroom Teachers Jason	-CLT agendas and minutes



# School Education Plan

investigations to be conducted with the visiting science teacher, and 3) a list of any needed materials for hands-on learning.		Rutchauskas	
3. Teachers will utilize common grade level unit assessments that reflect the format of the SOLs and will use the results to plan re-teaching as needed.	Ongoing	K-5 Classroom Teachers Jason Rutchauskas	-CLT agendas and minutes -Common grade level unit assessments -Grade 3 Transfer Tasks
4. Teachers will implement 3 week-long STEM investigations using the hands-on <i>STEM In Action</i> kits focusing on the Scientific Investigation strand of the SOLs.	3 units per year	K-5 Classroom Teachers	-CLT agendas and minutes -Student work products
5. Provide ongoing support for continued effective implementation of the Core Knowledge curriculum.	Ongoing	Nancy Maslyn	-Maintain our Core Knowledge School of Distinction status.
6. Teachers will increase family and community engagement by hosting a Science Family Make and Take Night.	Once per year	K-5 Classroom Teachers	-Family attendance

## SMART Goal 4

*During the 2017-2018 school year, LCTA will improve the learning environment as measured by a 5% increase in the percentage of positive responses from teachers to TELL survey questions about the learning environment and professional development.*

### Evidence:

*Improvement of staff perception of our learning environment will ultimately be measured by the TELL survey administered in 2018.*

Student Group	2013-14	2015-16	2017- 18 (Target)
% of LCTA educators who respond to the survey	78	100	100
% of LCTA educators who respond positively to survey question: The faculty has an effective process for making group decisions to solve problems.	50	78	83
% of LCTA educators who respond positively to survey question: There is an atmosphere of trust and mutual respect in this school.	49	78	83
% of LCTA educators who respond positively to survey question: Teachers are comfortable raising issues and concerns that are important to them.	46	77	82
% of LCTA educators who respond positively to survey questions about professional development at LCTA.	N/A	83	88

### Rationale:

- *Lyles-Crouch has demonstrated continuous strong performance on the 2016 TELL survey results as compared to other schools in ACPS but had some areas of relative weakness. One of the noted areas of weakness was professional development. In order to effectively evaluate this aspect of our learning environment, we will ask teachers to specifically evaluate the professional development offered at LCTA.*

### Professional Learning Needs:

- *Effective collaboration within a professional learning community*
- *Conflict resolution among adults in the workplace*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Maintain a professional development committee to plan and evaluate opportunities hosted at LCTA.	August 2017	Patricia Zissios Kellie Conlan	-Team roster and minutes -PD calendar -Administer a needs assessment to teachers



# School Education Plan

			and paraprofessionals -Develop sustained PD through a cohort model (fall, winter, spring). -Exit slips
2. Continue to expand role of leadership committee to be more involved in school-wide discussion and decisions	Ongoing	Patricia Zissios	-Meeting minutes
3. Continue to expand the Learning Environment Committee to coordinate activities designed to build staff cohesiveness and boost morale. The Learning Environment Committee consists of school climate, PBIS, and the Sunshine Committee.	Ongoing	Sarah Bustard	-Schedule of events -Event announcements

## SMART Goal 5

*During the 2017-2018 school year, students with disabilities will improve proficiency in all academic areas as measured by a 5% increase in the percentage of students with disabilities passing this year's SOL tests in math, reading, and science.*

### Evidence:

*Improvement of academic proficiency of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, and data from ongoing interventions.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
Math	50	63	59	64
Reading	37	81	56	61
Science	<	<	70	75

### Rationale:

- *While Lyles-Crouch has had high performance in all academic areas, our students with disabilities have not demonstrated the progress we would expect to see and a significant achievement gap exists.*

### Professional Learning Needs:

- *Best practices for teaching reading, math, and science to students with disabilities*
- *Create common formative assessments to analyze student performance.*
- *Progress monitoring tools (AIMSweb Plus)*
- *Identify and train staff on existing and new reading and math interventions.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Provide professional development and implementation support to general education teachers, special education teachers, paraprofessionals, and TAA for co-teaching and best practices in specially designed instruction to assist in improving pass rates of students with disabilities.	Ongoing	Patricia Zissios Kellie Conlan Central Office	-Workshop agenda and materials -PD calendar -Special education co-teaching pairs and EL co-teaching pairs will attend professional development throughout the year on co-teaching strategies.
2. Provide regular opportunities for general education and special education teachers to collaborate and co-plan and include special education instructional specialist in supporting co-teaching pairs.	Ongoing	Kellie Conlan Central Office	-Master schedule -CLT agenda and minutes -Feedback from instructional specialist
3. Utilize frequent progress monitoring (assessment, discussion and planning) for all students with disabilities	Ongoing	Kellie Conlan Scott Keplinger	-AIMSweb Plus data -IEP progress reports



using tools such as AIMSweb Plus.			
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	August 2017	Kellie Conlan	<ul style="list-style-type: none"> <li>-Master Schedule</li> <li>-Updating specialist, special education, and EL schedules as needed.</li> <li>-Quarterly MTSS meetings with grade level (beginning, middle, and end).</li> <li>-Use of progress monitoring to identify the efficacy of interventions.</li> <li>-Administrators will conduct look-fors during walk-throughs to monitor fidelity of implementation of interventions.</li> <li>-Differentiate intervention decisions based on students' needs.</li> </ul>

## LCTA Professional Learning 2017-2018

Date	Time	Topic	Presenter/Contact
Monday, August 28	8:00-3:00	Core Knowledge: Domain Bin Planning (PLMS# 15082)	Dianne Hamilton
Tuesday, August 29	8:00-3:00	School Year Opening, Nuts & Bolts School Education Plan, and Core Knowledge Assessment Training (PLMS #15083)	Dr. Zissios and Dr. Conlan
Monday, September 11	3:00-4:00	PD Cohorts -Technology -Interventions -Guided Reading -Autism -Increasing Motivation and Engagement	Teacher Leaders <b>Technology:</b> Ms. Murphy <b>Interventions:</b> Ms. Curtis <b>Guided Reading:</b> Ms. Kay <b>Autism:</b> Dr. Britt <b>Increasing Motivation and Engagement:</b> Mr. Cave
Monday, November 13	3:00-4:00	PD Cohorts -Technology -Interventions -Guided Reading -Autism -Increasing Motivation and Engagement	Teacher Leaders <b>Technology:</b> Ms. Murphy <b>Interventions:</b> Ms. Curtis <b>Guided Reading:</b> Ms. Kay <b>Autism:</b> Dr. Britt <b>Increasing Motivation and Engagement:</b> Mr. Cave

Monday, December 11	3:00-4:00	PD Cohorts -Technology -Interventions -Guided Reading -Autism -Increasing Motivation and Engagement	Teacher Leaders <b>Technology:</b> Ms. Murphy <b>Interventions:</b> Ms. Curtis <b>Guided Reading:</b> Ms. Kay <b>Autism:</b> Dr. Britt <b>Increasing Motivation and Engagement:</b> Mr. Cave
Monday, January 22	3:00-4:00	PD Cohorts -Technology -Interventions -Guided Reading -Autism -Increasing Motivation and Engagement	Teacher Leaders <b>Technology:</b> Ms. Murphy <b>Interventions:</b> Ms. Curtis <b>Guided Reading:</b> Ms. Kay <b>Autism:</b> Dr. Britt <b>Increasing Motivation and Engagement:</b> Mr. Cave
Monday, February 5	3:00-4:00	PD Cohorts -Cohorts will change and teachers will form a new cohort based on their needs assessment.	Teacher-Led PD
Monday, March 5	3:00-4:00	New PD Cohorts	Teacher-Led PD
Monday, April 2	3:00-4:00	New PD Cohorts	Teacher-Led PD
Monday, May 7	3:00-4:00	New PD Cohorts	Teacher-Led PD
Monday, June 4	3:00-4:00	New PD Cohorts	Teacher-Led PD

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

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*Principal: Victor L. Powell*

*Assistant Principal: Suzanne Hess*

*Matthew Maury/ 2017-18*

## **Division Strategic Plan Goal Areas: 2016-2020**

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**1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.

**2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.

**3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.

**4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.

**5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.

**6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	By June 2018, 66% of Gap 1 students and 66% of Gap 2 students will pass the mathematics SOL.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	By June 2018, 68% of Gap 1 students and 65% of Gap 2 students will pass the reading SOL.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By June 2018, 89% of all students will pass the science SOL.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> Staff Survey	By June 2018, 100% of all Maury Staff will feel that Maury is a good place to work and learn.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	By the end of the 2017-2018 school year Matthew Maury teachers will increase their knowledge in and application of Specially Designed Instruction (SDI) strategies, resulting in the following levels of achievement by Students with Disabilities, as measured by Fountas and Pinnell assessments and the SOL Test: Reading 58%.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1 (Math)

During the 2017-18 school year, 66% of Gap 1 students and 66% of Gap 2 students will pass the mathematics SOL. *Aligned to the ACPS Strategic Plan Objective: 1.2 Achievement gaps - ACPS will target academic achievement gaps and increase positive educational outcomes across race/ethnicity, income, disability, and language subgroups.*

### Evidence:

*SOL scores will be the primary measure of mathematics proficiency. Progress will be monitored throughout the year using ACPS Benchmark Assessments, SOL Released Assessments, Think Through Math, Unit Assessments and IEP Goal progress.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	84%	81%	83%	88%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	59%	57%	61%	66%
Proficiency Gap Group 2: Black	56%	54%	61%	66%
Proficiency Gap Group 3: Hispanic	60%	47%	55%	60%
Asian	TS	TS	TS	75%
Economically Disadvantaged	56%	53%	58%	63%
Limited English Proficient (LEP)	TS	43%	57%	62%
Students with Disabilities (SWD)	40%	43%	38%	43%
White	97%	99%	98%	99%

### Rationale:

- *Within the last 3 years mathematics performance from the Spring SOL's; our Gap 1 and Gap 2 students have had a 30% plus gap in SOL achievement compared to our White students at Matthew Maury.*
- *Within Gap 1, our Students With Disabilities (42% - 38%) have decreased in their mathematics achievement by 4% within the 2016-2017 school year.*

### Professional Learning Needs:

- *Our first professional learning need is to continue to focus on ways of structuring our mathematics blocks to more effectively supporting differentiated instruction for a variety of students at Matthew Maury (ie. Gap 1, Gap 2, LEP, SWD, etc.)*
- *Our second professional learning need is to continue on the PLC continuum toward using quality assessments, data analysis, sharing of best practices and being reflective practitioners within our professional learning communities.*
- *Our third professional learning need is to focus on our LEP and SWD so that their learning needs within Limited Language is targeted within additional instructional strategies that increase access to the math curriculum for students with limited language.*
- *Our fourth professional learning need is to continue to support our teachers with the implementation of Think Through Math, Hands-On Standards and Number Worlds Mathematics interventions.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goal (Math).

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Continue within professional learning community continuum where teachers discuss best practices within their tier 1 instruction, discuss relevant data and reflect on their practices; so that the implementation of weekly Mathematics Extended Learning Opportunity (ELO) with a specific focus on Gap 1 and Gap 2 students can be achieved.</p> <p>These professional learning communities will focus on:</p> <ul style="list-style-type: none"> <li>● Gathering Relevant Data</li> <li>● Identifying students strengths and areas of growth</li> <li>● Understand effective and non-effective instruction</li> <li>● Construct a Plan of Action</li> <li>● Reflect and Evaluate Plan over an interval of time</li> </ul>	Twice a month	Data Intervention Coach, 3-5 Math Teachers, Ms. Suzanne Hess, Math Committee	An increase in Gap 1 & 2 students achievement while also an increase in the number of students who achieve a minimum of proficiency in meeting grade level standards in grades 3-5
<p>2. The ENCORE teachers will attend grade level meetings to collaborate with K-5 teachers by connecting their ENCORE lessons to the core content (ie. VDOE K-5 Visual Arts Instructional Strategies &amp; Correlations).</p>	Monthly	Ms. Luisa Tio	Create cross curricular connections within the core content of our K-5 classes.
<p>3. Teachers will use the Google Doc platform as a tool to share their lesson plans and pacing guides with the Reading Specialist, ELL, SPED and ENCORE teachers that support the Tier 2 and Tier 3 students. (Lesson Plans-Continuous bi-weekly working document)</p>	Twice a Month	Maury Administration & Data Intervention Coach	To create fluid transparency and collaboration of best practices, cross-curricular instruction and ongoing analysis of effective lesson plans will be the result in increased student achievement .



## SMART Goal 2 (Reading)

During the 2017-18 school year, 68% of Gap 1 students and 65% of Gap 2 students will pass the reading SOL. *Aligned to the ACPS Strategic Plan Objective: 1.2 Achievement gaps - ACPS will target academic achievement gaps and increase positive educational outcomes across race/ethnicity, income, disability, and language subgroups.*

All K-5 students will demonstrate achievement in Reading as demonstrated by meeting grade-level expectations on one or more of the following assessments: Fountas and Pinnell Running Records (ACPS Quarterly Chart), PALS (Spring Benchmark) or SRI (Lexile Comparison).

### Evidence:

*SOL scores will be the primary measure of Reading proficiency. Progress will be monitored throughout the year using Fountas and Pinnell, SRI, and IEP Goal Progress.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	80%	83%	85%	90%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	51%	59%	60%	65%
Proficiency Gap Group 2: Black	51%	59%	60%	65%
Proficiency Gap Group 3: Hispanic	50%	56%	65%	70%
Asian	TS	TS	TS	75%
Economically Disadvantaged	48%	61%	61%	66%
Limited English Proficient (LEP)	TS	79%	60%	65%
Students with Disabilities (SWD)	50%	37%	53%	58%
White	94%	98%	97%	98%

### Rationale:

- *Within the last 3 years reading performance from the Spring SOL's; our Gap 1 and Gap 2 students have had a 30% plus gap in SOL achievement compared to our White students at Matthew Maury.*
- *Within Gap 1, our Students with Disabilities (37% - 53%) have increased in their reading achievement by 16% within the 2016-2017 school year. Our professional development and action plan will continue to target this Gap Group so that their achievement continues to increase.*

### Professional Learning Needs:

- *Our first professional learning need is to continue to increase teacher knowledge base and implementation levels within supporting our reading resource (Teachers College Units of Study), which is critical to the achievement of our Reading SMART Goal. Professional Learning Communities and Staff Meeting agendas will document professional development in support of the Reading Workshop.*
- *Our second professional learning need is to continue supporting our teachers within reading instructional strategies that increase access to the language arts curriculum for students with disabilities and/or second language learners.*

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- *Our third professional learning need is to focus on ongoing professional learning in best practices for the purpose of continuing to ensure that students are reading on grade level. Our SPED, ELL, Literacy and Data teams representatives will turn-key professional development topics based on division – wide interventions and priorities emanating from their monthly meetings on professional time days throughout the 2017-18SY.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goal (Reading).

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Progress Monitoring systems will document students' progress within Fountas and Pinnell Benchmark Assessments to Gap 1 and Gap 2 students. Progress Monitoring documents will also be used within professional learning community and MTSS meetings.</p>	<p>Quarterly</p>	<p>Reading Committee, Data Intervention Coach and Maury Administration</p>	<p>All school stakeholders (Parents, Teachers and Students) will benefit from a centralized collect of formative data points to inform instructional next steps.</p>
<p>2. School Librarian will align activities to reading SOL's (K-5), give students time reading high interest "just right" books with opportunities to write and talk in response to text during the library block.</p>	<p>Monthly</p>	<p>Jeff Snavelly – Librarian</p>	<p>Promoting sufficient time within practicing independent reading. Measured by library book checkout log</p>
<p>3. Continue within professional learning community continuum where teachers discuss best practices within their tier 1 instruction, discuss relevant data and reflect on their practices; so that the implementation of weekly Reading Extended Learning Opportunity (ELO) and with our Reading Specialist with a specific focus on Gap 1 and Gap 2 students can be achieved.</p> <p>These professional learning communities with focus on:</p> <ul style="list-style-type: none"> <li>• Gathering Relevant Data</li> <li>• Identifying students strengths and areas of growth</li> <li>• Understand effective and non-effective instruction</li> <li>• Construct a Plan of Action</li> <li>• Reflect and Evaluate Plan over an interval of time</li> </ul>	<p>Twice a Month</p>	<p>Reading Specialists, Data Intervention Coach, Reading Committee</p>	<p>An increase in Gap 1 &amp; 2 students achievement while also an increase in the number of students who achieve a minimum of proficiency in meeting grade level Standards.</p>



# School Education Plan

<p>4. 10-12 identified Gap 1 and Gap 2 students will participate in a targeted after school reading intervention block focused on lower scoring indicators.</p>	<p>4 weeks per semester</p>	<p>Maury Admin and Data Intervention Coach</p>	<p>Provide students with more targeted explicit instruction in the process and skills of proficient reading. Measured by classroom, district, and state assessments.</p>
<p>5. Staff will attend professional development on strategies and interventions for supporting student's fluency, comprehension, vocabulary and writing. Topics will be driven by on-going review of students reading assessments.</p>	<p>Monthly</p>	<p>Maury Admin, Reading Committee and Data Intervention Coach</p>	<p>Lesson observations will reflect a greater awareness of best practices and intervention strategies for all students, resulting in increased student achievement.</p>

### SMART Goal 3 (Science)

During the 2017-18 school year, 89% of all students will pass the science SOL. *Aligned to the ACPS Strategic Plan Objective: 1.4 Educational Excellence - ACPS will regularly assess and respond to the needs, interests and abilities of individual students.*

#### Evidence:

*SOL scores will be the primary measure of Science proficiency. Progress will be monitored throughout the year using ACPS Benchmark Assessments, SOL Released Assessments, Unit Test and Project Based Assessments.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	82%	77%	83%	88%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	67%	52%	50%	55%



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Proficiency Gap Group 2: Black	44%	57%	TS	75%
Proficiency Gap Group 3: Hispanic	TS	TS	TS	75%
Asian	TS	TS	TS	75%
Economically Disadvantaged	61%	61%	52%	57%
Limited English Proficient (LEP)	TS	TS	TS	75%
Students with Disabilities (SWD)	60%	TS	TS	75%
White	100%	95%	96%	97%

**Rationale:**

- *Within the last 3 years Science performance from the Spring SOL's; our Gap 1 and Gap 2 students have performed below the 70% pass rate. Because of this performance, there is more than a 30% achievement gap between our White students and our Gap 1 and 2 students at Matthew Maury in Science.*

**Professional Learning Needs:**

- *Our first professional learning need is to continue to have our half-time science visiting teacher (Mr. Jason Rutchauskas) partner with our grade level PLC's to support classroom teachers in aligning the K-4 science curriculum to the level of rigor that will lead to SOL success in the 5<sup>th</sup> Grade.*
- *Real School Gardens Training: Teachers will continue to use the outside classroom on a regular basis. Teachers will develop lessons that integrate the science curriculum by way of the school garden.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goal (Science).

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. To continue to integrate content specific non-fiction literature that aligns with low performing SOL standards into library classes. In partnership with the visiting science teacher, a focus on academic vocabulary will be the focus on a bi-weekly rotation within our classrooms.	Twice a month	Jeff Snavelly, Joseph Ramirez and Mr. Rutchauskas	To improve content specific vocabulary. Measured by classroom, district, and state assessments.
2. 10-12 identified Gap 1 and Gap 2 students will participate in a targeted after school science intervention block focused on lower scoring indicators.	4 weeks per semester	Data Intervention Coach & Joseph Ramirez	Provide students with more targeted explicit instruction in the process and

			<p>skills of proficient science. Measured by classroom, district, and state assessments .</p>
<p>3. Continue within professional learning community continuum where teachers discuss best practices within their tier 1 instruction, discuss relevant data and reflect on their practices with a specific focus on Gap 1 and Gap 2 students can be achieved.</p> <p>These professional learning communities with focus on:</p> <ul style="list-style-type: none"> <li>● Gathering Relevant Data</li> <li>● Identifying students strengths and areas of growth</li> <li>● Understand effective and non-effective instruction</li> <li>● Construct a Plan of Action</li> <li>● Reflect and Evaluate Plan over an interval of time</li> </ul>	<p>Twice a month</p>	<p>Data Intervention Coach, Maury Admin, Joseph Ramirez</p>	<p>An increase in Gap 1 &amp; 2 students achievement while also an increase in the number of students who achieve a minimum of proficiency in meeting grade level Standards.</p>

### SMART Goal 4 (STAFF SURVEY)

During the 2018 school year, 100% of all Maury staff will feel that Maury is a good place to work and learn. *Aligned to the ACPS Strategic Plan Objective: 3.4 Staff Wellness - ACPS will promote the health and wellbeing of all members of the staff.*

#### Evidence:

*Our fourth SMART goal came from the staff survey at the end of the 2015-16 SY. We used surveys to collect evidence throughout the school year by asking staff to share their current needs, professional development endeavors and their opinions on effectiveness of support staff.*

#### Rationale:

- *Within the 2016 TELL Survey it showed that only 73% of our staff felt that Maury was a good place to work and learn. This number fell from 100% since the 2014 TELL Survey.*

#### Professional Learning Needs:

- *Our first professional learning need is to create a staff wellness committee to solicit ideas for improving staff morale.*

# School Education Plan

- *Our second professional learning need is to continue enhancing our PBIS implementation process, so that the number of referrals and infractions decreases.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goal (Staff Survey).

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Continue with an all staff book club for teachers and staff.	Twice a year	Meredith Forbes	To establish relationships among teachers around a shared goal. Measured by book club participation log.
2. Continue to enhance our PBIS vision and to review progress within our staff meetings.	Monthly	PBIS Learning Team	To improve school culture and climate with students and teacher relationship. Measured by behavior referral data.
3. Create a staff wellness committee that will meet monthly and plan activities and initiatives in the school to promote staff wellbeing	Monthly	Staff Wellness Committee	To improve school culture, climate, and staff relationships

## SMART Goal 5 (SPED)

During the 2018 school year, all students (K-5) receiving special education services will demonstrate at least one year's growth in reading as measured by Fountas and Pinnell Benchmark Assessments. Maury teachers will increase their knowledge and application level of Specially Designed Instruction (SDI) strategies. *Aligned to the ACPS Strategic Plan Objective: 1.4 Educational Equity - ACPS will provide each student with opportunities to be challenged and supported.*

### Evidence:

*SOL scores will be the primary measure of reading proficiency, along with formative assessments and their running record data. Progress will be monitored throughout the year using ACPS Benchmark Assessments, SOL Released Assessments, Fountas and Pinnell Benchmarks Assessments and IEP Goal progress.*



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TEST Subject	2014-15	2015-16	2016-17	2017-18 Target
Reading	51%	37%	57%	62%

### Rationale:

- *Within the last 3 years SWD reading performance from the Spring SOL's; have had a 30% plus gap in SOL achievement compared to all students at Matthew Maury.*

### Professional Learning Needs:

- *Our first professional learning need is to have the Maury Administration develop and ensure teachers and staff are receiving professional development targeted and inclusive instruction with collaboration from the Office of Specialized Instruction. Staff accountability for application of these strategies will take place through regular walk-throughs.*

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Increase in collaborative planning opportunities for SPED and our Core Subject instructional staff.	Monthly	Maury Admin, Data Intervention Coach, SPED and Core Subject teachers.	Decrease the percentage of students in Tier 2 and Tier 3 groups
2. Staff will observe different co-teaching models in colleagues' classrooms twice during the school year to increase the effectiveness of co-teaching and use of SDI strategies.	Once a semester	Maury Admin	To improve our Tier 1 instruction and to decrease Tier 2 and Tier 3 groups.
3. Continue within professional learning community continuum where teachers discuss best practices within their tier 1 instruction, discuss relevant data and reflect on their practices; so that the implementation of weekly Extended Learning Opportunity (ELO) with a specific focus on Gap 2 and Gap 3 students can be achieved.  These professional learning communities with focus on: 1. Gathering Relevant Data 2. Identifying students strengths and areas of growth 3. Understand effective and non-effective instruction	Twice a month	Data Intervention Coach, Maury Admin, SPED Teachers	An increase in Gap 2 & 3 students achievement while also an increase in the number of students who achieve a minimum

<p>4. Construct a Plan of Action 5. Reflect and Evaluate Plan over an interval of time</p>			<p>of proficiency in meeting grade level Standards</p>
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## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal? (Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:





# School Education Plan

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Reading:

Science:

TELL:



# School Education Plan

Liza Burrell

Mount Vernon / 2017-18

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 47% to 52% as measured by the VA Standards of Learning assessment in grades 3, 4, 5. <ul style="list-style-type: none"> <li>• LEP from 45% to 50% or higher</li> <li>• SWD from 29% to 34% or higher</li> <li>• FRL from 44% to 49% or higher</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2 Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input checked="" type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 56% to 61% as measured by the VA Standards of Learning assessment in grades 3, 4, 5. <ul style="list-style-type: none"> <li>• LEP from 55% to 60% or higher</li> <li>• SWD from 48% to 53% or higher</li> <li>• FRL from 55% to 60% or higher</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 44% to 48% as measured by the VA Standards of Learning assessment in grades 3, 4, 5. <ul style="list-style-type: none"> <li>• LEP from 42% to 47% or higher</li> <li>• SWD from 42% to 47% or higher</li> <li>• FRL from 46% to 51% or higher</li> </ul> Overall, MVCS will increase from 70% to 72% using the state accreditation formula.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<b>SMART Goal 4</b> TELL	By the next administration of the TELL survey, MVCS will increase its results in professional development in 5 subcategories by at least 10%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	By the end of the 2017-2018 SY, all MVCS students with disabilities (SWD), will improve their pass rates in the areas of reading and math by 5%. <ul style="list-style-type: none"> <li>• SWD will increase their reading performance from 48% to 53% on the reading SOL</li> <li>• SWD will increase their math performance from 29% to 34% or higher on the math SOL</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

### SMART Goal 1 Math

By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 47% to 52% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.

- LEP from 45% to 50% or higher
- SWD from 29% to 34% or higher
- FRL from 44% to 49% or higher

### Evidence:

Progress will be measured by formal and informal math assessments in grades K-5. The types of assessments that will be administered are Unit Pre/Post Tests, Think Through Math Benchmark Assessments, Math Expressions Benchmark Assessments, and the Math Strategic Assessments (SA) and ACPS Benchmark.\*

Student Group	2014-15	2015-16	2016-17 (as of 7-17)	2017-18 (Target)
All Students	69%	70%	61%	66%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	55%	58%	47%	52%
Proficiency Gap Group 2: Black	50%	81%	36%	41%
Proficiency Gap Group 3: Hispanic	56%	55%	47%	52%
Asian	TS	TS	TS	TS
Economically Disadvantaged	55%	56%	44%	49%
Limited English Proficient (LEP)	50%	52%	45%	50%
Students with Disabilities (SWD)	35%	40%	31%	34%
White	93%	93%	88%	93%

### Rationale:

- The data shows that the students in Gap Group 1 did not make adequate progress last year. The data gathered and analyzed shows a need to address gaps in student knowledge and content.

**Teachers will need:**

- Guided math training for teachers new to Mount Vernon and teachers not yet implementing the strategy.
- Professional development in peer observations, including the value, purpose, and protocols. Practice with the observations tool (VISITAS) and support in scheduling/debriefing.
- Structured SOL data analysis as a vertical meeting.
- Professional development on planning and creating prior knowledge assessments to use as pre-assessments.
- Think Through Math and Moby Max Training

**Action Plan:**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Implement guided math school wide, with a focus on new staff, to increase co-teaching, differentiation of resources and groupings.	Daily	Content teachers, SPED teacher, math coach, data coach, administration	Formation of groups based on data, development of differentiated activities that include explicit vocabulary instruction and practice; use of culturally relevant material and real life applicable tasks that support student engagement, and using a variety of manipulatives and activities that support different learning styles.
Implementing structured peer observations to support teachers in refining their co-teaching and guided math practices.	Quarterly	Content teachers, SPED teacher, EL teachers, math coach, administration	Best practices are shared through PLC, mentors, and vertical team meetings.
Redefining pre assessments to include mastery of prerequisite skills and vocabulary in order to drive instructional planning.	Quarterly	Content teachers, SPED teacher, math coach, data coach, administration	Assessments created to allow for differentiation based on the data. Lesson plans designed to address gaps in prior knowledge.

**SMART Goal 2 Reading -**

By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 56% to 61% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.

- LEP from 55% to 60% or higher
- SWD from 48% to 53% or higher
- FRL from 55% to 60% or higher

**Evidence:** Progress will be measured by formal and informal reading assessments in grades K-5. The types of assessments that will be administered are the Fountas and Pinnell Benchmark, PALS (K-3), Running Records, Words Their Way Spelling Inventory, SRI, Performance Assessments, and Strategic Reading Assessment.

Teachers will review data after each unit to develop re-teaching plans.

Student Group	2014-15	2015-16	2016-17 (as of 7-17)	2017-18
All Students	64%	65%	69%	74%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	46%	50%	56%	61%
Proficiency Gap Group 2: Black	50%	55%	41%	45%
Proficiency Gap Group 3: Hispanic	47%	48%	56%	61%
Asian	TS	TS	TS	TS
Economically Disadvantaged	47%	48%	55%	60%
Limited English Proficient (LEP)	40%	43%	55%	60%
Students with Disabilities (SWD)	45%	50%	48%	53%
White	95%	95%	94%	95%*

**Rationale:**

- Gap Group 1 had a 6 point increase last year, however our students with special needs did not see improvement. With the anticipation of losing VGLA this year we need to plan interventions and professional development to address these needs.

**Professional Learning Needs:**

- Maravillas training for K-2
- Professional development on participating in the inquiry cycle.
- Ongoing professional development and coaching around the implementation of the biliteracy curriculum as part of the inquiry cycle.
- Professional development in peer observations, including the value, purpose, and protocols. Practice with the observations tool (VISITAS) and support in scheduling/debriefing.
- Professional development on analyzing and utilizing data from a holistic biliteracy approach.
- Collaborative coaching to analyze data and subsequently differentiate resources and groupings to create skill based learning.

**Action Plan:**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Implementing an inquiry cycle of planning, implementing, and reflection of the biliteracy curriculum developed for dual language.	Daily	Teachers, EL teachers, SPED teachers, coaches, administration	Biliteracy partnerships meeting in their PLC's to analyze the data, reflect on the curriculum and practice, and create lesson plans.
Reading/ Writing workshop implementation – Small Differentiated strategy groups for reading and writing.	Daily	Content teachers, EL teachers, SPED teachers, coaches, data coach	Strategy groups meet daily and data is collected based on skill

			and/or instructional reading level through running records and writing conferences.
Implementing structured peer observations to support teachers in refining their co-teaching and literacy instruction.	Quarterly	Content teachers, SPED teacher, EL teachers, literacy coaches, administration	Best practices are shared through PLC, mentors, and vertical team meetings.

### SMART Goal 3 Science

By the end of the 2017-18 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 48% to 53% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.

- LEP from 42% to 47% or higher
- SWD from 42% to 47% or higher
- FRL from 46% to 51% or higher

Overall, MVCS will increase from 70% to 72% using the state accreditation formula.

#### Evidence:

- The summative assessment will be SOLs, reviewed both on State formula as well as federal AMO reporting (subgroups).
- Formative assessments will be the Science Strategic Assessment (SSA) and unit tests.
- Teachers will review data after each unit to develop re-teaching plans.

Student Group	2014-15	2015-16	2016-17 (as of 7-17)	2017-18
All Students	51%	59%	63%	69%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	33%	44%	48%	53%
Proficiency Gap Group 2: Black	TS	TS	TS	TS
Proficiency Gap Group 3: Hispanic	39%	43%	42%	47%
Asian	TS	TS	TS	TS
Economically Disadvantaged	36%	42%	44%	51%
Limited English Proficient (LEP)	24%	34%	40%	47%
Students with Disabilities (SWD)	25%	38%	42%	47%
White	82%	91%	98%	99*
Accreditation	58%	63%	70%	72%

#### Rationale:

- Science overall performance increased by 7%. We need to continue to meet the minimum benchmark of 70% to stay accredited in Science.
- While all sub-groups improved, we still need to see greater gain within our Gap Group 1 populations.

### Professional Learning Needs:

- SOL data analysis (by group, strand and individual by question)
- Collaborate and plan with appropriate staff for teaching and re-teaching plans each unit.
- Vertical planning for grades 4-5
- Curriculum alignment and mapping using data
- Unit planning with science coach
- Cross-curricular planning between reading and science teachers
- GLAD training for all new staff and ongoing coaching for GLAD trained staff
- Discovery Education professional development

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
MVCS teachers and students will engage in science related activities and experiments through Science expos, partnership with Georgetown graduate students, collaboration between 4 <sup>th</sup> and 5 <sup>th</sup> grade expert groups.	Quarterly	4 <sup>th</sup> and 5 <sup>th</sup> grade science teachers, data coach, administration, GLAD coach	Students mastery of concepts will increase as measured by formative assessments following each session.
Using data from the strategic assessment and the unit assessments plans for reteaching of concepts in 3-5 through technology resources and after school Science Expos.	Weekly	4 <sup>th</sup> and 5 <sup>th</sup> grade Science teachers, Science coach, Data coach	Based on Strategic assessment (3x a year), unit assessments, and Moby Max (bi-weekly) students will participate in reteaching and enhance their concept mastery.
Cross-curricular collaboration among teachers to increase the amount and quality of non-fiction reading and instruction related to the Science curriculum, including the application of reading skills to breaking down test questions.	Per Unit	Science teachers, reading teachers, Science coach, Reading coach	Teachers will increase the amount of non-fiction reading instruction and students will improve in their non-fiction reading comprehension this will be monitored with each unit assessment through school net.
Vertical data analysis and collection in order to identify areas of strength and work	Quarterly	Science teachers Reading teachers Science coach Biliteracy coach	Teachers and coaches will pro-actively identify areas of growths as well as strategies to target specific instructional needs

### SMART Goal 4 TELL –

By the next administration of the TELL survey, MVCS will increase its results in professional development in 5 subcategories by at least 10%.

#### Evidence:

Through the administration of the next TELL survey

- Administrative team will review feedback from teachers after development sessions.

Student Group	2014-15	2015-16	2016-17 (as of 7-17)	2017-18
In this school follow up is provided from	41.5%	43%	53%	63%

professional development				
An appropriate amount of time is provided for professional development	58.7%	63.8%	73%	83%
Professional development is differentiated to meet the needs of individual teachers	29%	74.5%	84%	94%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices	43%	73.2%	83%	88%
Provide professional provides teacher with tools that are used to address the needs of students with specific language and learning needs.	New	New	New	New

**Rationale:**

Professional development remains an area where staff perceive areas of opportunity. Teacher perceived follow up, evaluation, opportunities, MTSS, planning time and differentiation as areas for improvement.

**Action Plan:**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Collaboratively develop professional learning strands with instructional teacher leaders based on data and teacher input.	Summer planning	Admin Team Coaches Lead Teachers Instructional Council	Offerings are developed for monthly professional series and through professional learning communities.
Implement two PD sessions per month (after school Monday meetings). One will be based on supporting dual language curriculum the other will offer teachers choice with alignment to SEPs.	Every 2 weeks.	Admin Team DL Coordination Coaches	Teachers will increase professional learning that supports the dual language instructional program as well as areas that support our SEPs.(MTSS/PBIS/Cultural Competence
Increase collaboration between general education teachers, special educator teachers and case managers in the implementation of effective strategies and co-teaching practices. MVCS staff will work with Inclusion Specialist and coaches through observation and feedback on best co-teaching practices.	Ongoing	Admin Team Coaches Lead Teachers Instructional Council Inclusion Specialist	Student with specific language/learning needs will achieve at higher levels with grade level expectations as well as individualized education plans.

**SMART Goal 5 Special Education -**

By the end of the 2017-2018 SY, all MVCS students with disabilities (SWD), will improve their pass rates in the areas of reading and math by 5%.



- SWD will increase their reading performance from 48% to 53% on the reading SOL
- SWD will increase their math performance from 29% to 34% or higher on the math SOL

**Evidence:**

Progress in reading will be measured by formal and informal reading assessments in grades K-5. The types of assessments that will be administered are the Fountas and Pinnell Benchmark, PALS (K-3), Running Records, Words Their Way Spelling Inventory, SRI, Performance Assessments, and Strategic Reading Assessment.

Progress in math will be measured by formal and informal math assessments in grades K-5. The types of assessments that will be administered are Unit Pre/Post Tests, Think Through Math Benchmark Assessments, Math Expressions Benchmark Assessments, and the Math Strategic Assessment (SA).

Student’s individualized progress will also be monitored using the IEP goals.

Student Group	2014-15	2015-16	2016-17 (as of 7-17)	2017-18
Students with Disabilities (SWD) Reading	46%	50%	48%	53%
Students with Disabilities (SWD) Mathematics	35%	42%	31%	35%

**Rationale:**

- Our students with disabilities did not show growth last year. Students with disabilities make up part of Gap Group1, which is a major focus in all of our MVCS’ SEPs.

**Professional Learning Needs:**

- Special educators’ ability to progress monitor and differentiate based on data
- Work with inclusion specialist to increase co-teaching strategies repertoire
- Co-teaching best practices for general education and special education teachers

**Action Plan:**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Create a uniform progress monitoring process and train teachers to utilize the data to collaborate and co-teach.	Ongoing	Administration, SPED teachers, data coach, content teachers	Consistent data collection according to schedule and protocols.
Revamp schedule for inclusive and self-contained services by reviewing use of human resources to ensure alignment with co-teaching best practices	Ongoing	Administration, SPED teachers, data coach, content teachers	Ensure alignment of core curriculum with IEPs.
Build a strong station within the classroom setting in order to effectively use co-teaching strategies	Ongoing	Coach, SPED teachers, Admin, content teachers	Collaboration /co-teaching strategies are effectively used in the classroom and allow



# School Education Plan

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			for students to have access to the general ed curriculum
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# School Education Plan

*Principal:* Ingrid Bynum

*School/ School Year:* Patrick Henry Elementary School

## **Division Strategic Plan Goal Areas: 2016-2020**

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	By June 2018, PHES will increase the proficiency AMO pass rate for the Hispanic and African-American sub-groups by at least 5 percentage points (from 83% to 88%) for Math as evidenced by the 2018 SOL assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	By June 2018, PHES will increase the proficiency AMO pass rate for the Hispanic sub-group by at least 5 percentage points (from 75% to 80%) for Reading as evidenced on the Spring 2018 SOL assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By June 2018, PHES will increase Science proficiency for 5 <sup>th</sup> grade students by a minimum of 3 percentage points (from 76% to 79%), as evidenced by the AMO results for the 2018 Spring SOL assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<b>SMART Goal 4</b> TELL	By June of 2018, PHES will increase attendance at events by 10% as measured by sign-in sheets with a 75% satisfaction rate as evidenced by surveys.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	By June of 2018, PHES will increase proficiency in Mathematics for students in the SPED subgroup by a minimum of 10%, as evidenced on the Spring 2018 SOL assessment.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

**SMART Goal 1:** By June 2018, PHES will increase the proficiency AMO pass rate for the Hispanic and African-American sub-groups by at least 5 percentage points (from 83% to 88%) for Math as evidenced by the 2018 SOL assessment.

**Evidence:**

The goal will be monitored quarterly through the STAT process which will be a deep discussion about student data outcomes in relation to the Blueprint. Adjustments will be made based upon benchmark data in conjunction with other data sources such as behavior, attendance, etc.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	68%	84%	84%	89%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	58%	83%	82%	86%
Proficiency Gap Group 2: Black	68%	81%	83%	88%
Proficiency Gap Group 3: Hispanic	64%	88%	83%	88%
Asian	TS	TS	85%	90%
Economically Disadvantaged	67%	83%	84%	89%
Limited English Proficient (LEP)	67%	86%	86%	90%
Students with Disabilities (SWD)	40%	56%	50%	60%
White	82%	82%	90%	93%

**Rationale:**

- To increase the number of students who are proficient in Mathematics standards
- Data sources---SOL scores from previous year

**Professional Learning Needs:**

- Workshops in Differentiated Instruction, flexible grouping, manipulatives employment, student engagement, conceptual knowledge from concrete to abstract, mindset, and peer visits.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Comprehensive, Ongoing monthly Professional Development on the effective use of VDOE Math Lesson Plan, manipulatives, student engagement, alternative assessments, flexible grouping, differentiated instruction, fostering dramatic knowledge gain of remedial and basic skills, mindset, and peer visits	Begin-8/28/17 End-6/15/18	Classroom based/ELL SPED/ teachers, Interventionists, and Math Coach-Chandra Smouse, Math Instructional Specialist-Julia Neuffer	Gain of knowledge for teachers that will impact planning, preparation, and instructional delivery for higher levels of rigor and student engagement as measured by an increase in the number of students who score at least proficient on quarterly benchmarks
2. Implementation of weekly Mathematics Extended Learning Opportunity (ELO) with a specific focus on Tier 2 and Tier 3 students; Jumpstart for Hispanic and African-American sub-groups	Begin-10/9/17 End-5/11/18	ELO Coordinator, Interventionists, ELO Teachers	A decrease in Tier 2 and 3 students while also achieving an increase in the number of students who achieve a minimum of proficiency in meeting grade level standards in grades 3-5.
3. Implement a 20 minute remedial block during daily Mathematics lessons.	Begin-9/5/17 End-6/20/18		A decrease in the number of students in Tier 2 and 3 for Math for grades 1-5.

**SMART Goal 2:** By June 2018, PHES will increase the proficiency AMO pass rate for the Hispanic and African-American sub-groups by at least 5 percentage points (from 75% to 80%) for Reading as evidenced on the Spring 2018 SOL assessment.

**Evidence:** The goal will be monitored quarterly through the STAT process which will be a deep discussion about student data outcomes in relation to the Blueprint. Adjustments will be made based upon benchmark data in conjunction with other data sources such as behavior, attendance, etc.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	74%	79%	76%	81%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	72%	77%	75%	80%
Proficiency Gap Group 2: Black	69%	73%	75%	80%
Proficiency Gap Group 3: Hispanic	76%	82%	75%	80%
Asian	TS	TS	85%	90%
Economically Disadvantaged	72%	77%	75%	80%
Limited English Proficient (LEP)	77%	80%	77%	80%
Students with Disabilities (SWD)	67%	62%	60%	65%
White	100%	100%	82%	90%

**Rationale:**

- To increase the number of students who are proficient in Literacy standards
- Data sources---SOL scores from previous year

**Professional Learning Needs:**

- Student Engagement is the school-wide focus for the 16-17 school year; therefore all PD needs to be centered around strategies that support instructional planning and delivery of instruction to support Discourse.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Implement a daily 60-70 minute Literacy intervention/enrichment block with a focus on re-teaching of formative and summative assessment results; provision of leveled readers	Begin-9/5/17 End-6/20/18	Classroom based/ELL SPED/ teachers, Interventionists	An increase in both overall and subgroup performance while achieving a decrease in the number of students

			in Tiers 2 and 3
<p>2. Implementation of weekly Reading Extended Learning Opportunity (ELO) with a specific focus on Tier 2 and Tier 3 students; Jumpstart for Hispanic and African-American sub-groups; provision of PALS tutoring in the first semester</p>	<p>Begin-10/9/17 End-5/11/18</p>	<p>ELO Coordinator, Interventionists, ELO and PALS Teachers</p>	<p>A decrease in the number of students in Tiers 2 and 3 while also achieving an increase in the number of students who achieve a minimum of proficiency in meeting the grade level standards in grades 3-5.</p>
<p>3. Provide comprehensive monthly Professional Development module for all SFA and I/E teachers on best practices for effective implementation of SFA and Intervention/Enrichment Blocks; PD will focus on strategies to support Higher Order Questioning (HOQs) and the employment of Higher Order Thinking Skills (HOTS), Mindset, Learning Modalities, Differentiating Instruction, Accountable Talk; Writing Mechanics; Alternative Assessments; and Student Engagement</p>	<p>Begin-8/28/17 End-6/15/18</p>	<p>Principal, Assistant Principal, SFA Facilitator, Teachers</p>	<p>Effective use of the best practices in Literacy to impact instructional planning, preparation, and delivery that will result in higher levels of student engagement and academic rigor as measured by an increase in the number of students who score at least proficient on quarterly benchmarks.</p>

**SMART Goal 3:** By June 2018, PHES will increase Science proficiency for 5<sup>th</sup> grade students by a minimum of 3 percentage points (from 76% to 79%), as evidenced by the AMO results for the 2018 Spring SOL assessment.

**Evidence:** The goal will be monitored quarterly through the STAT process which will be a deep discussion about student data outcomes in relation to the Blueprint. Adjustments will be made based upon benchmark data in conjunction with other data sources such as behavior, attendance, etc. Instruction and PD will be adjusted based upon these outcomes.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	68%	67%	76%	79%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	72%	63%	74%	79%
Proficiency Gap Group 2: Black	68%	76%	79%	82%
Proficiency Gap Group 3: Hispanic	68%	55%	79%	82%
Asian	TS	TS	TS	90%
Economically Disadvantaged	65%	63%	76%	80%
Limited English Proficient (LEP)	50%	45%	76%	80%
Students with Disabilities (SWD)	TS	36%	TS	70%
White	TS	TS	TS	90%

**Rationale:**

- To dramatically increase instructional delivery and performance outcomes for 5<sup>th</sup> grade Science standards.
- Data sources---SOL scores from previous year

**Professional Learning Needs:**

- Provide PD and collaborative planning support on the fostering of inquiry based and experiential learning in Science

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Provide central office supported PD, coaching and collaborative planning support on the fostering of inquiry based and experiential learning in Science	Begin 10/2/17 End 5/25/18	Science Chairperson, Title I Science Support, Science Instructional Specialist	Effective planning, preparation and instructional delivery that results in higher levels of Science



<p>2. Provide experiential learning visits/opportunities: Richmond Science Museum, Maryland Science Center, In-house Speakers/Demonstrations, etc.</p>	<p>Begin-9/5/17 End-5/4/18</p>	<p>5<sup>th</sup> grade team</p>	<p>knowledge. A support of classroom based instruction through hands-on and real-life experiences for understanding of big ideas, and standard strands.</p>
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**SMART Goal 4:** By June of 2018, PHES will increase attendance at academic events by 5% as measured by sign-in sheets with a 75% satisfaction rate as evidenced by surveys.

**Evidence:** The goal will be measured by the number of sign in sheets and by the satisfaction percentage from surveys.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
Back To School Night	420 PK-2 147 3-5	UA	407 PK-2 168 3-5	350*PK-2 175 3-5
Literacy Night	66	92	117	125
STEAM Night	317	311	322	350
SOL Prep Night	163	181	168	180
Average at Weekly Open House/Lunch	44	62	66	70
Math Nights	103	111	123	135

**Rationale:**

- To increase parent involvement
- Data Source—Sign-in Sheets, TELL survey results

**Professional Learning Needs:**

- Idea think tank from staff of best practices and unique opportunities
- Mindset and effects of poverty on engagement and involvement

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Provide ongoing family activities such as: Parenting University, Academic Nights, Open House, and Family</p>	<p>9/29/17- 6/20/18</p>	<p>All staff, PTA/PAC</p>	<p>Increase in confidence, trust, and</p>

Participation Activities (Movie Nights, Lip Sync Battle, etc)			relationships with families that will result in trust and support of the school and its mission.
2. Provide dinner and/or babysitting at events to increase attendance.	11/2/17-6/20/18	Parent and Family Liaison, Event Coordinator or Committee Chair; PTA	Increase in confidence, trust, and relationships with families that will result in trust and support of the school and its mission.

**SMART Goal 5:** By June of 2018, PHES will increase proficiency in Mathematics for students in the SPED subgroup by a minimum of 10%, as evidenced on the Spring 2018 SOL assessment.

**Evidence:** The goal will be monitored quarterly through the STAT process which will be a deep discussion about student data outcomes in relation to the Blueprint. Adjustments will be made based upon benchmark data in conjunction with other data sources such as behavior, attendance, etc.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students in SPED Subgroup for Mathematics	40%	56%	50%	60%

**Rationale:**

- To increase the number of students who are proficient in Mathematics standards
- Data sources---SOL scores from previous year

**Professional Learning Needs:**

- Increase SPED strategies for instruction



# School Education Plan

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Increase in inclusion/co-teach/Specialized Instruction opportunities with training for new staff	9/5/17-6/20/18	SPED and General Education Teachers; GAP interventionist, Office of Specialized Instruction	Decrease in the percentage of students in Tier 2 and 3 groups
2. Implement with consistency Tier 2 and Tier 3 interventions and accommodations with a focus on the monitoring of student data	9/5/17-6/20/18	SPED and General Education Teachers; GAP interventionist	Decrease in the percentage of students in Tier 2 and 3 groups

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:

Reading:

Science:

TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:

Reading:

Science:

TELL:

5. What support/resources do you need to achieve your goals?

Math:

Reading:

Science:

TELL:



# School Education Plan

*Principal:* Rene Paschal

*Samuel Tucker / 2017-18*

*Assistant Principals:* Holly Mosimann & Adaarema Kelly

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	<ul style="list-style-type: none"> <li>● By June, 2018, students at Samuel Tucker will demonstrate increased math proficiency by a minimum of 5% (86%) as measured by the 2018 SOL Math test.</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	<ul style="list-style-type: none"> <li>● By June, 2018, students at Samuel Tucker will demonstrate increased reading proficiency by a minimum of 5% (85%) as measured by the 2018 SOL Reading test.</li> <li>● All K-5 students will demonstrate achievement in reading as demonstrated by a year’s worth of growth on one of three assessments: PALS, RI and/or Running Records.</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operation

<b>SMART Goal 3</b> Science	<ul style="list-style-type: none"> <li>By June, 2018, 5<sup>th</sup> grade students at Samuel Tucker will demonstrate increased science proficiency by a minimum of 10% (70%) as measured by the 2018 SOL Science test.</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	<ul style="list-style-type: none"> <li>By June, 2018, the faculty’s response on the TELL survey will improve from 76.8% agreement to at least 80% agreement on the following statement: Teachers have sufficient access to a broad range of professional support personnel.</li> <li>By June, 2018, the faculty’s response on the TELL survey will improve from 86.3% agreement to at least 90% agreement on the following statement: Parents/Guardians support teachers; contributing to their success with students.</li> </ul>	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	<ul style="list-style-type: none"> <li>By June, 2018, the SWD subgroup will show a 5% or greater increase on the spring 2018 SOL Math and Reading tests.            Reading: 51%            Math: 42%</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1: Math

By June, 2018, students at Samuel Tucker will demonstrate increased math proficiency by a minimum of 5% as measured by the 2018 SOL Math test.

### Evidence:

SOL scores will be the primary measurement of math proficiency. Imagine Math and pre/post-test unit assessments will be secondary measures of evidence to demonstrate progress on or completion of the Math SMART Goal.

Student Group	2014-15	2015-16	2016-17	2017-18 (Target)
All Students	78	78	82	87
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	71	71	79	84
Proficiency Gap Group 2: Black	75	75	77	81
Proficiency Gap Group 3: Hispanic	75	74	82	87
Asian	82	69	81	86
Economically Disadvantaged	70	71	78	83
Limited English Proficient (LEP)	68	69	83	88
Students with Disabilities (SWD)	29	26	40	45
White	86	91	91	91

### Rationale:

- Incremental growth in Math achievement is a foundational goal at all grade levels at Tucker.
- Although our SWD subgroup demonstrated a significant increase in math SOL achievement in 2017, the performance of our students with disabilities remains a high priority for 2017-18.

### Professional Learning Needs:

- Aligning tiered interventions with our MTSS framework and PLC initiative calls for explicit staff training and will drive our professional development plan in 2017-18.
- Staff meeting agendas on August 14, September 11 & October 2 reflect explicit training in the implementation of our redesigned MTSS plan.
- Differentiated professional learning on how to structure and implement targeted interventions during the protected time in our master schedule will take place during our full day of professional time on November 7.

# School Education Plan

- The Math Goal Team will identify specific Math interventions which would best support our efforts to increase math achievement at their meetings on August 28, September 25 and November 6.
- Fall data will be analyzed and the effort reviewed at our November 20 and December 18 professional development sessions to determine 2<sup>nd</sup> semester professional learning needs.
  - Anticipated needs include instructional strategies that increase access to the math curriculum for students with limited language, increased cultural competencies in support of specific gap groups and next steps with current programs Imagine Math, Fastt Math and Number Worlds.
- Our professional development plan for the spring semester includes one division-wide day (Jan. 2), one site-based professional time day (May 11) and PD staff meetings on Jan. 29, Feb. 26, March 19, May 7 and June 4.

**Action Plan:** We believe the following strategies will make a difference in achieving our Math SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> <li>• The new master schedule includes time within the math block designated for tiered interventions based on needs identified through common assessments analyzed in PLCs.</li> </ul>	2017-18 Ongoing	Admin., Math Goal Team, & Instructional Coaches	<i>Students needing tiered math intervention will receive this additional support outside of core math instruction.</i>
<ul style="list-style-type: none"> <li>• All teachers in grades 3-5 will implement Imagine Math and/or Number Worlds as tiered intervention options to ensure students move through the curriculum with the appropriate supports.</li> </ul>	October Check-In	Admin., Math Goal Team, & Instructional Coaches	<i>Efficient use of time in the master schedule protected for targeted math interventions will result in an increase in each student's mathematical abilities.</i>
<ul style="list-style-type: none"> <li>• All grade levels will edit common assessments based on the new math standards (and VDOE Crosswalk) in order to provide instruction aligned to the new math standards.</li> </ul>	2017-18 Ongoing	Grade Level PLCs, Math Goal Team and Instructional Coaches	<i>Attending to the unique elements of providing aligned instruction during a crosswalk year will impact student achievement this year and pave the way for success in subsequent years.</i>
<ul style="list-style-type: none"> <li>• Exit tickets, interactive notebooks and data notebooks will be used to monitor assessment of and for student learning. Data notebooks will be used for Child Study and MTSS documentation.</li> </ul>	2017-18 Ongoing	Admin., Math Goal Team, & Instructional Coaches	<i>Student ownership of their data and time for reflection will result in students focused on their own achievement.</i>





# School Education Plan

## SMART Goal 2: Reading

By June, 2018, SWT students will demonstrate increased reading proficiency by a minimum of 5% (84%) as measured by the 2018 SOL Reading test.

Additionally, all K-5 students will demonstrate achievement in reading as demonstrated by meeting grade-level expectations on one or more of the following assessments: Running Records, PALS or RI.

### Evidence:

SOL Scores will be the primary measurement of reading proficiency at grades 3-5. Running Records, PALS, or RI will be secondary measures of evidence to demonstrate progress toward the Reading SMART Goal.

Student Group	2014-15	2015-16	2016-17	2017-18 (Target)
All Students	78	80	80	85
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70	74	75	80
Proficiency Gap Group 2: Black	76	81	80	85
Proficiency Gap Group 3: Hispanic	69	64	75	80
Asian	81	84	67	72
Economically Disadvantaged	71	76	72	77
Limited English Proficient (LEP)	67	65	77	82
Students with Disabilities (SWD)	44	35	48	53
White	93	94	89	94

### Rationale:

- Achievement in reading is the key to success in all other content areas.
- We want to continue the positive trajectory to ensure positive academic outcomes for all of our students.

### Professional Learning Needs:

- Ongoing professional learning in support of our second year implementation of the Teachers College Reading Units of Study resource is critical to the achievement of our Reading SMART Goal. Weekly Literacy PLC meeting agendas will document professional development in support of Reading Workshop.
- Aligning tiered interventions with our MTSS framework and PLC initiative calls for explicit staff training and will drive our professional development plan in 2017-18.

# School Education Plan

- Staff meeting agendas on August 14, September 11 & October 2 reflect explicit training in implementation of our redesigned MTSS plan.
- Differentiated professional learning on how to structure and implement targeted Reading interventions during the protected time in our master schedule will take place during our full day of professional time on November 7. This differentiated PD will include explicit training in reading instructional strategies that increase access to the language arts curriculum for students with disabilities and/or second language learners.
- Ongoing professional learning in best practices is needed to continue to ensure that students are reading on grade level. Our Literacy Cadre and Data Cadre representatives will turn-key PD topics based on division-wide priorities emanating from their monthly meetings at weekly Literacy PLCs, professional time days on Nov. 7 and May 11. Additional time will be allotted at standing staff meetings as necessary.

**Action Plan:** We believe the following strategies will make a difference in achieving our Reading SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> <li>• The new master schedule includes time within the reading block designated for tiered interventions based on needs identified through common assessments analyzed in PLCs.</li> </ul>	2017-18 Ongoing	Grade Level PLCs, Admin., Reading Goal Team, & Instructional Coaches	<i>Students needing tiered reading intervention will receive this additional support outside of core math instruction.</i>
<ul style="list-style-type: none"> <li>• Students will receive explicit instruction in the process and skills of proficient reading, which will include the use of the Teacher’s College Reading Units of Study.</li> </ul>	2017-18 Ongoing	All Reading Teachers, Reading Specialists, Instructional Coach, and Admin.	<i>Explicit instruction will result in increased fluency and comprehension as measured by end of quarter running records.</i>
<ul style="list-style-type: none"> <li>• Teachers will include a mandatory “retelling” or comprehension component to every running record administration in an effort to create a consistent standard across grade levels (PALS is not a replacement for a running record).</li> </ul>	2017-18 Ongoing	All Reading Teachers, Reading Specialists, Instructional Coach, and Admin	<i>Sharing a common practice of assessing reading levels will aide grouping of students for targeted instruction.</i>
<ul style="list-style-type: none"> <li>• Grade level teachers will document assessment of and for student learning via exit tickets, running records and unit pre and posttests. This data will be used to determine Tier II and tier III interventions.</li> </ul>	2017-18 Ongoing	Grade Level Teams, Reading Goal Team, Admin, Instructional Coach.	<i>Formative data point support purposeful next steps and guide the Tier II and II process.</i>
<ul style="list-style-type: none"> <li>• Students who have not met expected language growth targets will be considered for all tiered interventions.</li> </ul>	2017-18 Ongoing	Admin., ELL Team, MTSS Team, and the Reading Goal Team.	<i>Data-driven decision making will ensure interventions are maximized for success.</i>

### SMART Goal 3: Science

By June, 2018, SWT 5<sup>th</sup> grade students will demonstrate increased science proficiency by a minimum of 10% (70%) as measured by the 2018 SOL Science test.

#### Evidence:

SOL Scores will be the primary measurement of science proficiency. Science unit pre/post assessments will be secondary measures of evidence to demonstrate progress on the Science SMART Goal.

Student Group	2014-15	2015-16	2016-17	2017-18 (Target)
All Students	78	76	62	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70	68	55	61
Proficiency Gap Group 2: Black	68	78	66	73
Proficiency Gap Group 3: Hispanic	80	64	48	53
Asian	TS	70	TS	-
Economically Disadvantaged	69	71	57	63
Limited English Proficient (LEP)	63	44	58	64
Students with Disabilities (SWD)	10	9	TS	-
White	94	88	74	81

#### Rationale:

- Loss of our Science Lab presents an opportunity to create new deliver models (e.g. Intersession hands-on Science courses) for enhancing Science achievement.
- Early exposure to Science prepares students for STEM success at the secondary level.

#### Professional Learning Needs:

- Teachers will receive explicit training in the use of Gizmos and Discovery Education resources for simulating hand-on experiments in lieu of access to our Science Lab. Our part-time Science teacher and the ACPS Science Liaison will push-in to classrooms to model use of these tools.
- Limited language is a key variable in Science achievement due to the emphasis on academic vocabulary in this core content area. Support for instructional strategies that increase access to the Science curriculum for students with limited language will be on the menu for our November 7 Professional Time Day.
- Our half-time science teacher will work in PLCs to support classroom teachers in aligning their Science curriculum to the level of rigor that will lead to SOL success in 5<sup>th</sup> grade.

**Action Plan:** We believe the following strategies will make a difference in achieving our Science SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> <li>New Intersession offerings targeting key Science standards identified from trend data will be created to provide all students a rigorous Science curriculum.</li> </ul>	Fall Intersession – Oct. 16-27	Science Teachers and Admin.	<i>Remediation and enrichment opportunities will ensure rigorous implementation of core Science standards.</i>
<ul style="list-style-type: none"> <li>Teachers and 5<sup>th</sup> grade students will track and analyze progress on unit formative assessments as well as the newly developed division-wide benchmarks.</li> </ul>	Fall Benchmark	Science Teachers and Admin.	<i>Tracking and analyzing pre/post- tests will provide students with clear targets for remediation and growth.</i>
<ul style="list-style-type: none"> <li>Teachers at all grade levels will increase utilization of Gizmos and Discovery Education resources. (K-2 streaming videos) (3-5 Tech book)</li> </ul>	November	Grade Level Teams	<i>Incorporating aligned instructional resources will result in greater academic achievement.</i>

### SMART Goal 4: TELL Survey

By June, 2018, the faculty’s response on the TELL survey will reflect a 5-10% increase in agreement on the following statements:

- *Teachers have sufficient access to a broad range of professional support personnel.*

### Evidence:

Staff members will participate in the TELL survey in the spring of 2018.

TELL Survey: Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	2016	2018 (Target)
Teachers have sufficient access to a broad range of professional support personnel.	76%	85%

### Rationale:

- Based on the results from the TELL survey this is an area of concern that is not showing improvement.
- Teachers want clear guidelines for access to support personnel such as reading specialists and literacy lab tutors.

### Professional Learning Needs:

- A shared understanding of our newly redesigned MTSS procedures will be addressed at staff meetings on August 14 and September 11 in support of linking our current MTSS framework to increased access to a broad range of professional support personnel.
- Access to release time is critical to supporting differentiated professional development and collaboration among and between grade level teams.

**Action Plan:** We believe the following strategies will make a difference in achieving our TELL SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> <li>• Encouraging and providing staff opportunities to participate in collaborative learning visits coordinated through a shared resource.</li> </ul>	2017-18 Ongoing	Admin., Instructional Coaches, & Specialists	<i>Teachers will view professional learning as having varied contexts resulting in a greater sense of having choice in selecting PD that is most beneficial to them.</i>
<ul style="list-style-type: none"> <li>• Providing more access to modeled instruction from specialized teachers.</li> </ul>	2017-18 Ongoing	Leadership Team, Admin. & Coaches	<i>Teachers will have increased access to professional resources.</i>
<ul style="list-style-type: none"> <li>• Using the Canvas platform to share lessons fluidly.</li> </ul>	Year 1 of a 3 year Rollout	TIS, Admin. & Coaches	<i>Teachers will benefit from collegial support resulting in a stronger sense of access to a broad range of resources.</i>

**SMART Goal 5: Special Education**

By June, 2018, the SWD subgroup will show a 5% or greater increase on the spring 2018 SOL Math and Reading assessments.

**Evidence:**

SOL Scores will be the primary measurement of reading and math proficiency. Lexile growth on RI and teacher administered running records will also be used to document student achievement in literacy. Monthly reports from Achieve 3000 and other products will be used to monitor formative progress. Number Worlds, Imagine Math and pre/post-test unit assessments will be secondary measures of evidence to demonstrate progress on or completion of the SWD SMART Goal.

Student Group	2014-15	2015-16	2016-17	2017-18 (Target)
Students with Disabilities (SWD) – Math	29	26	40	45
Students with Disabilities (SWD) – Reading	44	35	48	53
Students with Disabilities (SWD) – Science	9	10	TS	

**Rationale:**

- Scores for students in the SWD subgroup increased significantly last year. We want to capitalize on our recent success and continue on a positive trajectory!

**Professional Learning Needs:**

- Teachers need more strategies to implement in their general education classrooms in order to support students with disabilities.
- Teachers need more individual feedback and coaching when working with their specific cohort of students.
- Special Education teachers need additional training in proven intervention strategies including the analysis of data and ongoing monitoring of progress.

**Action Plan:** We believe the following strategies will make a difference in achieving our SWD SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> <li>The Special Education team will meet weekly as a PLC to analyze progress monitoring data and plan next steps for student learning.</li> </ul>	Ongoing – Monday Afternoons	Admin., Cynthia McDougal, Dru Fletcher, Lisa Lin, and Special Education Team.	<i>Specially designed instruction and implementation of new strategies will reduce literacy and numeracy deficits and boost overall academic achievement.</i>
<ul style="list-style-type: none"> <li>The district specialist will model high-yield instructional strategies in the inclusion setting.</li> </ul>	2017-18 Ongoing	Admin., Cynthia McDougal, the Special Education Team, and K-5 teachers	<i>Modeling of specific high-yield strategies will create a sustainable impact on teacher performance and student achievement.</i>
<ul style="list-style-type: none"> <li>Encore teachers and other specialists will mentor targeted students in the SWD subgroup.</li> </ul>	November – June	Admin. & Special Education Team	<i>Students with access to additional adults checking in with them on a weekly basis will result in increased academic engagement and student achievement.</i>
<ul style="list-style-type: none"> <li>Our Math Coach and the special education team will work with teachers to align math instruction for students with disabilities with the rigor reflected in the Virginia SOLs.</li> </ul>	2017-18 Ongoing	Lisa Lin, Cynthia McDougal and Special Education Team	<i>Mathematics instruction that is personalized and effective will result in increased mathematic achievement.</i>

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

**Math:**

**Reading:**

**Science:**

**TELL:**

**Special Education:**

2. What are the weaknesses in the implementation of your strategies? (Include Data)

**Math:**

**Reading:**

**Science:**

**TELL:**

**Special Education:**

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

**Math:**

**Reading:**

**Science:**

**TELL:**

**Special Education:**

4. Based on the above, what is your second semester plan for achieving your SMART goals?

**Math:**

**Reading:**

**Science:**



**TELL:**

**Special Education:**

5. What support/resources do you need to achieve your goals?

**Math:**

**Reading:**

**Science:**

**TELL:**

**Special Education:**



Principal Michael Routhouska

School/ School Year 2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, all WRES students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math skills as measured by a 5 point increase in the percentage of students passing this year's SOL math test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, all WRES students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their reading skills as measured by a 3 point increase in the percentage of students passing this year's SOL reading test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By June 2018, William Ramsay will increase the adjusted pass rate on the Science SOL Test from 47% to 60%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



<b>SMART Goal 4</b> TELL	<p>By the end of the 2018 TELL Survey administration, teacher agreement (agree or strongly) will increase:</p> <ul style="list-style-type: none"> <li>Students at this school follow rules of conduct. [from 66% to 70%]</li> <li>Policies and procedures about student conduct are clearly understood by the faculty. [from 79% to 83%]</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	<p>During the 2017-18 school year, all WRES students with IEPs, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math, reading, VA Studies, and science skills as measured by a 5 point increase in the percentage of students passing this year's SOL tests.</p>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

### SMART Goal 1 Math

During the 2017-18 school year, all WRES students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math skills as measured by a 5 point increase in the percentage of students passing this year's SOL math test.

#### Evidence:

- MDA Grades K-2, with related data analysis
- VKRP Kindergarten, with related data analysis
- TTM Grades 3-5, with related data analysis
- Common assessments Grades K-5, with related data analysis
- Strategic math assessments Grades 3-5, with related data analysis

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	76	71	71	76
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	50	50	52	57
Proficiency Gap Group 2: Black	49	56	45	50
Proficiency Gap Group 3: Hispanic	48	48	52	57
Asian	TS	TS	81	86
Economically Disadvantaged	50	49	52	57
Limited English Proficient (LEP)	45	50	52	57
Students with Disabilities (SWD)	TS	TS	16	50
White	61	58	63	68

#### Rationale:



- *WRES's federal adjusted pass rate was 71% in 2016-2017. The unadjusted SOL pass rate for math was 54%. We intentionally use both adjusted and unadjusted rates in this table to demonstrate how much SOA adjustments affect our federal pass rate and to indicate our commitment to raise the overall number of students who pass the SOL in mathematics. To promote growth in student achievement, we set an aggressive goal for students and teachers.*
- *We used Pearson reports of SOL achievement and VAAP results to determine our pass rate for mathematics in SY2016-17.*

**Professional Learning Needs:**

- *Lesson study for teachers to observe peer modeling of small group math stations implementation, management, and data collection strategies*
- *Number Worlds training for K-2 teachers and select teachers of SWD*
- *Developing a shared understanding of new math standards with related instructional delivery strategies and resources*
- *Developing activities for enrichment for higher-performing students*
- *Refining the exit criteria for math interventions*
- *Clarification on MTSS guidelines and expectations for the duration of interventions, group sizes, etc.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Math Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
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<p>1. WRES will implement small group math stations in grades K-5          -By October 2017 all teacher will be trained on VKRP reports, Imagine Math, Number Worlds, and Do the Math.          -By November 2017 all teachers will have implemented a structure for guided math with emphasis on small- group instruction and math work stations through peer observations, weekly PLC meetings, and unit planning.          -November - June 2018 WRES will refine the guided math implementation through improved small-group lesson planning, progress monitoring and fidelity checks of specific math programs (Number Worlds, Do the Math,Imagine Math), and improved rigor and standard alignment of math work stations as evident on look for observations.</p>	<p>June 2018</p>	<p>Grade level teachers, Math coach</p>	<p>Increased professional knowledge of relevant best practices to be implemented during reading block</p>
<p>2. WRES will adopt a unit planning protocol to include a shared understanding of key objectives, teaching resources, and instructional delivery strategies using PLC protocols.</p>	<p>June 2018</p>	<p>Grade level teachers, Math coach, admin</p>	<p>Peer coaching/modeling of specific strategies that improve student outcomes</p>
<p>3. Refine MTSS guidelines for identifying students at risk of failure, assigning a research based intervention program, and monitoring student outcomes to determine effectiveness.</p>	<p>June 2018</p>	<p>Grade level teachers, instructional coaches, admin</p>	<p>Improved intervention outcomes that reduce Tier 3 performance and move students towards grade level proficiency</p>

**September 20, 2017**

**Each grade level met with the math instructional coach to develop unit plans by dissecting the standards for each unit, sharing instructional strategies, and adding scaffolds to support ELs and SWD with explicit vocabulary and content accommodations with the guidance of EL and SpEd teachers. Teachers reviewed alignment with the VDOE Framework based on the Essential Knowledge and Skills. Teachers identified appropriate resources and developed lesson plans in alignment with the unit plan.**

**The math instructional and school improvement coaches refined the entrance criteria in each grade level for Tier 1, 2, and 3 with support from instructional specialists and feedback from teachers. Intervention materials were ordered and professional development on implementation is scheduled for October 18, 2017. All fidelity checklists and progress monitoring expectations are currently under review and revision to determine effectiveness and alignment to protocols for next steps to ensure improved student outcomes.**



## SMART Goal 2 Reading

During the 2017-18 school year, all WRES students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their reading skills as measured by a 3 point increase in the percentage of students passing this year’s SOL reading test.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you’ll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	64	75	77	82
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	63	58	60	65
Proficiency Gap Group 2: Black	67	61	59	64
Proficiency Gap Group 3: Hispanic	57	54	59	64
Asian	TS	TS	71	76
Economically Disadvantaged	63	58	60	65
Limited English Proficient (LEP)	60	57	61	66
Students with Disabilities (SWD)	TS	TS	48	54
White	77	66	73	78

### Rationale:

- *WRES’s federal adjusted pass rate was 77% in 2016-2017. The unadjusted SOL pass rate for reading was 62%. We intentionally use both adjusted and unadjusted rates in this table to demonstrate how much SOA adjustments affect our federal pass rate and to indicate our commitment to raise the overall number of students who pass the SOL in reading. To promote growth in student achievement, we set an aggressive goal for students and teachers.*
- 
- *We used Pearson reports of SOL achievement and VAAP results to determine our pass rate for reading in SY2016-17.*

### Professional Learning Needs:

- *Lesson study for guided reading, balanced literacy, and formative assessment peer modeling via walkthroughs and/or recording*
- *Jan Richardson, Beverly Tyner (and others) webinars/online professional development group observation/implementation*
- *Running records and Reading Records (formal and informal)*
- *PALS data analysis*



- *Balanced literacy components*
- *Vertical alignment team meetings*
- *Guided reading/CSGDI refinement*
- *Next level → enrichment pd*
- *Explicit vocabulary instruction/phonics instruction*
- *Word study refinement*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Reading Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. WRES will refine the implementation of balanced literacy in grades K-5 through improved structures for accountable independent reading. Structure and launch of the reading and writing workshop set and implemented with emphasis on supported independent reading by peer observations, weekly PLC meetings and unit planning.</p> <p>WRES will refine the implementation of balanced literacy in grades K-5 through improved guided reading lesson planning, including explicit vocabulary and phonics instruction, and formative assessment expectations.</p>	<p>Oct. 2017</p> <p>Formative assessment (PALS, F&amp;P, WTW) completed by Oct. 2017</p> <p>Guided reading professional development, coaching and support from Oct.- June 2018</p>	<p>Language Arts teachers, EL teachers, SpEd teachers, Literacy Coach, Admin</p>	<p>Increased professional knowledge of relevant best practices to be implemented during reading block</p>
<p>2. WRES will adopt a unit planning protocol to include a shared understanding of key objectives, teaching resources, and instructional delivery strategies using PLC protocols.</p>	<p>All teams meet weekly for literacy PLC starting Sept. 2017- June on Wednesdays.</p>	<p>Grade level teachers, Math coach, admin</p>	<p>Peer coaching/modeling of specific strategies that improve student outcomes</p>
<p>3. Refine MTSS guidelines for identifying students at risk of failure, assigning a research based intervention program, and monitoring student outcomes to determine effectiveness.</p>	<p>Sept.- June 2018 meeting every 6-8 weeks</p>	<p>Grade level teachers, instructional coaches, admin</p>	<p>Improved intervention outcomes that reduce Tier 3 performance and move students towards grade level proficiency</p>

**September 20, 2017**



Each grade level met with the reading instructional coach to develop unit plans by dissecting the standards for each unit, sharing instructional strategies, and adding scaffolds to support ELs and SWD with explicit vocabulary and content accommodations with the guidance of EL and SpEd teachers. Teachers reviewed alignment with the VDOE Framework based on the Essential Knowledge and Skills. Teachers identified appropriate resources and developed lesson plans in alignment with the unit plan.

The literacy instructional and school improvement coaches refined the entrance criteria in each grade level for Tier 1, 2, and 3 with support from instructional specialists and feedback from teachers. Intervention materials were ordered and professional development on implementation is scheduled for October 18, 2017. All fidelity checklists and progress monitoring expectations are currently under review and revision to determine effectiveness and alignment to protocols for next steps to ensure improved student outcomes.

**SMART Goal 3 Science**

During the 2017-18 school year, 5th grade students, including those who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 23 point increase in the percentage of students passing this year’s SOL science test.

**Evidence:**

- District and school-based strategic assessments in science for grades 3-5
- Pre/post assessment data from grades K-5 (developmentally appropriate)
- Science Saturdays and small group intervention instruction for the 5th grade students
- Rubrics evaluating inquiry-based activities, models, diagrams, and other examples of student work using the science measurement topics provided by VDOE.

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	68	51	47	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	59	42	36	59
Proficiency Gap Group 2: Black	60	41	53	60
Proficiency Gap Group 3: Hispanic	58	43	26	60
Asian	61	44	TS	





Economically Disadvantaged	53	32	34	60
Limited English Proficient (LEP)	TS	TS	34	55
Students with Disabilities (SWD)	TS	TS	7	50
White	TS	TS	36	

**Rationale:**

- *WRES's federal adjusted pass rate was 47% in 2016-2017. The unadjusted SOL pass rate for math was 40%. We intentionally use both adjusted and unadjusted rates in this table to demonstrate how much SOA adjustments affect our federal pass rate and to indicate our commitment to raise the overall number of students who pass the SOL in science. To promote growth in student achievement, we set an aggressive goal for students and teachers.*
- *We used Pearson reports of SOL achievement and VAAP results to determine our pass rate for science in SY2016-17.*

**Professional Learning Needs:**

- *Vertical alignment of power standards that would be taught from K-5.*
- *Learn how to navigate through the ACPS Science Curriculum for K-5 as well as the VDOE framework*
- *Unpacking VDOE standards for each grade level during science unit planning and PLC's*
- *FOSS Kit training and organizational support for maintaining materials*
- *Developing and implementing MTSS process to a new science intervention program in 5th grade*
- *Data driven instructional changes that support student comprehension of scientific concepts through weekly PLC's*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Science Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Each grade level will have a quarterly (or bi-quarterly) science day for hands-on investigations to reinforce science concepts and skills.	Quarterly - Nov. 2017, Feb. 2018, April 2018, June 2018	Grade level teachers, Ms. May, and grade level administrator	Inquiry-based lessons with performance data for improved student outcomes.
2. WRES will develop an intervention program for science instruction that meets MTSS guidelines for 5th grade students and group students according to the data results on Science Diagnostic Assessment.	Oct. 2017- April 2018	Ms. May, Garcia-Maria, Ms. Peterson, Instructional Specialists, 5th grade teachers	Entrance/exit criteria, research proven intervention, fidelity measures, progress monitoring protocol;



			student remediation in science with a combination of investigations, non-fiction texts and vocabulary development
3. Develop and implement Science Saturday School for our Tier II and III, 5th grade students	Oct. 2017-April 2018	Ms. Peterson, Ms. Garcia-Maria, Ms. Meili, Ms. May	4th and 5th grade standards Inquiry based lessons, performance and common assessments for progress monitoring; flexible grouping based on diagnostic and common assessment data collected during tier I instruction

**September 20, 2017**

The science interventionist, administrators, and school improvement coaches met to determine the entrance criteria in grade five for Tier 1, 2, and 3 with support from instructional specialists and feedback from teachers. Intervention materials were vetted and ordered and professional development on implementation is scheduled for October 18, 2017. Fidelity checklists and progress monitoring expectations are currently under review and revision to determine effectiveness and alignment to protocols for next steps to ensure improved student outcomes.

The literacy instructional coach, science interventionist, assistant principal, and school improvement coach reviewed and ordered literacy resources with science content for placement in class libraries in grades K-5 based on grade level science objectives. These books will be used in stations to support the topics for science days.

**SMART Goal 4 TELL (PBIS)**

By June 2018, 75% of teachers will agree or strongly agree that:

- Students at this school follow rules of conduct.
- Policies and procedures about student conduct are clearly understood by faculty.
- Policies and procedures about student conduct are clearly followed by staff members.

**Evidence:**

*Staff members will complete a Google survey quarterly to determine perceptions about student behavior and knowledge of student policies.*

*Students will complete surveys quarterly to determine perceptions about student behavior and knowledge of policies.*



WRES will see a decrease in the number of students participating in the “Good Citizens Room” during Fun Fridays.

<b>Managing Student Conduct</b> <b>Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.</b>	<b>TELL 2014</b>	<b>TELL 2016</b>	<b>01/17</b>	<b>10/17</b>	<b>02/18</b>	<b>04/18</b>
<i>b. Students at this school follow rules of conduct.</i>	45.8%	62%	7% Strongly Agree 59% Agree 16% Neutral 18% Disagree			
<i>c. Policies and procedures about student conduct are clearly understood by the faculty.</i>	62.5%	72.9%	78% 11% Strongly Agree 67% Agree 16% Neutral 6% Disagree			

**Rationale:**

- WRES’s TELL survey results demonstrate the need for refinement of the student behavior plan and implementation protocols.
- We used the ACPS TELL survey results to determine areas for growth in teacher satisfaction/consensus regarding the behavior plan implementation.



### Professional Learning Needs:

- *Piloting strategies from Behavior Code for behavior management*
- *Piloting strategies from Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom for trauma-informed behavior management*
- *Additional differentiated training for PBIS strategies, incentives, and policies*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

PBIS Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Explicitly teach student behavior expectations during morning meetings.	June 2018	Grade level teachers	Students and teachers know and follow expectations
2. Conduct quarterly surveys to determine staff perceptions about following students following behavior expectations.	Quarterly, by April 2018	Michael Routhouska	Data analysis shared with staff
3. Conduct quarterly surveys to determine student perceptions about WRES.	Quarterly, by April 2018	Michael Routhouska	Data analysis shared with staff and students

### September 20, 2017

**PBIS committee reorganized and added lessons to a shared folder to provide teachers with explicit, scripted behavior lessons based on PBIS agreements. All teachers were provided with a grade level-specific introduction to PBIS with an explanation of our annual goals, foundations of positive reinforcements, morning meeting structure and expectations, and all PBIS resources.**

**PBIS committee planned and scheduled a PBIS Pep Rally to launch Year 2 goals for students and staff participation in PBIS initiatives.**

### **SMART Goal 5 Students with Disabilities**

During the 2017-18 school year, all WRES students with IEPs, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math, reading, VA Studies, and science skills as measured by a 5 point increase in the percentage of students passing this year's SOL tests.



Students With Disabilities	2014-15	2015-16	2016- 17	2017-18 (Target)
Reading	50	60	50	>60
Math	14	16	16	≥50
Science	TS	TS	7	≥50
Social Studies	TS	27	TS	≥50

**Evidence:**

Summarize how the SMART Goal will be measured and the evidence you’ll use to demonstrate progress on or completion of the SMART Goal.

- Describe why the school is working on the SMART Goal.
- PALS (K-3)
- TTM (3-5)
- AIMSWeb (K-5)
- MDA (K-2)
- Grade level common assessments
- Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.

**Professional Learning Needs:**

- AIMSWeb data analysis
- Communication protocols for collaboration between SpEd, Gen Ed, and Encore teachers on student progress, goals, accommodations, and best practices for student achievement
- Strategies for consistently managing challenging student behaviors among multiple teachers/settings for all WRES staff
- Strategies for collecting multiple types of data for students with IEPs and sharing it with SpEd teachers (dividing the data collection responsibilities between Gen Ed and SpEd teachers by grade level standards and individualized goals)
- Integrating accommodations and best practices for SWD into unit/lesson plans effectively

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

SWD Strategies/Activities	Time Frame	Person(s)	Outcomes
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		<b>Responsible</b>	
<p>1. WRES will create a weekly communication platform and expectation for SpEd teachers to share strategies, goals, accommodations, and assessment data with collegial stakeholders.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>- Explicit instruction</li> <li>- Framing the learning</li> <li>- CRA approach for math and science instruction</li> </ul>	June 2018	Grade level teachers, SpEd teachers, EL teachers, instructional specialists/coaches	Written notes for observations and next steps
<p>2. WRES will adopt a unit planning protocol to include a shared understanding of key objectives, teaching resources, and instructional delivery strategies using PLC protocols. SpEd teachers will support the integration of specific strategies and accommodations by gen ed teachers through this process.</p> <ul style="list-style-type: none"> <li>- SpEd teachers will provide specific scaffolds appropriate for the developmental readiness of SWD</li> <li>- Identifying common misconceptions for all units</li> </ul>	June 2018	Grade level teachers, SpEd teachers, Literacy coach, Math coach, admin	Peer coaching and modeling embedded within the unit planning process
<p>3. WRES will implement embedded ongoing professional development for co-teaching models for general education teachers. SpEd teachers will model/teach co-teaching in alignment with identified unit and weekly plans to support student outcomes in all content areas.</p> <ul style="list-style-type: none"> <li>- Data collection</li> <li>- Progress monitoring</li> <li>- Fidelity to instructional program implementation guidelines for all content areas (Tiers 1, 2, and 3)</li> </ul>	June 2018	Admin, SpEd teacher, Co-Teaching Cadre Alumni	Look-for data demonstrating an increase in the variety of co-teaching models observed

### **September 20, 2017**

**The SpEd team created a running shared document and expectation protocol to inform/discuss initiatives with stakeholders in the school. This document is accessed weekly with updates of co-teaching expectations and models, reminders, and information for teachers.**

**SpEd teachers participate in all unit planning meetings and share scaffolds that promote accessibility to the written and taught curriculum for SWD and other students in need of support. As specialists, the SpEd teachers advise teachers on best practices to implement IEP requirements during instructional delivery in alignment with the VDOE Framework and each student’s goals.**



## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:

Reading:

Science:

TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?



Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:





# School Education Plan

Jesse Mazur, Principal

George Washington Middle School/ 2017-2018 School Year

## Division Strategic Plan Goal Areas: 2016-2020

1. **Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
2. **Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
3. **An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
4. **Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
5. **Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
6. **Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1:</b>  <b>Math</b>	<p><b>By June 2018, GW students will achieve mathematics pas rate of 78% or higher as measured by the V.A. SOL. This represents an increase of 3% as measured by state accreditation standards, and a 5% increase in federal AMO performance.</b></p> <p><b>GAP Group 1</b> will improve mathematics proficiency by <b>7%</b> represented by <b>55%</b> of the population demonstrating math proficiency as measured by the SOL.</p> <p><b>Gap Group 2</b> will improve mathematic proficiency by <b>8%</b> represented by <b>58%</b> of the population demonstrating math proficiency as measured by the SOL.</p> <p><b>Gap Group 3</b> will improve mathematic proficiency by <b>8%</b> represented by <b>55%</b> of the population demonstrating math proficiency as measured by the SOL.</p> <p><b>Students with Disabilities (SWD)</b> will improve mathematic proficiency by <b>3%</b> represented by <b>30%</b> of the population demonstrating math proficiency as measured by the SOL.</p>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

	<p><b>Limited English Proficient (LEP)</b> will improve mathematic proficiency by <b>7%</b> represented by <b>50%</b> of the population demonstrating math proficiency as measured by the SOL.</p> <p><b>Free and Reduced Lunch (FRL)</b> will improve mathematic proficiency by <b>5%</b> represented by <b>52%</b> of the population demonstrating math proficiency as measured by the SOL.</p>	
<p><b>SMART Goal 2:</b></p> <p><b>Reading</b></p>	<p><b>By June 2018, the all student pass rate on the Reading SOL will improve to at least 80%.</b></p> <p><b>GAP Group 1</b> will improve will improve reading proficiency by <b>4%</b> represented by <b>55%</b> of the population demonstrating reading proficiency as measured by the SOL.</p> <p><b>GAP Group 2</b> will improve will improve reading proficiency by <b>3%</b> represented by <b>60%</b> of the population demonstrating reading proficiency as measured by the SOL.</p> <p><b>GAP Group 3</b> will improve will improve reading proficiency by <b>4%</b> represented by <b>55%</b> of the population demonstrating reading proficiency as measured by the SOL.</p> <p><b>SWD</b> will improve will improve reading proficiency by <b>4%</b> represented by <b>35%</b> of the population demonstrating reading proficiency as measured by the SOL.</p> <p><b>LEP</b> will improve will improve reading proficiency by <b>3%</b> represented by <b>45%</b> of the population demonstrating reading proficiency as measured by the SOL.</p> <p><b>FRL</b> will improve will improve reading proficiency by <b>4%</b> represented by <b>54%</b> of the population demonstrating reading proficiency as measured by the SOL.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input type="checkbox"/> 2. Family and Community Engagement.</li> <li><input checked="" type="checkbox"/> 3. An Exemplary Staff</li> <li><input type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>

<p><b>SMART Goal 3:</b></p> <p><b>Science</b></p>	<p><b>By June 2018, students will increase the overall pass rate by 3%, which represents achievement levels reached in 2015 of 78% and exceeds the 3-year average.</b></p> <p><b>Gap Group 1</b> will improve will improve science content proficiency by <b>3%</b> represented by <b>45%</b> of the population demonstrating science proficiency as measured by the SOL.</p> <p><b>Gap Group 2</b> will improve will improve science proficiency by <b>6%</b> represented by <b>50%</b> of the population demonstrating science proficiency as measured by the SOL.</p> <p><b>Gap Group 3</b> will improve will improve science proficiency by <b>3%</b> represented by <b>50%</b> of the population demonstrating science proficiency as measured by the SOL.</p> <p><b>SWD</b> will improve will improve science proficiency by <b>5%</b> represented by <b>35%</b> of the population demonstrating science proficiency as measured by the SOL.</p> <p><b>LEP</b> will improve will improve science proficiency by <b>8%</b> represented by <b>35%</b> of the population demonstrating science proficiency as measured by the SOL.</p> <p><b>FRL</b> will improve will improve science proficiency by <b>4%</b> represented by <b>45%</b> of the population demonstrating science proficiency as measured by the SOL.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input type="checkbox"/> 2. Family and Community Engagement.</li> <li><input type="checkbox"/> 3. An Exemplary Staff</li> <li><input type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>
<p><b>SMART Goal 4:</b></p> <p><b>TELL</b></p>	<p><b>During the 2017-2018 school year, 92% of George Washington Middle School students will demonstrate an understanding of expected behaviors in accordance with the Positive Behavior and Intervention and Supports and the Alexandria City Public Schools Code of Student Conduct.</b></p> <p>This will be evidenced by: quarterly student self-assessments, teacher feedback, Dean of Students Conduct Walk-throughs, data collected from online</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input checked="" type="checkbox"/> 2. Family and Community Engagement.</li> <li><input checked="" type="checkbox"/> 3. An Exemplary Staff</li> <li><input checked="" type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>



# School Education Plan

	<p>teacher referrals and PowerSchool record of suspensions, consistent parent contact and involvement, and restorative practices.</p>	
<p><b>SMART Goal 5:</b> <b>Specialized Instruction</b></p>	<p><b>By June 2018, Students with Disabilities will increase their pass rate by 5% or better on the reading and math SOL through service delivery and appropriate tier II and tier III interventions outlined in the IEP. This will continue the upward trend of growth for SWD from 2015-2017.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity</li> <li><input type="checkbox"/> 2. Family and Community Engagement.</li> <li><input checked="" type="checkbox"/> 3. An Exemplary Staff</li> <li><input type="checkbox"/> 4. Facilities and the Learning Environment</li> <li><input type="checkbox"/> 5. Health and Wellness</li> <li><input type="checkbox"/> 6. Effective and Efficient Operations</li> </ul>

## SMART Goal 1: Math

By June 2018, GW students will achieve mathematics pass rate of at least 78% or higher as measured by the V.A. SOL. This represents an increase of 3% as measured by state accreditation standards and a 5% increase in federal AMO performance.

### Evidence:

*The S.M.A.R.T. goal will be measured using unit-by-unit standards-based common assessments, Think Through Math assessment data, Number Worlds, AIMS Web progress monitoring, and Mock SOL benchmark testing.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	79%	75%	75%	<b>78%</b>
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	56%	48%	48%	<b>55%</b>
Proficiency Gap Group 2: Black	58%	49%	50%	<b>58%</b>
Proficiency Gap Group 3: Hispanic	62%	53%	47%	<b>55%</b>
Asian	83%	90%	93%	<b>96%</b>
Economically Disadvantaged	57%	48%	47%	<b>52%</b>
Limited English Proficient (LEP)	42%	34%	43%	<b>50%</b>
Students with Disabilities (SWD)	30%	26%	27%	<b>35%</b>
White	96%	94%	93%	<b>96%</b>

### Rationale:

All students met the target state accreditation pass rate of 75%, however, declining scores in GAP groups were noted. These segments of the population have not demonstrated the math proficiency and scores that we would expect to see. Therefore, we have set appropriate and realistic goals for each GAP group in order to meet these targets.

### Professional Learning Needs:

- *Peer observations to model best practices and to share strategies that are yielding results based formative and summative data as well as teacher meta-analysis of areas they wish to grow.*
- *Differentiated instruction using flexible grouping, homogeneous grouping, and other small groupings to provide instructional flexibility based on-going collection of student data to determine grouping needs.*
- *Training staff on assessment literacy and how to effectively re-teach challenging standards with formative and summative data throughout the year.*
- *Inquiry-based Math Workshop*



# School Education Plan

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Peer Observation Schedule	Semester	Donita Muse/Ann Spector	Sharing, observing and learning new practices based on identified needs.
2. Inquiry Instruction In Math Using a workshop grouping model	Year Long Tuesday Embedded PD	Donita Muse/Ann Spector	Inquiry based math instruction where students are challenged to think critically, make connections among big ideas, engage in discourse and communicate and collaborate with teachers and peers.
3. Evaluation and Feedback	Year Long	Administrators/Donita Muse	Observation, reflection, and increased student achievement
4. Refine our current school-wide MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring, following the ACPS MTSS Handbook.	Quarterly	Muse/ TAG Coordinator/ Principal and Academic Principal	Resources for teachers to utilize and increase student achievement
5. Implement continuous standards-based instructional supports such as spiral reviews, progress monitoring math, and after school math support	On-Going	Math PLC/Math Coach	Increased student achievement as evidenced by an evaluation of results and re-teaching.
6. Professional Development/use of Kagan Structures	Semester	Kagan Trainers/Administrators	Increase in student achievement through researched based practices that promote cooperative learning, meaningful discourse and classroom management



# School Education Plan

			techniques.
7. Implement MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring.	Short Cycle Assessment 2-3 weeks into a lesson based off of pre-assessment data	Math Teachers, TAG Coordinator, Math Specialist, SST Members, Administration, Team Leaders	Appropriate tiering of students to provide targeted support based on assessment and progress monitoring to ensure student progression towards mastery of standards
8. Implement extended learning day to identified students with targeted/direct instruction and complementary material to support students in exceeding the minimum SOL standards.	3 days a week	Select Math Teachers	Extended/enhanced student learning
9. Facilitate and engage in instructional dialogue and collaboration on evidence-based best practices that are tied to the year's academic focus	Ongoing	Math Coach/Math PLCs	Embedded professional development
10. Guided Language Acquisition Design Professional Development	Year- Long	Math Content and Co-Teachers	Support teachers by providing differentiated strategies to integrate instruction in English and grade-level content learning standards for ELL students

## SMART Goal 2: Reading

By June 2018, the all student pass rate on the Reading SOL will improve to at least 80%, which a 3% increase from the 2016-2017 rate.

### Evidence:

*Improvement in reading skills for students from all GAP groups will ultimately be measured by S.O.L. tests at the end of the school year.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	71%	77%	77%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	52%	53%	51%	55%
Proficiency Gap Group 2: Black	56%	58%	51%	60%
Proficiency Gap Group 3: Hispanic	58%	58%	51%	55%
Asian	91%	89%	92%	95%
Economically Disadvantaged	52%	53%	50%	54%
Limited English Proficient (LEP)	31%	35%	42%	45%
Students with Disabilities (SWD)	26%	27%	31%	35%
White	97%	95%	96%	99%

### Rationale:

All students met the target state accreditation pass rate of 80%, however, declining scores in GAP groups 1, 2, 3, and Economically Disadvantaged. Asian, L.E.P., S.W.D., and White saw an increase last year. Therefore, we have set appropriate and realistic goals for each GAP group in order to meet these targets.

### Professional Learning Needs:

- Division level support around implementation of Writer’s Workshop
- Division level support providing strong classroom libraries
- Continued AVID development to encourage high yield higher order thinking strategies
- G.L.A.D. and Kagan Cooperative Learning professional development

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Peer Observation Schedule	Semester	Veronica Blunt	Sharing, modeling, improving student achievement



## School Education Plan

2. Teacher College Professional Learning: Writing Workshop	Year Long	Veronica Blunt/Anika Buster Singleton	Increased engagement, student higher order thinking as a result of deliberate actions for reading, writing, speaking, in a workshop environment.
3. Observation and Feedback	Year Long	Administrators/Veronica Blunt	Improving student achievement
4. Use SRI and SOL scores to determine appropriate placement and tier of interventions for all students such as Flex, Great Leaps, Teen Biz, Fast ForWord, and Reading Assistant, followed by an appropriate progress monitoring timeline.	Quarterly	ELA Teachers, SST Members, Administration, Team Leads	Differentiated instruction, differentiated programming, access to programs to assist tier II and tier III students
5. Implement continuous unit data analysis to identify student strengths, areas for improvement, through common assessments	Quarterly and by taught unit	ELA staff/Academic Principals	Shared accountability of student progress towards mastery of standards
6. Facilitate and engage in instructional dialogue and collaboration on evidence-based best practices that are tied to the year's academic focus.	Ongoing	Literacy Coach/ELA PLCs	Embedded professional development
7. Professional Development/use of Kagan Structures	Semester	Kagan Trainers/Administrators	Increase in student achievement through researched based practices that promote cooperative learning, meaningful discourse and classroom management techniques.
8. Implement MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring.	Short Cycle Assessment 2-3 weeks into a lesson based off of pre-assessment data	ELA Teachers, TAG Coordinator, Reading Specialist, SST Members, Administration, Team Leaders	Appropriate tiering of students to provide targeted support based on assessment and progress monitoring to ensure student progression towards mastery of standards
9. Instructional Strategy Focus: <i>Through explicit instruction, modeling, gradual release and differentiated instruction based on the needs of the students, the</i>	Quarterly	ELA Teachers	Focused instruction in reaching targets;  Enhanced student achievement  Continued focused on most missed

<p><i>following five instructional focuses will be applied in Language Arts classes to move students towards mastery.</i></p> <ol style="list-style-type: none"> <li>1. <b>Vocabulary</b> - Strategic vocabulary instruction of specific word acquisition strategies in order to move all students, including students in the three Gap Groups, from the identification stage to the independent application of the appropriate vocabulary strategy.</li> <li>2. <b>Marzano</b> - Strategic and purposeful implementation of Marzano's 9 high yield instructional strategies to move all students to higher levels in achievement - with a focus on those tied to students' current needs.</li> <li>3. <b>Inferences</b> – Strategic instruction of inferencing skills in order to improve all students', including Gap Group students', ability to comprehend and analyze fiction and nonfiction on a sentence and text level.</li> <li>4. <b>Nonfiction</b> – Increased exposure to nonfiction text in order to improve the students' familiarity, ability, and stamina to analyze comprehend nonfiction text.</li> <li>5. <b>Cause and Effect</b>- Strategic instruction of cause and effect skills in order to improve all students', including Gap Group students', ability to comprehend and analyze fiction and nonfiction text.</li> </ol>			standards in both LA and Social Studies
10. Implement extended learning day to identified students with targeted/direct instruction and complementary material	3 days a week	Select ELA Teachers	Extended/enhanced student learning



# School Education Plan

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to support students in exceeding the minimum SOL standards.			
11. G.L.A.D. Professional development	Year- Long	ELA Content and Co-Teachers	Support teachers by providing differentiated strategies to integrate instruction in English and grade-level content learning standards for ELL students

## SMART Goal 3: Science

By June 2018, students will increase the overall pass rate by 3%, which represents achievement levels reached in 2015 of 78% and exceeds the 3-year average.

### Evidence:

*The improvement in science skills for students from all G.A.P. groups will ultimately be measured by S.O.L. tests and observations at the end of the school year.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	78%	75%	75%	78%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	46%	48%	42%	45%
Proficiency Gap Group 2: Black	67%	57%	44%	50%
Proficiency Gap Group 3: Hispanic	43%	46%	47%	50%
Asian	TS	TS	TS	TS
Economically Disadvantaged	45%	45%	41%	45%
Limited English Proficient (LEP)	10%	17%	27%	35%
Students with Disabilities (SWD)	33%	39%	30%	35%
White	96%	98%	98%	100%

### Rationale:

All students maintained the same pass of 75% between 2016 and 2017; however, declining scores in GAP groups 1, 2, Economically Disadvantaged, and Students with Disabilities. Therefore, we have set appropriate and realistic goals for each GAP group in order to meet these targets.

### Professional Learning Needs:

- *Focus on Inquiry-based and Experiential Learning*
- *Kagan and G.L.A.D. strategies*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Peer Observation schedule-Teacher meta-analysis of area of growth paired with a science teacher for observation and take-away.	Semester	Olmstead	Best practices modeling student achievement
2. Spiral review of 6 <sup>th</sup> and 7 <sup>th</sup> grade material and assessment to inform for	Quarterly	Science Department	Based on SDBQ

## School Education Plan

SOL preparation.			evaluation and integrated into instruction. students will be exposed to an abundance of SOL material in a systematic and structured manner resulting in greater achievement on SOL Assessment,
3. Professional Development/Use of Kagan Structures	Semester	Kagan Trainers/Administrators	Increase in student achievement through researched based practices that promote cooperative learning, meaningful discourse and classroom management techniques.
4. Implement continuous unit data analysis to identify student strengths, areas for improvement, and inconsistencies	On-going by Unit	Science teachers and Administration	Shared accountability of student progress towards mastery of standards
5. G.L.A.D. Professional development	Year- Long	Science Content and Co-Teachers	Support teachers by providing differentiated strategies to integrate instruction in English and grade-level content learning standards for ELL students
6. AVID strategies (Cornell Notes, interactive notebook, Lab Lenses, and AVID binder)	Ongoing	All Science teachers with Administrative support	Utilization of WICOR strategies to increase science content knowledge

## SMART Goal 4: TELL SURVEY

During the 2017-2018 school year, 92% of George Washington Middle School students will demonstrate an understanding of expected behaviors in accordance with the Positive Behavior and Intervention and Supports and the Alexandria City Public Schools Code of Student Conduct.

### Evidence:

Column 1 is 2016 TELL Survey Data.

Column 2 is 2015 TELL Survey Data.

## Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	65.7%	42.9%
b. Students at this school follow rules of conduct.	31.0%	20.6%
c. Policies and procedures about student conduct are clearly understood by the faculty.	53.1%	62.9%
d. School administrators consistently enforce rules for student conduct.	32.7%	34.3%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	65.7%	54.5%
f. Teachers consistently enforce rules for student conduct.	62.6%	52.9%
g. The faculty work in a school environment that is safe.	73.7%	74.3%

### Rationale:

G.W.M.S. strives to maintain a positive learning environment for students and working environment for adults. In an effort to increase TELL Survey data, we will not only address students' awareness of positive behavior and their responsibility in helping to ensure we have a healthy environment; but teachers will receive professional development on how to build healthy, productive relationships with students and better manage the learning environment.

**Professional Learning Needs:**

- *P.B.I.S. Reboot*
- *Student Expectations Assemblies*
- *Compassionate Classroom Professional Development for Teachers*
- *Kagan Cooperative Learning and G.L.A.D. strategies to help strengthen students' social skills*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

**Overall Goals:** During the 2017-2018 school year, 92% of George Washington Middle School students will demonstrate an understanding of expected behaviors in accordance with the Positive Behavior and Intervention and Supports and the Alexandria City Public Schools Code of Student Conduct.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
During the 2017-2018 school year, George Washington Middle School administrators will communicate with teachers an outcome of 100% of the referrals submitted by teachers regarding discipline in accordance to the PRIDE Matrix.	Year Long	Dean Herrera Dean Speich	Clearer and transparent sharing of behavioral trends.
During 2017-2018 school year, George Washington Middle School administrators will consistently enforce school rules in accordance with the PRIDE matrix and ACPS School Code of Conduct.	Year long	Dean Herrera Dean Speich PBIS Team	Better behavior as reinforced by universal set of understandings based off of a shared Matrix/Rubric
During 2017-2018 school year, George Washington Middle School administrators will consistently enforce school rules in accordance with the PRIDE matrix and ACPS School Code of Conduct in an effort to increase teacher perception of consistent rules enforcement by 20%.	Year Long	Dean Herrera Dean Speich	Increased knowledge of behaviors presented to students and staff as an advisory lesson based off of a shared understanding/Matrix /Rubric

## SMART Goal 5: Specialized Instruction

By June 2018, Students with Disabilities will increase their pass rate by 5% or better on the reading and math SOL through service delivery and appropriate interventions outlined in the IEP. This will continue the upward trend of growth for SWD from 2015-2017.

### Evidence:

*The S.M.A.R.T. goal*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students: Math	79%	75%	75%	78%
All Students: Reading	77%	77%	78%	80%
Students with Disabilities (SWD): Math	30%	26%	27%	35%
Students with Disabilities (SWD): Reading	26%	27%	31%	35%

### Rationale:

Students with Disabilities increased their pass rate by 1% in math and 4% in reading. This is the trend that we would like to continue to see this year. Special education teachers and staff have reviewed I.E.P.s and utilized existing data to place students in appropriate intervention courses, and teachers are receiving professional development on how to meet our targets.

### Professional Learning Needs:

- *Co-teaching Cadre Professional Development*
- *FLEX and Number Worlds Training*
- *Planning for differentiation*
- *G.L.A.D. Training and Kagan Cooperative Learning*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1.Placement of students receiving special education services in TIER III Interventions, Flex and Number Worlds programs	August/September	Snezana Buzesan, Amy Creed and Cindy Jackson	Enhanced student achievement of gap groups Increased math content knowledge and student achievement Increased lexile scores and better performance on standardized tests





# School Education Plan

2. Participation in the Co-Teaching Cadre	Semester long	Special Education instructors and core content instructor	High yield co-teaching models will result in accurate specially designed instruction based off of the needs of our special education student population in all core content areas.
3. Incorporation of Achieve 3000 (Team Biz) within reading, social studies, and science instruction	Year Long	Special Education and Core Content Instructors	Students' access to leveled text to improve literacy skills across the content areas
4. Implementing Tier II Interventions (Read 180 and Math Progress Monitoring)	Year Long	Special Education Instructors	<p>Students will receive direct instruction, multimedia applications, and exposure to a variety of reading materials in order to improve readers' ability to decode words and comprehend text.</p> <p>Students use manipulatives, models, sketches and diagrams to better understand mathematical concepts and processes.</p>
5. Implementing Tier III Interventions (FLEX and Number Worlds)	Year Long	Special Education Instructors	Provide students who are three grade levels or more behind with intense direct instruction and computer-based intervention to improve reading skills and understanding of math concepts and skills
6. Training on G.L.A.D. strategies and Kagan Cooperative Learning	Year Long	Special Education Instructors	Research-based instructional strategies to increase engagement, language acquisition, literacy (for are three grade levels and below in reading and math skills), and student meta-cognition

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

Principal : Pierrette Peters

School/ School Year Francis C. Hammond 2017-2018

## Division Strategic Plan Goal Areas:

**2016-2020**

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

## SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in math as measured by the End Of Course SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in Reading as measured by the End of Course SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in the Science as measured by the End Of Course SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<b>SMART Goal 4</b> TELL	By the end of the 2017-2018 school year, student disciplinary referrals resulting in out of school suspension will decrease by 40%.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	During the 2017-2018 school years, 35% of FCH students with disabilities will score proficient or advanced on all End of Course SOL tests.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 6</b> ELL	During the 2017-2018 school year, students with limited English proficiency will show a 20% pass rate increase on all End Of Course SOL tests.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

### SMART Goal 1 (Example)

During the 2017-18 school year, all 5<sup>th</sup> grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s SOL math test.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you’ll use to demonstrate progress on or completion of the SMART Goal.*

The SMART Goal for each area of assessment will assist FCH in providing a focus on instruction based upon student results. The measurement of each goal will be student results driven and connected to:

- Teaching and learning
- Improving instructional practice and performance
- Providing feedback for instructional improvement
- Collecting and analyzing data

Each SMART goal will be progress monitored on a quarterly basis. Evidence that demonstrates progress toward or completion of the goal includes:

- A data analysis and review for each goal area which considers school goals, previous data, student need, alignment of the curriculum, and staff development needs.
- Assessment of appropriate measuring tools to assess progress toward each goal.
- Identification of instructional strategies and interventions which assist in goal attainment.

- Data review and analysis of intervention courses.

## Overall Analysis

### Reading

Student Group	2014-15	2015-16	2016-2017	2017-2018 (Target)
All Students	60%	68%	65%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	74%	79%	74%	83%
Proficiency Gap Group 2: Black	63%	66%	66%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	60%	69%
Asian	74%	85%	76%	86%
Economically Disadvantaged	55%	63%	61%	70%
Limited English Proficient (LEP)	34%	51%	53%	61%
Students with Disabilities (SWD)	27%	28%	28%	35%
White	75%	85%	74%	84%

### Math

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	61%	69%	69%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70%	78%	77%	88%
Proficiency Gap Group 2: Black	62%	71%	70%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	61%	66%
Asian	80%	85%	84%	89%
Economically Disadvantaged	55%	66%	65%	70%
Limited English Proficient (LEP)	46%	55%	59%	64%
Students with Disabilities (SWD)	32%	34%	34%	37%
White	80%	82%	78%	83%

### Science

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	66%	67%	61%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	79%	82%	73%	81%
Proficiency Gap Group 2: Black	68%	65%	64%	70%
Proficiency Gap Group 3: Hispanic	56%	59%	55%	61%
Asian	85%	88%	63%	72%
Economically Disadvantaged	61%	62%	55%	61%
Limited English Proficient (LEP)	45%	41%	38%	45%
Students with Disabilities (SWD)	39%	44%	33%	36%
White	75%	81%	68%	73%

### TELL Data

#### Discipline Data - Comparison of 2014-2015 and 2016-2017

	2014-2015 Number of Occurrences	2015-2016 Number of Occurrences	2016-2017 Number of Occurrences	2017-2018 (Target)
Overall Discipline Entries	136	232	297	179

### TELL Survey Data

The 2015-2016 Tell Survey identifies the following growth areas:

Impact Statement	Percentage
Managing Student Conduct: Students at this school follow the rules.	56%
Teacher Leadership: The faculty has an effective process for making group decisions to solve problems.	63%
Teacher Leadership: Teachers have an appropriate level of influence in decision making.	48%

### Rationale:

- Describe why the school is working on the SMART Goal.
- Include data sources and the data collection process.
- Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.

Francis C. Hammond Middle School (FCH) is working on each identified SMART Goal for the reasons detailed below:

- During the 2014-2015 school year, FCH was in academic warning for Math, Reading, and Science.
- During the 2015-2016 school year, FCH was in academic warning for Math and Reading.
- During the 2016-2017 school year, FCH was in academic warning for Reading only.

- During the 2017-2018 school year, FCH continues to be in academic warning for Reading only.
- Although FCH is no longer in warning for Math and Science, these areas are continually being monitored. While reading had an initial gain, it has had stagnant growth over the past 2 years.
- Based upon SOL data, Gap Groups 1, 2, and 3 students are not meeting the benchmark for Reading and Science. Our SOL data also shows that we are not meeting the benchmark in Math for Gap Groups 1 and 3.

**Data Sources and data collection process:**

Data Sources that will be used to inform, progress monitor and assess goal attainment includes:

<b>Data Sources</b>	<b>Data Collection Process</b>
Previous SOL Data	Yearly
VGLA Data	Yearly
VAAP Data	Yearly
CAAR Data	Yearly
Think Through Math Data	Bi-Annually
SRI	Bi-Annually
Common Assessment Data	By content area and by unit
ACPS Benchmarks	Bi-Annually
Professional Learning Plan	Yearly
Professional Learning Attendance	Monthly
Math/Reading Intervention Class Data	Monthly
READ 180 data	Monthly
Achieve 3000 data	Monthly
Great Leaps Data	Monthly
Flex	Monthly
Number Worlds	Monthly
TELL Survey Data	Every 3 Years
Discipline Referral Data	Monthly
PBIS Incentive Data	Monthly
PLC Participation	Weekly
Overall Content Data Analysis (Governance)	Monthly
Needs Assessment Data	Yearly and Quarterly
Student Attendance Data	Monthly
EAP Class Data	Monthly

**Professional Learning Needs:**

- Describe your professional learning needs.

**Overall Professional Learning Needs**

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Kagan Cooperative Learning	August 2017-February 2018	Shonta Robertson	<ul style="list-style-type: none"> <li>• Increased implementation of cooperative learning structures in all classes of trained teachers</li> </ul>
2. Literacy Across The Curriculum	October 2017-May 2017	Pierrette Peters Sherri Holmes Kanika Dorsey Dustin Barnes Paul George Kimberly Schell	<ul style="list-style-type: none"> <li>• Increased implementation of AVID Reading and Writing Strategies in all classrooms</li> </ul>
3. Special Education/ELL Co-Teaching Cadre	October 2017-May 2017	Pierrette Peters Sherri Holmes Kanika Dorsey Dustin Barnes Paul George Amy Creed Jennifer Hamilton	<ul style="list-style-type: none"> <li>• Increased collaboration among co-teachers.</li> <li>• Increased use of a variety of coteaching structures</li> </ul>



# School Education Plan

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

SMART GOAL 1 Math	By the end of the 2017-18 school year, 75% of FCH students will score proficient or pass advanced as measured by the End Of Course SOL.		
Strategies/Activities	Person Responsible	Timeframe	Outcomes – Measure of assessment
Weekly Lesson Plans written in compliance with ACPS curriculum pacing guides	PLC's by grade level Math Coach Admin Math Teachers	Weekly	<ul style="list-style-type: none"> <li>Review of weekly lesson plans that show alignment between the written and taught curriculum</li> <li>Review of weekly lesson plans that show differentiation for gap group students.</li> </ul>
Common, Formative, and Summative Assessments	PLC's Admin Math Coach Math Teacher	By Unit	<ul style="list-style-type: none"> <li>Creation, Completion and implementation of common formative and summative assessments</li> </ul>
Data Analysis Meeting and Application and reassessment	PLC's Admin Math Coach Math Teachers	By unit	<ul style="list-style-type: none"> <li>Teacher data analysis through the use of the DTI Form. DTI is the data tool used to collect and analyze data.</li> <li>Data analysis of student performance and plans for reassessment/re-teaching/acceleration</li> </ul>
SBQT Data Analysis	Math Coach School Improvement Coordinator Math Teachers	September	<ul style="list-style-type: none"> <li>Identification of VDOE Math standards by grade level which require additional focus.</li> <li>Leading and lagging data will be identified</li> </ul>

<p>Vertical Articulation Meetings</p>	<p>Admin Math Coach Teachers</p>	<p>Midyear End of The Year During Department Meetings</p>	<ul style="list-style-type: none"> <li>• Midyear – Review of pacing and potential curricular concerns</li> <li>• End of Year – Final Review of Data to communicate units taught, standards assessed. And potential standards of concern</li> </ul>
<p>Intervention Classes</p> <ul style="list-style-type: none"> <li>- Small group</li> <li>- Centers</li> <li>- cooperative learning</li> <li>- Review of standards taught in math class</li> </ul>	<p>Intervention Teachers Math Coach Math Teachers Admin</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Teacher review of student performance</li> <li>• Warmup/exit ticket performance analyzed through data collection</li> <li>• Spiraled Assessments</li> <li>• Review of student TTM (growth by proficiency/band)Teacher input</li> <li>• Comparative analysis of student performance vs. intervention course.</li> </ul>
<p>All math classes</p> <ul style="list-style-type: none"> <li>- Ongoing Remediation in class small groups, cooperative learning</li> <li>-</li> </ul>	<p>Admin Math Coach Math Teachers</p>	<p>Weekly</p>	<ul style="list-style-type: none"> <li>• Meeting Goal for TTM growth by proficiency band</li> <li>• Increased common assessment performance</li> <li>• Decreased numbers of D's and F's</li> </ul>
<ul style="list-style-type: none"> <li>• Professional Development for general education teachers on implementation of delivery of small group instruction aligned to Kagan Strategies.</li> <li>• Professional learning for general education teachers on co-teaching strategies and specially designed instruction.</li> <li>• Professional learning for general education teachers on the implementation of literacy strategies</li> </ul>	<p>Admin Math Coach Math Teacher</p>	<p>Monthly</p>	<p>As assessed by lesson plans and classroom observations</p> <ul style="list-style-type: none"> <li>• Increased use of Kagan Structures across all classrooms</li> <li>• Increased implementation of Specially Designed Instruction</li> <li>• Increased implementation of a variety of coteaching models</li> <li>• Increased implementation of literacy strategies.</li> </ul>

# School Education Plan

Lesson Plan reflecting explicit academic vocabulary in support of school wide literacy goals	PLC Math Coach Math Teachers	Weekly	As assessed by lesson plans and classroom observations <ul style="list-style-type: none"> <li>Increased use of academic vocabulary.</li> </ul>
Professional Learning for General Education, Special Education and ELL Teachers to support core instruction	Academic Principals, Special Education Teachers Amy Creed Jennifer Hamilton	Monthly	<ul style="list-style-type: none"> <li>Lesson plans reflecting differentiation and modifications for special education students.</li> <li>Lesson plans reflecting the use of language objectives for ELL students</li> <li>Lesson plans reflection differentiation and modification for ELL students.</li> <li>Classroom observations reflecting the implementation of a variety of coteaching models.</li> </ul>
<b>SMART GOAL 2 Reading</b>	<b>By the end of the 2017-2018 school year, 75% of FCH students will score proficient or advanced in Reading as measured by the End Of Course SOL.</b>		
<b>Strategies/Activities</b>	<b>Person Responsible</b>	<b>*Timeframe</b>	<b>Outcomes – Measure of assessment</b>
<a href="#">Literacy Plan</a>			
Develop trainings and protocols to implement new PD implementation processes in school year 2017-18	Admin Kimberly Schell Jodie Peters Sherri Holmes Tenika Strown	August 2017- May 2018	<ul style="list-style-type: none"> <li>Planning and development of literacy professional learning for the 2017-2018 school year.</li> </ul>
Analyze SY16-17 Reading data to determine areas of need and high impact standards	Admin Sherri Holmes Tenika Strown Teachers Shonta Robertson	August 2017- September 2017	<ul style="list-style-type: none"> <li>Review and comparison of blueprint standards</li> <li>Strategic planning for how areas of need will be remediated and how high impact standards will be implemented.</li> </ul>

## School Education Plan

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<p>Research and identify a common approach for teaching reading including strategies for teaching vocabulary, fluency, and comprehension strategies.</p>	<p>Kimberly Schell, Jen Hamilton, Jodie Peters Sherri Holmes</p>	<p>August 2017-September 2017</p>	<ul style="list-style-type: none"> <li>• AVID Reading and Writing Strategies will be implemented across all content areas.</li> </ul>
<p>Identify Reading SOLs from 6.6, 7.6, 8.6 that all content areas can implement in their lesson plans</p>	<p>Literacy Coach Math Coach FCH Admin</p>	<p>July 2017-September 2017</p>	<ul style="list-style-type: none"> <li>• Communicate standards to all teachers</li> <li>• Identify evidence of standard implementation through lesson and unit plans.</li> </ul>
<p>Identify and publish reading instructional requirements for SS, Science, and Elective Teachers (ex. All Social Studies and Science teachers must have students engaged in a text each week).</p>	<p>Electives, Social Studies and Science Chairs Sherri Holmes</p>	<p>September 2017-October 2017</p>	<p>As evidenced in lesson plans and classroom observations:</p> <ul style="list-style-type: none"> <li>• Use of PTO strategy with subject related text can be assess to identify student improvement reading comprehension, cause and effect, compare and contrast, inference, and making predictions bases up text evidence, close reading of the text, and reading with a purpose.</li> </ul>
<p>Develop a bank of text sources for teachers by content</p>	<p>Jennifer Lay Sarah Whelan Kimberly Schell Jennifer Marshall Joellen Kriss-Broubalow Danielle Maxwell</p>	<p>September-November 2017</p>	<ul style="list-style-type: none"> <li>• NewsELA allows teachers to set up on-line classes and selected text for students to read. For each article, there is a comprehension quiz, and a writing response for students to take. Teachers can students' progress.</li> <li>• Teacher use and implementation will be assessed through usage reports.</li> <li>• Student performance will be assess through common assessment data.</li> </ul>



# School Education Plan

<p>Plan professional learning session in literacy across all content areas.</p>	<p>Admin Kimberly Schell Quanda Fudd Jennifer Marshall Sherri Holmes</p>	<p>October-May 2018</p>	<ul style="list-style-type: none"> <li>• Review PTO Reading Strategy (purpose, task, outcome) in through monthly school- wide PD of ACES – written response to reading (answer, cite, explain, summarize).</li> <li>• AVID Reading and Writing Strategies will be used as the basis of professional learning.</li> <li>• Admin and instructional coaches monitor literacy implementation through PLC’s, lesson plan review, and classroom observations.</li> <li>• Teachers will be student samples and teacher lesson plans as evidence of literacy implementation</li> <li>• AVID Path training on Literacy will occur on October 20-21.</li> </ul>
<p>Development of Professional Learning Calendar</p>	<p>FCH Admin</p>	<p>October 2017- May 2018</p>	<ul style="list-style-type: none"> <li>• Literacy Professional learning will occur once per month.</li> <li>• Evidence of participation will be monitored by attendance.</li> <li>• Evidence of implementation will be monitored by student work samples which have been assessed by the teacher.</li> </ul>
<p>Create a peer observation protocol and calendar for teachers to observe each other utilizing these strategies</p>	<p>FCH Admin All core content teachers</p>	<p>January 2018- March 2018</p>	<ul style="list-style-type: none"> <li>• Peer Observations will be used as an additional tool for professional learning.</li> <li>• Peer observation schedule will be used to monitor</li> </ul>

			implementation.
Create an administrative /coaching walkthrough and planning document to evaluate the efficacy of implementation	Timothy Brannon Kimberly Schell Literacy Coach (Dr. Holmes)	September 2017-October 2018	The walkthrough tool will be used to monitor fidelity of implementation of lesson plans
Develop a messaging strategy to explain why we need this plan, how it will be implemented, how teachers will show evidence of implementation, and how it will be evaluated.	FCH Admin Team	August 2017- June 2018	Evidence of implementation will be found through <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Emails</li> <li>• Teacher lesson plans</li> <li>• Student work samples</li> <li>• Formative and summative evaluations</li> </ul>
Utilize the DTI form to collect Formative and Summative Assessments	FCH Admin All ELA, ELL, SPED-ELA teachers	September- May 2018	<ul style="list-style-type: none"> <li>• Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school.</li> <li>• Evidence of teacher data analysis through completed DTI form</li> </ul>
Utilize the DTI to collect quarterly Benchmark data per grade level	FCH Admin All ELA, ELL, SPED-ELA teachers	September- May 2018	<ul style="list-style-type: none"> <li>• Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school.</li> <li>• Evidence of teacher data analysis through completed DTI form</li> </ul>
Utilize the Data from grade level DTI and Benchmark assessment to identify growth in blue-print standards.	Language Arts Teachers Kimberly Schell  Literacy Coach	October-May 2018	<ul style="list-style-type: none"> <li>• Evidence of data analysis will be found through:</li> <li>• - PLC Minutes which reflect discussion and analysis.</li> <li>• Evidence of strategy</li> </ul>

	Admin Team  Shonta Robertson		<p>implementation development of support remediation of standards with no or stagnant growth.</p> <ul style="list-style-type: none"> <li>Evidence of remediation groups developed by teachers.</li> </ul>
<b>SMART GOAL 3 Science</b>	<b>By the end of the 2017-2018 school year, 75% of FCH students will score proficient or advanced in Science as measured by the End Of Course SOL.</b>		
<b>Strategies/Activities</b>	<b>Person Responsible</b>	<b>*Timeframe</b>	<b>Outcomes – Measure of assessment</b>
Develop trainings and protocols to implement new Literacy PD implementation processes in school year 2017-18	Sherri Holmes Tenika Strown Admin Kimberly Schell Jodie Peters	August 2017-May 2018	<ul style="list-style-type: none"> <li>Planning and development of literacy professional learning for the 2017-2018 school year.</li> </ul>
Analyze SY16-17 Science and Reading data to determine areas of need and high impact standards	Shonta Robertson Admin Sherri Holmes Tenika Strown Science Teachers	August 2017-September 2017	<ul style="list-style-type: none"> <li>Review and comparison of blueprint standards</li> <li>Strategic planning for how areas of need will be remediated and how high impact standards will be implemented.</li> </ul>
Research and identify a common approach for teaching reading including strategies for teaching vocabulary, fluency, and comprehension strategies.	Sherri Holmens Kimberly Schell, Jen Hamilton, Jodie Peters	August 2017-September 2017	<ul style="list-style-type: none"> <li>AVID Reading and Writing Strategies will be implemented across all content areas.</li> </ul>
Identify Reading SOLs from 6.6, 7.6, 8.6 that all content areas can implement in their lesson plans	FCH Admin Literacy Coach Math Coach	July 2017-September 2017	<ul style="list-style-type: none"> <li>Communicate standards to all teachers</li> <li>Identify evidence of standard</li> </ul>



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			implementation through lesson and unit plans.
Identify SOL's from the Science 8 test that students need additional remediation and support	Admin Science 6, 7, 8 PLC's	September 2017- October 2018	<ul style="list-style-type: none"> <li>DTI form which shows data analysis of SOL standards.</li> </ul>
<p>Identify and publish reading instructional requirements for Science Teachers (ex. All Science teachers must have students engaged in a text each week).</p> <p>Literacy Strategies focused on Summarizing, making inferences, and drawing conclusions, as part of an emphasis on Scientific Method</p> <p>Implementation of literacy strategies to include summarizing, making inference, and drawing conclusions.</p>	<p>Sherri Holmes Danielle Maxwell Science Teachers</p>	September 2017- October 2017	<p>As evidenced in lesson plans and classroom observations:</p> <ul style="list-style-type: none"> <li>Use of PTO strategy with subject related text can be assess to identify student improvement reading comprehension, cause and effect, compare and contrast, inference, and making predictions bases up text evidence, close reading of the text, and reading with a purpose.</li> </ul>
Develop a bank of text sources for teachers by content	<p>Jennifer Lay Kimberly Schell Danielle Maxwell</p>	September- November 2017	<ul style="list-style-type: none"> <li>NewsELA allows teachers to set up on-line classes and selected text for students to read. For each article, there is a comprehension quiz, and a writing response for students to take. Teachers can students' progress.</li> </ul>



			<ul style="list-style-type: none"> <li>• Teacher use and implementation will be assessed through usage reports.</li> <li>• Student performance will be assessed through common assessment data.</li> </ul>
Attend professional learning sessions on literacy across all content areas.	Admin Sherri Holmes Kimberly Schell Quanda Fudd Jennifer Marshall All Science Teachers	October-May 2018	<ul style="list-style-type: none"> <li>• Review PTO Reading Strategy (purpose, task, outcome) in through monthly school- wide PD of ACES – written response to reading (answer, cite, explain, summarize).</li> <li>• AVID Reading and Writing Strategies will be used as the basis of professional learning.</li> <li>• Admin and instructional coaches monitor literacy implementation through PLC’s, lesson plan review, and classroom observations.</li> <li>• Teachers will be student samples and teacher lesson plans as evidence of literacy implementation</li> <li>• AVID Path</li> </ul>

			training on Literacy will occur on October 20-21.
Create a peer observation protocol and calendar for teachers to observe each other utilizing these strategies	All core content teachers	January 2018-March 2018	<ul style="list-style-type: none"> <li>Peer Observations will be used as an additional tool for professional learning.</li> <li>Peer observation schedule will be used to monitor implementation.</li> </ul>
Create an administrative /coaching walkthrough and planning document to evaluate the efficacy of implementation	Literacy Coach (Dr. Holmes)	September 2017-October 2018	The walkthrough tool will be used to monitor fidelity of implementation of lesson plans
Develop a messaging strategy to explain why we need this plan, how it will be implemented, how teachers will show evidence of implementation, and how it will be evaluated.	Admin Team	August 2017-June 2018	<p>Evidence of implementation will be found through</p> <ul style="list-style-type: none"> <li>Lesson plans</li> <li>Emails</li> <li>Teacher lesson plans</li> <li>Student work samples</li> <li>Formative and summative evaluations</li> </ul>
Utilize the DTI form to collect common, Pre, Formative and Summative Assessments	All Science Teachers	September-May 2018	<ul style="list-style-type: none"> <li>Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school.</li> <li>Evidence of</li> </ul>

			teacher data analysis through completed DTI form
Utilize the DTI to collect quarterly Benchmark data per grade level	FCH Admin All Science Teachers	September-May 2018	<ul style="list-style-type: none"> <li>Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school.</li> <li>Evidence of teacher data analysis through completed DTI form</li> </ul>
Utilize the Data from grade level DTI and Benchmark assessment to identify growth in blue-print standards.	Jennifer Lay FCH Admin Shonta Robertson All Science Teachers	October-May 2018	<ul style="list-style-type: none"> <li>Evidence of data analysis will be found through:               <ul style="list-style-type: none"> <li>- PLC Minutes which reflect discussion and analysis.</li> </ul> </li> <li>Evidence of strategy implementation development of support remediation of standards with no or stagnant growth.</li> <li>Evidence of remediation groups developed by teachers.</li> </ul>
Implementation of Interactive Notebooks and AVID Strategies	Danielle Maxwell Megan Santiago Janelle Kochis	September 2017-June 2018	<ul style="list-style-type: none"> <li>Evidence of student notebook implementation</li> </ul>

			<ul style="list-style-type: none"> <li>• Pre, formative, and summative data comparison</li> </ul>
<b>SMART GOAL 4 TELL</b>	<ul style="list-style-type: none"> <li>• <b>By the end of the 2017-2018 school year, student discipline referrals resulting in out-of-school suspensions will decrease by 40%.</b></li> </ul>		
Strategies/Activities	Person Responsible	Timeframe	Outcome Measure of assessment
Full Implementation of PBIS	Michael Diggins Fulton Vinson Kidist Square FCH Admin All Teachers	September 2017-June 2018	<ul style="list-style-type: none"> <li>• Identification and development of the PBIS Site Team</li> <li>• Identification of specific positive behaviors that students will be taught to apply and practice.</li> <li>• PBIS Training for Staff on PBIS implementation</li> </ul>
PBIS/Admiral Pride Incentive Activities	All Teachers	September 2017-June 2018	<ul style="list-style-type: none"> <li>• Increased student engagement</li> <li>• Decreased discipline referrals</li> </ul>
<p>Bi-monthly Staff Development during monthly staff or grade level meetings on behavior management, preventive strategies and interventions</p> <p>Ongoing individualized teacher support and coaching on the coach discipline referral process and Tier 2 and 3 interventions</p>	Deans  School Counselors  PBIS	October December February April	<ul style="list-style-type: none"> <li>• Professional Learning</li> <li>• Agenda</li> <li>• Behavior referral data analysis</li> <li>• Individual teacher support – Meeting notes</li> </ul>

<b>SMART GOAL 5 SPED</b>		<b>During the 2017-2018 school years, 35% of FCH students with disabilities will score proficient or advanced on all End of Course SOL tests.</b>		
<b>Strategies/Activities</b>	<b>Person Responsible</b>	<b>Timeframe</b>	<b>Outcomes Measure of assessment</b>	
Implement Tier 2 math and reading interventions	Ms. Coward Ms. Turner Ms. Mohammad Ms. Simmons Ms. Grant Ms. Atwater-Taylor Ms. Nelson Mr. Terry Ms. Lawson Ms. Vaughn Ms. Peterson	September 2017- August 2018	<ul style="list-style-type: none"> <li>• Assessment, data analysis, and follow-up support:</li> <li>• Analysis of 2016-17 SOL Data for Sped – item analysis of SDBQ</li> <li>• Identification and placement in Tier 2 and Tier 3 interventions</li> <li>• Qualitative Reading Inventory (QRI) testing for Sped students reading significantly below grade</li> <li>• Reading Inventory (formerly SRI)</li> <li>• Achieve 3000, Flex, Great Leaps</li> <li>• Imagine Math Data</li> <li>• Transition To Algebra Data</li> </ul>	
Implement Tier 3 Math and Reading Interventions	Ms. Nelson Ms. Lawson Ms. Coward	Ongoing	<ul style="list-style-type: none"> <li>• Fast Forward Data</li> <li>• Numbers World</li> <li>• Achieve 3000</li> <li>• Great Leaps</li> <li>• Flex</li> </ul>	
Unit Planning/Pacing with Content Teachers	PLC's by Grade Level and Content	Weekly	<ul style="list-style-type: none"> <li>• Lesson plan review with feedback</li> <li>• Evidence of Specially Designed Instruction in the lesson plan</li> </ul>	
Common Assessment Formative Summative	PLC's Admin Coach	By Unit	<ul style="list-style-type: none"> <li>• Final assessment review by the first day of Unit Instruction.</li> <li>• # of assessment turned in vs. # of units</li> </ul>	

## School Education Plan

Data Analysis Meeting – DTI form	PLC’s Admin Coach	By unit	<ul style="list-style-type: none"> <li># of DTI forms vs. # of units</li> </ul>
Collaborative Meetings with Content Teacher/Coteacher	FCH Admin All Coteaching Pairs	September November January March April	<ul style="list-style-type: none"> <li>Attendance roster</li> <li>Agenda</li> <li>Evidence of Lesson planning</li> </ul>
Intervention Small group, centers, cooperative learning	Intervention Teachers Coach	Biweekly	<ul style="list-style-type: none"> <li>Teacher input</li> <li>Warm up and exit tickets performance</li> <li>Spiral assessments</li> <li>In math class performance</li> <li>Meeting goal of Imagine Math and Numbers World</li> </ul>
Remediation In class cooperative learning; blended learning, stations, centers	Math Teachers/Special Education Teachers	Weekly	<ul style="list-style-type: none"> <li>% of students passing on reassessment</li> </ul>
Implementation of Professional Learning and manipulatives to support mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Sherri Holmes Tenika Strown Suzanne Futrell	Monthly	<ul style="list-style-type: none"> <li>Lesson Plan</li> <li>Student Work Samples</li> <li>Work Samples</li> </ul>
Implementation of professional learning to support academic language in the content area	PLC Sheri Holmens Tenika Strown FCH Admin	By unit	<ul style="list-style-type: none"> <li>Professional learning attendance</li> <li>Lesson plan implementation</li> <li>Classroom Observations</li> </ul>

<p>Professional Learning for Special Education Teachers to support core instruction</p>	<p>Academic Principals, Special Education Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Professional learning for Sped Teachers:</li> <li>• Coaching Cadre (co-teaching) – 4<sup>th</sup> Thursday of each month</li> <li>• PLC Support from Sped Instructional Specialist</li> <li>• One-on-one observation and coaching cycles, as requested</li> <li>• Kagan Cooperative Learning Days 4-5 (summer in-service)</li> <li>• Lesson plans reflecting modifications for special education students</li> <li>• Common assessment data for special education students</li> </ul>
<p>Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.</p>	<p>Principal Academic Principal Department Chair</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• School Based Governance Meeting</li> <li>• Principals’ and Academic Principals’ data presentation meetings and one-on-one follow-up, as requested</li> <li>• Walk-through support, identification of instructional trends, and follow-up suggestions</li> </ul>
<p><b>SMART GOAL 6 ELL</b></p>	<p><b>During the 2016-2017 school years, students with limited English proficiency will show a 20% gain on all EOC SOL tests.</b></p>		
<p><b>Strategies/Activities</b></p>	<p><b>Person Responsible</b></p>	<p><b>Timeframe</b></p>	<p><b>Outcomes Measure of assessment</b></p>
<p>Implement Tier 2 math and language arts interventions</p>	<p>ELL Teachers</p>	<p>September 2017-June 2018</p>	<ul style="list-style-type: none"> <li>• Assessment, data analysis, and follow-up support:</li> <li>• Analysis of 2016-17 WIDA ACCESS for ELLs</li> </ul>

			<p>data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions</p> <ul style="list-style-type: none"> <li>• Qualitative Reading Inventory (QRI) testing for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports</li> <li>• Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource follow-up for EAP and IA teachers</li> <li>• VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings</li> </ul>
<p>Implement Tier 3 Math and Language Arts Interventions</p>	<p>International Academy Teachers</p>		<ul style="list-style-type: none"> <li>• Assessment, data analysis, and follow-up support:</li> <li>• Analysis of 2016-17 WIDA ACCESS for ELLs data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions</li> <li>• Qualitative Reading Inventory (QRI) testing</li> </ul>



			<p>for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports</p> <ul style="list-style-type: none"> <li>• Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource follow-up for EAP and IA teachers</li> <li>• VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings</li> <li>• Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested</li> <li>• Walk-through support, identification of instructional trends, and follow-up suggestions</li> </ul>
Unit Planning/Pacing with Content Teachers	PLC's by Grade Level and Content		<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Lesson plan feedback</li> </ul>
Implementation of Common Assessment Formative Summative	PLC's Admin Coach	By Unit	<ul style="list-style-type: none"> <li>• Use of DTI form to analyze data</li> <li>• Final assessment review by the first day of Unit Instruction.</li> </ul>
Data Analysis Meeting and Application and reassessment	PLC's Admin Coach	By unit	<ul style="list-style-type: none"> <li>• Meeting agenda</li> <li>• Data analysis of student performance</li> </ul>
Intervention	Intervention Teachers		<ul style="list-style-type: none"> <li>• Teacher input</li> </ul>

Small group, centers, cooperative learning	Coach		<ul style="list-style-type: none"> <li>• Warm up and exit tickets performance</li> <li>• Spiral assessments</li> <li>• In math class performance</li> <li>• Meeting goal of TTM</li> </ul>
Remediation In class cooperative learning; blended learning, stations, centers	Math Teachers/Language Arts Teachers	Weekly	<ul style="list-style-type: none"> <li>• % of students passing on reassessment</li> </ul>
Implementation of professional learning to support Mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Coach	Monthly	<ul style="list-style-type: none"> <li>• Meeting agenda</li> <li>• Attendance</li> <li>• Lesson plans</li> </ul>
Implementation of strategies to support academic language attainment	PLC Coach	By unit	<ul style="list-style-type: none"> <li>• Development of vocabulary graphic organizer</li> <li>• Lesson Plans</li> </ul>
Professional Learning for ELL Teachers to support core instruction	Academic Principals, ELL and International Academy Teachers Jennifer Hamilton	Ongoing	<ul style="list-style-type: none"> <li>• Lesson plans reflecting modifications for ELL Students</li> <li>• Common assessment data for ELL Students</li> <li>• Literacy Professional Learning</li> <li>• AVID Professional Learning</li> <li>• International Academy Training</li> <li>• Co-teaching support in classrooms and PLCs</li> <li>• Professional learning for English for Academic Purposes (EAP) teachers:</li> <li>• EAP Instructional Leadership Cohort: Effective unit and lesson</li> </ul>

			<p>planning (all EAP language arts teachers)</p> <ul style="list-style-type: none"> <li>• Coaching and support at weekly EAP language arts PLC meetings</li> <li>• One-on-one observation and coaching cycles, as requested</li> <li>• Professional learning for teachers of ELs:</li> <li>• Kagan Cooperative Learning Days 4-5 <ul style="list-style-type: none"> <li>○ One-on-one observation and coaching cycles, as requested</li> </ul> </li> </ul>
<p>Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.</p>	<p>Principal Academic Principal Department Chair</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• School Based Governance Meeting</li> <li>• Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested</li> <li>• Walk-through support, identification of instructional trends, and follow-up suggestion</li> </ul>
<p>Collaborative Meetings with Content Teacher/Coteacher</p>	<p>FCH Admin All Co-teaching Pairs</p>	<p>September November January March April</p>	<ul style="list-style-type: none"> <li>• Attendance roster</li> <li>• Agenda</li> <li>• Evidence of Lesson planning</li> </ul>

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

Principal Peter Balas

School/ School Year TCW (MH/KS) Campus 2017-18

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1 Math</b>	During the 2017-18 school year, all students in SOL Math classes will meet or exceed a 70% pass rate on the spring SOL as measured by the State Accreditation Formula with an emphasis on Algebra 1, Geometry, and Algebra 2.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2 Reading</b>	During the 2017-18 school year, all students taking the reading SOL will meet or exceed 75% on the SOL as measured by the Federal AMOs. <ul style="list-style-type: none"> <li>● Gap Group 1 will increase by a minimum of 5 percentage points from 54% to at least 59%</li> <li>● Gap Group 2 will increase by a minimum of 5 percentage points from 74% to at least 79%</li> <li>● Gap Group 3 will increase by a minimum of 5 percentage points from 48% to at least 53%</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3 Science</b>	During the 2017-18 school year, all students in SOL Science classes (ES, BIO, Chem) will have percentage point gains to support an increase over 80% on the spring SOL as measured by the State Accreditation Formula. <ul style="list-style-type: none"> <li>● Earth Science and Biology will increase by 5 percentage points on their SOL pass rates with an emphasis on increasing the Federal scores in the sub groups.</li> </ul>	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4 TELL</b>	By the next administration of the TELL survey, TC Williams will increase teacher perception ratings in the category of Managing Student Conduct.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input checked="" type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

<b>SMART Goal 5 Special Education</b>	During the 2017-18 school year, students with disabilities (SWD) in SOL End of Course classes will increase by a 5 to 8 percentage points on the spring SOL as measured by the State Accreditation Formula with an emphasis on mathematics.	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
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# School Education Plan

**SMART Goal 1:** During the 2017-18 school year, all students in SOL Math classes will meet or exceed a 70% pass rate on the spring SOL as measured by the State Accreditation Formula with an emphasis on Algebra 1, Geometry, and Algebra 2.

*Progress will be measured during monthly department data discussions. Student data will be used to measure ongoing progress through central office benchmarks & common teacher made unit assessments. End of year results will be based on end-of-course (EOC) SOL assessments.*

**MATH:**

Student Group	2014-15	2015-16	2016- 17	2017- 18 (Target)
All Students	72(A) 66(F)	67 (A) 59(F)	62(A) 54(F)	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	59	59	44	49
Proficiency Gap Group 2: Black	64	64	51	56
Proficiency Gap Group 3: Hispanic	55	55	40	45
Asian	80	80	74	79
Economically Disadvantaged	59	59	44	49
Limited English Proficient (LEP)	57	57	38	43
Students with Disabilities (SWD)	34	34	25	30
White	86	86	82	87

**Rationale:**

- Math scores declined 8% points according to the state accreditation formula.
- TCW is a partially accredited school with a warning in mathematics.
- We must increase to at least 70% in order achieve a fully accredited status.
- Specifically, Geometry and Algebra I scores decreased significantly in 16-17.

**Professional Learning Needs:**

- Creation of common assessments and how to unpack standards.
- Professional Learning Community (PLC) training to grow teacher leadership in data collection, analysis and subsequent collaborative planning around student data performance.
- Training on the top 3-5 strategies to change math teaching and learning (ACPS - internally staffed).



# School Education Plan

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Math teachers will develop and administer common unit assessments using the VDOE curriculum framework to unpack the standards. Teachers, led by a “course lead”, will collaboratively plan instructional units that will help them ensure that students can master the assessed skills.	Prior to each unit	Administrators responsible for Math Instruction, Dept. Chair, Course Leads, Math Coord., Math Teachers, Secondary Math Specialist,	<ul style="list-style-type: none"> <li>● Clear alignment of ACPS and VDOE content</li> <li>● Valid and reliable data from assessment for intervention</li> <li>● Teacher mastery of math standards</li> <li>● Shared distribution of leadership and accountability</li> </ul>
2. Math teachers will use their common planning time to participate in Professional Learning Communities (PLC), in which they will create aligned assessment and lesson plans, review student performance data, discuss instructional strategies and develop subsequent re-teaching plans.	Weekly	Administrators responsible for Math Instruction, Dept. Chair, Course Leads, Math Coord., Math Teachers, Secondary Math Specialist, MTSS members	<ul style="list-style-type: none"> <li>● Alignment of the administrator, coordinator, department chair and course leads to support data monitoring and instruction within each department course</li> <li>● A clear system of data collection, monitoring and instructional focus</li> <li>● Valid and reliable data from assessment for intervention</li> </ul>
3. Math teachers will develop intervention plans that will support student achievement during the day and after school. <ul style="list-style-type: none"> <li>● Tier 1 students will benefit from common assessment monitoring and lesson planning based on common assessment data</li> <li>● Tier 2 students will benefit from Tier 1 as well as interventions through station teaching using Think Through Math (specific strands based on student areas of need with standards) &amp; Khan Academy</li> <li>● Tier 3 students will benefit from both Tier 1 and Tier 2 interventions as well as specific after school standard-based instruction</li> <li>● Formative assessments aligned to standards will monitor Tier 2 &amp; Tier 3 growth</li> <li>● The common summative assessments will support monitoring student growth as well</li> </ul>	Quarterly	Dept. Chair, Course Leads, Math Coord., Math Teachers, Secondary Math Specialist,	<ul style="list-style-type: none"> <li>● Tier 2 &amp; 3 students will receive specific instructional teaching</li> <li>● Plans will be reviewed and discussed with Administration</li> <li>● Ongoing data collection related to student success</li> </ul>
4. Math teachers will train on strategies (unpacking the standards, formative assessments, AVID strategies w/collaborative study groups, station teaching, Desmos) that will transform math instruction. Topics will be selected	Weekly	Dept. Chair, Course Leads, Math Coord., Math Teachers,	<ul style="list-style-type: none"> <li>● Inclusion of best instructional practice in the Math classroom</li> <li>● Plans will be reviewed and discussed with Administration</li> </ul>





# School Education Plan

that are research-proven and staff will be trained using a train-the-trainer model.		Secondary Math Specialist,	<ul style="list-style-type: none"> <li>Ongoing data collection related to student success</li> </ul>
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**SMART Goal 2:** During the 2017-18 school year, all students taking the reading SOL will meet or exceed a 75% on the SOL as measured by the Federal AMOs.

- Gap Group 1 will increase by 5 percentage points from 54% to at least 59%
- Gap Group 2 will increase by 5 percentage points from 74% to at least 79%
- Gap Group 3 will increase by 5 percentage points from 48% to at least 53%

**Evidence:** *Progress will be measured during monthly department data discussions. Student data will be used to measure ongoing progress through central office benchmarks & common teacher made unit assessments. End of year results will be based on end-of-course (EOC) SOL assessments.*

## READING

Student Group	2014-15	2015-16	2016- 17	2017- 18 (Target)
All Students	79	79	69	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70	70	54	59
Proficiency Gap Group 2: Black	79	82	74	79
Proficiency Gap Group 3: Hispanic	68	67	48	53
Asian	87	85	73	78
Economically Disadvantaged	70	71	56	61
Limited English Proficient (LEP)	54	50	32	37
Students with Disabilities (SWD)	45	51	27	32
White	90	94	91	96

### Rationale:

- While we maintained our accreditation level at 88% per the State Accreditation Formula, our reading pass rate fell 10% points.

### Professional Learning Needs:



# School Education Plan

- Creation of common assessments and how to unpack standards.
- Professional Learning Community (PLC) training to grow teacher leadership in data collection, analysis and subsequent collaborative planning around student data performance.

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. English teachers will develop and administer common unit assessments using the VDOE curriculum framework to unpack the standards. Teachers, led by a “course lead”, will collaboratively plan instructional units that will help them ensure that students can master the assessed skills.	Prior to each unit	Administrators responsible for English Instruction, Dept. Chair, Course Leads, English Teachers	<ul style="list-style-type: none"> <li>● Clear alignment of ACPS and VDOE content</li> <li>● Valid and reliable data from assessment for intervention</li> <li>● Teacher mastery of math standards</li> <li>● Shared distribution of leadership and accountability</li> </ul>
2. English teachers will use their common planning time to participate in Professional Learning Communities (PLC), in which they will create aligned assessment and lesson plans, review student performance data, discuss instructional strategies and develop subsequent re-teaching plans.	Weekly	Administrators responsible for English Instruction, Dept. Chair, Course Leads, English Coord., Math Teachers, Secondary English Specialist, MTSS members	<ul style="list-style-type: none"> <li>● Alignment of the administrator, coordinator, department chair and course leads to support data monitoring and instruction within each department course</li> <li>● A clear system of data collection, monitoring and instructional focus</li> <li>● Valid and reliable data from assessment for intervention</li> </ul>
3. English teachers will develop English intervention plans that will support students’ comprehension level measured by the SOL. <ul style="list-style-type: none"> <li>● With a specific focus on our Gap Groups, the International Academy students take English courses as well as English for Academic Purpose (EAP)</li> <li>● Specially designed English 12 courses support the remediation for students who did not pass in the 11th grade (primarily students who fall into all 3 GAP groups)</li> <li>● Resource for Academic Purpose (RAP) designed for Gap Group 1 students (specifically SWD)</li> <li>● Common assessment data will be monitored and discussed in English PLC meetings and overall department meetings monthly to determine student growth and next steps for interventions</li> <li>● Formative assessments and the common unit</li> </ul>	Quarterly	Instruction, Dept. Chair, Course Leads, English Teachers	<ul style="list-style-type: none"> <li>● Tier 2 &amp; 3 students will receive specific instructional teaching</li> <li>● Plans will be reviewed and discussed with Administration</li> <li>● Ongoing data collection related to student success</li> </ul>



## School Education Plan

assessments in the support courses will be reviewed to determine student growth			
4. Administration will engage English teachers and central office in a discussion to identify and select appropriate intervention programs and/or strategies that distinguish between support reading level measured by the RI and reading comprehension measured by the SOLs.	Bi-monthly	Principal, Lead Admin, Admin responsible for English Instruction, Dept. Chair, Course Leads, English Teachers, Secondary English Specialist	<ul style="list-style-type: none"> <li>Inclusion of best instructional practice in the English classroom</li> </ul>

**SMART Goal 3:** During the 2017-18 school year, all students in SOL Science classes (ES, BIO, Chem) will have percentage point gains to support an increase over 80% on the spring SOL as measured by the State Accreditation Formula.

- Earth Science and Biology will increase by 5 percentage points on their SOL pass rates with an emphasis on increasing the Federal scores in the sub groups.

**Evidence:** Progress will be measured during monthly department data discussions. Student data will be used to measure ongoing progress through central office benchmarks & common teacher made unit assessments. End of year results will be based on end-of-course (EOC) SOL assessments.

### SCIENCE

Student Group	2014-15	2015-16	2016- 17	2017- 18 (Target)
All Students	76(A) 68(F)	80(A) 72(F)	79(A) 69(F)	84
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	57	62	57	62
Proficiency Gap Group 2: Black	64	70	69	74
Proficiency Gap Group 3: Hispanic	55	58	53	58
Asian	86	80	79	84
Economically Disadvantaged	57	62	57	62
Limited English Proficient (LEP)	44	48	43	48
Students with Disabilities (SWD)	34	45	34	38
White	88	93	92	97

### Rationale:

- Science scores in Biology I and Earth Science both decreased in 16-17.
- The “All Students” section of the data target is accreditation (state), all the breakdown numbers and goals are focused on Federal to support moving the Accreditation to support and increase scores.



# School Education Plan

## Professional Learning Needs:

- Creation of common assessments and how to unpack standards.
- Professional Learning Community (PLC) training to grow teacher leadership in data collection, analysis and subsequent collaborative planning around student data performance.

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Science teachers will develop and administer common unit assessments using the VDOE curriculum framework to unpack the standards. Teachers, led by a “course lead”, will collaboratively plan instructional units that will help them ensure that students can master the assessed skills.	Prior to each unit	Science teachers, Administrators responsible for Science Instruction	<ul style="list-style-type: none"> <li>● Clear alignment of ACPS and VDOE content</li> <li>● Valid and reliable data from assessment for intervention</li> <li>● Teacher mastery of math standards</li> <li>● Shared distribution of leadership and accountability</li> </ul>
2. Science teachers will use their common planning time to participate in Professional Learning Communities (PLC), in which they will create aligned assessment and lesson plans, review student performance data, discuss instructional strategies and develop subsequent re-teaching plans.	Weekly	Administrators responsible for Science Instruction, Science Teachers, Secondary Science Specialist	<ul style="list-style-type: none"> <li>● Alignment of the administrator, coordinator, department chair and course leads to support data monitoring and instruction within each department course</li> <li>● A clear system of data collection, monitoring and instructional focus ...</li> <li>● Valid and reliable data from assessment for intervention</li> </ul>
3. Each Science course of teachers will develop after school intervention plans that will support student achievement. <ul style="list-style-type: none"> <li>● After school sessions will be standard based with an emphasis on the analysis of data from common unit assessments</li> <li>● Standards will be assessed through formative assessments aligned with the common unit assessments</li> </ul>	Quarterly	Dept. Chair, Science Teachers, Secondary Science Specialist	<ul style="list-style-type: none"> <li>● Tier 2 &amp; 3 students will receive specific instructional teaching</li> <li>● Plans will be reviewed and discussed with Administration</li> <li>● Ongoing data collection related to student success</li> </ul>

**SMART Goal 4:** By the next administration of the TELL survey, TC Williams will increase teacher perception ratings in the category of Managing Student Conduct.

**Evidence:** *Progress will be measured through the bi-annual TELL survey. Records of discipline referrals and consequences will be documented.*

## TELL RESULTS

## School Education Plan

TELL Indicators	2013-14		2015-16		2017- 18 (Target)	
	MH	KS	MH	KS	MH	KS
Q5.b: Managing Student Conduct: Students at this school follow rules of conduct	10%	23.9%	32%	19.5%	50%	50%
Q5.d: Managing Student Conduct: School administrators consistently enforce rules for student conduct	12.5%	17.9%	52.8%	23.6%	75%	50%

### Rationale:

- TELL survey data shows a need for improvement in managing student conduct and school leadership (related to vision and respect of effort)
- TELL survey data from 2014 compared to 2016 in areas of Student Conduct and School Leadership indicate

### Professional Learning Needs:

- Restorative Practices training (renewal of training/initial training) for staff to participate in the use of community circles and restorative practices

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Revise and communicate new rules and procedures of the school, such as hall sweeps, expectations for behavior/attendance/tardiness.	August/Sept	Administration	<ul style="list-style-type: none"> <li>• Hallways will be uncluttered after passing time</li> <li>• Ongoing communication will happen throughout the school year with refine</li> </ul>
2. Revise and launch the new electronic disciplinary referral form that has automatic feedback communication mechanisms and timestamped for accountability.	September	Administration	<ul style="list-style-type: none"> <li>• Teachers will have data on student referrals</li> </ul>
3. Create a continuum of staff (teachers/admin/support staff) level of training in Restorative Practices (community circles/restorative circles/harm circles)	September	Administration	<ul style="list-style-type: none"> <li>• Knowledge of the professional development needs of the staff</li> </ul>
4. Community Circles will occur minimally 1x per unit in class.	1x per unit	Teaching Staff	<ul style="list-style-type: none"> <li>• Google Doc with teacher self report of use of circle in classroom</li> </ul>
5. Crosswalk of teacher referral with self reported community circles within the classroom	Monthly starting in October	Climate and Culture Specialist	<ul style="list-style-type: none"> <li>• Reports to Governance about student discipline data, restorative practices and community circles.</li> </ul>
6. Revising and launching a new PBIS framework of school-wide expectations.	Within the first quarter of school	Principal	<ul style="list-style-type: none"> <li>• Culture of student responsibility and increased teacher reporting of Managing Student Conduct on TELL survey</li> </ul>

**SMART Goal 5:** During the 2017-18 school year, students with disabilities (SWD) in SOL End of Course classes will increase by a 5 to 8 percentage points on the spring SOL as measured by the State Accreditation Formula with an emphasis on mathematics.



# School Education Plan

**Evidence:** Progress will be measured during monthly department data discussions. Student data will be used to measure ongoing progress through central office benchmarks & common teacher made unit assessments. End of year results will be based on end-of-course (EOC) SOL assessments.

## Students With Disabilities

Student Group SWD	2014-15	2015-16	2016- 17	2017- 18 (Target)
Math	37	27	25	30
Reading	46	53	27	32
Science	34	45	34	38

### Rationale:

- For the past two years, pass rates for the SWD subgroup have steadily declines, with pass rates ranging from low 20% to 40%.

### Professional Learning Needs:

- Inclusive practices training.
- Administrative progress monitoring training for delivery of services.

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Special Education teachers in collaboration with Core Content teachers will develop and administer common unit assessments using the VDOE curriculum framework to unpack the standards. Teachers, led by a “course lead”, will collaboratively plan instructional units that will help them ensure that students can master the assessed skills.	Prior to each unit	Administrators responsible for Content, Special Education Teachers, Core Content Teachers, Coordinator, Central Office Designee	<ul style="list-style-type: none"> <li>• Clear alignment of ACPS and VDOE content</li> <li>• Valid and reliable data from assessment for intervention</li> <li>• Teacher mastery of math standards</li> <li>• Shared distribution of leadership and accountability</li> </ul>
2. Special Education teachers will participate in content department planning time to participate in Professional Learning Communities (PLC), in which they will create aligned assessment and lesson plans, review student performance data, discuss instructional strategies and develop subsequent re-teaching plans.	Weekly	Administrators responsible for Content Dept. Chair, Course Leads, Coord., Teachers, Content Specialists	<ul style="list-style-type: none"> <li>• Alignment of the administrator, coordinator, department chair and course leads to support data monitoring and instruction within each department course</li> <li>• A clear system of data collection, monitoring and instructional focus ...</li> <li>• Valid and reliable data from assessment for intervention</li> </ul>
3. Special Education teachers will participate in the development of intervention plans that will support student achievement during the day and after school.	Quarterly	Dept. Chair, Course Leads, Coordinator., Teachers,	<ul style="list-style-type: none"> <li>• Tier 2 &amp; 3 students will receive specific instructional teaching</li> <li>• Plans will be reviewed and discussed with Administration</li> </ul>



## School Education Plan

<ul style="list-style-type: none"> <li>● Special education students in each tier will benefit from remediation and strategies specific to content areas to include station teaching specific to Tier 2 &amp; 3 students and RAP courses specially designed to pre-teach and re-teach</li> <li>● Transitions to Algebra will be a Tier 2 &amp; 3 intervention for our special education students</li> <li>● Student progress will be monitored through the content common assessments and formative assessments by the content teacher and special education teacher.</li> <li>● Data will be reviewed and analyzed monthly in PLC content and SPED meetings to determine student need for further interventions</li> </ul>		<p>Secondary Specialist</p>	<ul style="list-style-type: none"> <li>● Ongoing data collection related to student success</li> </ul>
<p>4. Special Education teachers will train on strategies to include Specially Designed Instruction (SDI), Transitions to Algebra and Fast ForWord during Special Education department meetings. Topics will be selected that are research-proven and staff will be trained using a train-the-trainer model.</p>	<p>Weekly</p>	<p>Dept. Chair, Course Leads, Coord., Math Teachers, Secondary Math Specialist,</p>	<ul style="list-style-type: none"> <li>● Inclusion of best instructional practice in the Special Education (inclusion and separate) settings</li> </ul>

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:



## School Education Plan

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:

Reading:

Science:

TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:

Reading:

Science:

TELL:

5. What support/resources do you need to achieve your goals?

Math:

Reading:

Science:

TELL:





# School Education Plan

Principal

Izora Everson

School/ School Year

2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	By June 2018, all Satellite Math students, who have entered Satellite prior to the end of the 1 <sup>st</sup> quarter, will utilize the classroom SmartBoard to enhance at least one lesson per month in order to facilitate student engagement with content material. (SP 1 & 4).	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	By June 2018, all 11 <sup>th</sup> grade Satellite students, who have entered Satellite prior to the end of the 2 <sup>nd</sup> quarter, will improve their individual reading proficiency as measured by a 5 point percentage increase between pretests administered in the fall and posttests administered in the spring. (SP 1).	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	By June 2018, all Satellite Science students, who have entered Satellite prior to the end of the 1 <sup>st</sup> quarter, will participate in four experiential learning labs during their online course enrollment period to demonstrate their ability to apply content knowledge to hands-on experiments. (SP 1, 3, 4).	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

<b>SMART Goal 4</b> TELL	By June 2018, 70% of Satellite staff will agree or strongly agree with the statement, "There is an atmosphere of trust and mutual respect in this school." (SP 6).	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Specialized Instruction	By June 2018, all Satellite students with IEPs, who have entered Satellite prior to the end of the 1 <sup>st</sup> quarter, will have access to three co-teaching, cross-curricular opportunities per quarter. (SP. 1, 4, 6).	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

### SMART Goal 1 (Example)

By June 2018, all Satellite Math students, who have entered Satellite prior to the end of the 1<sup>st</sup> quarter, will utilize the classroom SmartBoard to enhance at least one lesson per month as measured by teacher observations and student exit tickets.

#### Evidence:

*Regular classroom observations will be conducted and the math teacher will work with math students to provide regular opportunities for student utilization of SmartBoard and Smart software in instruction.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students		100%	100%	100%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

#### Rationale:

- *Satellite is working on the Math goal to facilitate regular use of the SmartBoards in student instruction.*

#### Professional Learning Needs:

- *Math teacher will be provided training and follow up PD on SmartBoard instruction from the TCTIS.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Engage in SmartBoard and Smart Notebook PD	September 2016-June 2017 for continued SmartBoard use	TCTIS Principal and Math teacher	Math teacher will be able to create interactive lessons using the SmartBoard and students will use Smart Board regularly.
2. Collaboratively develop SmartBoard lessons designed to enhance student learning and also to engage student participation.	September 2016-June 2017 for continued SmartBoard use	TCTIS Principal and Math teacher	Teachers will work collaboratively to develop SmartBoard lessons and will solicit opportunities from students to interact with the SmartBoard during regular blended learning lessons.

### SMART Goal 2 (Example)

By June 2018, all 11<sup>th</sup> grade Satellite students, who have entered Satellite prior to the end of the 2<sup>nd</sup> quarter, will improve their individual reading proficiency as measured by a 5 point percentage increase between pretests administered in the fall and posttests administered in the spring.

#### Evidence:

*Student pretests and posttests will be collated to determine the measurable increase.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	N/A	92%	100%	100%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

#### Rationale:

- *Satellite is working on the Reading goal to encourage student progress in reading proficiency.*

#### Professional Learning Needs:

- *English teacher will create pretests and posttests to align to SOL standards.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Communicate reading goal to students in order to encourage student buy-in.	August 2017-June 2018	TCTIS Principal and Math teacher	Teachers will be able to create interactive lessons using the SmartBoard.
2. English teacher will develop pre-tests and post-tests for dissemination to students.	August 2017-June 2018	TCTIS Principal and English teacher	Students will take both pre-tests and post-tests in order to calculate student reading growth over time.

### SMART Goal 3 (Example)

By June 2018, all Satellite Science students, who have entered Satellite prior to the end of the 1<sup>st</sup> quarter, will participate in four experiential learning labs during their online course enrollment period to demonstrate their ability to apply content knowledge to hands-on experiments as measured by blended learning session attendance.

**Evidence:**

*Blended learning session sign in sheets, student work samples, and photographs of students engaged in labs.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	N/A	100%	100%	100%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

**Rationale:**

- *Satellite is working on the Science goal in order to provide greater opportunities for experiential learning, as these types of learning opportunities lead to greater student retention of content material.*

**Professional Learning Needs:**

- *The Science teacher will attend conferences, professional learning days, and participate in Science modeling cohort activities to collaborate with Science peers.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Communicate experiential learning goal to students in order to encourage science student buy-in.	August 2017-June 2018	Principal and Science teacher	Science students will be made aware of the benefits of experiential learning and the ways in which science can impact their daily lives.
2. Science teacher will create hands-on labs and science experiments that require students to apply learning and make real world connections.	August 2017-June 2018	Principal and Science teacher	Science students will participate in experiential activities that encourage regular application of science concepts.

### SMART Goal 4 (Example)

By June 2018, 70% of Satellite staff will agree or strongly agree with the statement, “There is an atmosphere of trust and mutual respect in this school.”

**Evidence:**

*TELL survey results.*

**Rationale:**

- *Satellite is working on the TELL goal in order to seek to improve the existing school culture and climate.*

**Professional Learning Needs:**

- *Teachers will be provided opportunities to engage in collaborative dialogue to address and overcome the existing school culture.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Engage in regular staff meetings designed to increase team building.	August 2017-June 2018	Principal and all Satellite staff	Staff will work together with administration in order to develop shared practices and procedures for school functionality.
2. Support staff advocacy by working to build an environment in which staff feel comfortable sharing instructional strategies, sharing program concerns, and developing leadership strategies.	August 2017-June 2018	Principal and all Satellite staff	Staff will work together with administration in order to develop shared practices and procedures for school functionality.

### SMART Goal 5 (Example)

By June 2018, all Satellite students with IEPs, who have entered Satellite prior to the end of the 1<sup>st</sup> quarter, will have access to two co-teaching, cross-curricular opportunities per quarter as measured by participation in small group/blended learning sessions.

#### Evidence:

*Recorded meeting times, shared lesson planning.*

Student Group	2014-15	2015-16	2016-17	2017- 18 (Target)
All Students	N/A	N/A	80%	100%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD				
Proficiency Gap Group 2: Black				
Proficiency Gap Group 3: Hispanic				
Asian				
Economically Disadvantaged				
Limited English Proficient (LEP)				
Students with Disabilities (SWD)				
White				

#### Rationale:

- *Satellite is working on the Specialized Education goal to increase student access to the generalized education curriculum.*

#### Professional Learning Needs:

- *Planning time with colleagues to prepare co-taught lessons.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Communicate co-teaching goal to students.	August 2017-June 2018	Principal and Specialized Instruction teacher	Students with IEPs will be provided with regular opportunities for co-taught instruction in order to meet IEP requirements.
2. Special Education teacher will work with core faculty to develop co-taught lesson opportunities.	August 2017-June 2018	Principal and Specialized Instruction teacher	Students with IEPs will be provided with regular opportunities for co-taught instruction in order to meet IEP requirements.

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

**Principal:** René Cadogan

**School:** *Chance for Change* 2017-2018

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college. The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, 75% of Algebra 1 and Geometry students, enrolled at CFC for at least 30 days, including students who receive special education services, will demonstrate knowledge of math vocabulary skills and comprehension of math content vocabulary words by scoring at least 80% on teacher created math vocabulary summative assessments.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, 80% of students in CFC for 30 school days or more, will make measurable progress in reading as measured by the STAR assessment. Students attending CFC for 30 school days through one semester will improve their scaled score by 55 Lexile points. Students attending CFC for more than one semester will improve their score by 100 Lexile points	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-18 school year, 80% of Biology and Earth Science students who are attending CFC for at least 30 days including students who receive ELL and/or special education services, will demonstrate knowledge of academic language by scoring 80% or more on teacher created summative vocabulary assessments in their respective content area topics.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness





# School Education Plan

		<input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL: Managing Student Conduct	During the 2017-18 school year, 80% of all students will earn 75% of their daily school points. Also, biweekly student staffing meetings will take place where teachers will discuss student behaviors affecting their academic progress as well as review school rules and implementation of those rules.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	During 2017-18 school year, 80% of special education students will earn 4 or more points per class. Class points are earned by exhibiting certain positive classroom/school behaviors. Each behavior is worth one point. The behaviors are: Cooperative, Respectful, Engaged, Responsible Global Citizen, and Productive.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1: Math

During the 2017-18 school year, 80% of Algebra 1 and Geometry students, enrolled in CFC for at least 30 days, including students who receive special education services, will demonstrate knowledge of math vocabulary skills and comprehension of math content vocabulary words by scoring at least 80% on teacher created math vocabulary summative assessments.

### Evidence:

Be measured with frequent and regular formative assessments which include The SMART Goal will class warm up, exit tickets, qualitative assessments, quantitative assessments and an ultimate summative assessment which will be given at the end of the week to measure students' mastery of the math vocabulary being taught. The goal is that 80% of Algebra 1 and Geometry students who have been enrolled at CFC for at least 30 days will score 80% or higher in the weekly math vocabulary quiz or retake.

Student Group	2017- 18(Target)
All Students	80%
SPED/SWD	80%

### Rationale:

- Describe why the school is working on the SMART Goal : Anecdotal evidence collected from teachers indicates low performance on vocabulary. Students who do not possess working knowledge of math vocabulary are not prepared to achieve success in SOL-aligned courses. In addition, much vocabulary that is



## School Education Plan

*important for success in math is also significant in other SOL-aligned courses at our school*

- *Include data sources and the data collection process: Data will be collected from the summative assessment which will be in the form of a weekly vocabulary quiz which will be given to students.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan: The math content vocabulary words for the week will be introduced at the beginning of the week. These words will be reviewed daily and students will be assessed formatively. At the end of the week, there will be a summative assessment of student learning, in the form of a Math Vocabulary Quiz.*

### Professional Learning Needs:

*Describe your professional learning needs.*

- *Attend continued Co-teaching professional development*
- *Attend ACPS and SOP Math content specific professional development*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1.Weekly Introduction of Math Content Vocabulary words	Weekly/Ongoing	Math teacher Collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
2.Daily review of the vocabulary words for the week using study/review skills like warm ups, exit tickets and other forms of summative assessment.	Daily/Ongoing	Math teacher collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
3.Use of technology to aid student learning by using educational learning apps such as quizlet and kahoot to reinforce student learning.	Daily/Ongoing	Lead -Math teacher Collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
4.Weekly Formative Assessment, students will take a test weekly. Those who do not pass will have remediation and given the chance to retake.	Weekly/Ongoing	Lead -Math teacher Collaborators- Co-teachers	80 % or more students will score 80% or more on first attempt or in retakes



# School Education Plan

## SMART Goal 2: Reading

During the 2017-18 school year, 80% of students in CFC for 30 schools days or more, will make measurable progress in reading as measured by the STAR assessment. Students attending CFC for 30 school days through one semester will improve their scaled score by 50 Lexile points. Students attending CFC for more than one semester will improve their score by 100 Lexile points

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2017- 18(Target)
All Students	80%

### Rationale:

- **Describe why the school is working on the SMART Goal:** STAR data collection is the Previous Star Test data reflect students showed a level of difficulty with vocabulary and comprehension.
- **Include data sources and the data collection process:** STAR Reading test is an universal screener that measures students' reading comprehension and gives you information on a student's ability to put all skills together in the genuine act of reading. Daily, Weekly and Bi-weekly quizzes and test will be administers which will include Daily warm-ups on Prefixes, Roots and Suffixes and on Reading skills and strategies. Students can be retested for those who score under 80%.
- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** Daily, Weekly and Bi-weekly and test will cover the following five (sub) **domains:** 1) word knowledge and skills; 2) comprehension strategies and constructing meaning; 3) analyzing literary text; 4) understanding author's craft; and 5) analyzing argument and evaluating text. READ 180 supplemental materials will be utilized and daily vocabulary warm ups to include Greek and Latin Roots, Interventions will include Reading Strategies Lessons with a primary focus on the areas of weakness using VDOE lessons, (5) power standards which Main Idea & Supporting, Inferences, Summarizing & Drawing Conclusions, Strategy Groups, Reading and Writing Conferences, Book Talks, continuous on-going support with teachers. Vocabulary quizzes/tests, remediation, re-takes, use of technology (Newsela, News In Levels, Readingworks.org and RazKids.com) in order to increase vocabulary building and reading comprehension skills.

### Professional Learning Needs:



## School Education Plan

- *The literacy coach will attend SOP and ACPS content specific professional development and serves as a resource for teachers and provides support to help teachers improve reading instruction. The literacy coach's professional development should include reading articles, learning new strategies for instruction and professional development, communicating with other reading experts, staying abreast of the research, and gathering information to share with the other teachers.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

The students will be given the *QRI-5* consists of graded word lists and narrative and expository passages. The word lists and passages, which range from pre-primer to high school levels, vary in familiarity, and prior knowledge is assessed before the student reads each passage. Comprehension is assessed through retelling, questions, look-backs, and think alouds. The teachers will use a variety of reading strategies to assist struggling readers in their content classes.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Leveled texts will be provided using programs like Newsela, Reading Works, Reading Theory, News In Levels, Books Than Grow and Flocabulary.	Once a month	Reading Teacher/ Literacy Coach	Students reading at their reading level will increase lexile reading level and build vocabulary word knowledge.
2. Reading Strategies to include Magnificent 7 and Reciprocal Teaching and Fix-Up strategy, etc. Reading strategy lessons primary focus on the areas of weakness using VDOE lessons, (5) power standards which are Main Idea & Supporting details, Inferences, Summarizing & Drawing Conclusions, Strategy groups, mini lessons, reading and writing conferences, Book Talks, etc. Build Vocabulary for students to use across all content areas. Prefixes, Suffixes and word roots.	Once a month	Reading Teacher/Literacy Coach	Assisting students via modeling strategies will increase lexile reading scores.
3. The Qualitative Reading Inventory-5 (QRI-5) is an individually administered informal reading inventory (IRI) designed to provide information about students identifying words and comprehending text successfully and used to identify reading levels, independent,	Once a month	Reading Teacher/Literacy Coach	Results can be used to estimate students' reading levels, to group students for guided reading sessions, or to choose appropriate books for literature circles, reading workshops, and independent reading. The QRI-5 will assist in



## School Education Plan

instructional, and frustration and to provide valuable diagnostic information.			providing information for designing and evaluating intervention instruction and document student growth.
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### SMART Goal 3: Science

During the 2017-18 school year, 80% of Biology and Earth Science students who have been in CFC for at least 30 days including students who receive ELL and/or special education services, will demonstrate knowledge of academic language by scoring 80% or more on teacher created summative vocabulary assessments in their respective content area topics.

#### Evidence:

**Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal:** Students will take vocabulary quizzes and tests at the end of topics or units in biology 1 and earth science. The goal is that 80% of the students in biology 1 and earth science are expected to score 80 % or higher in each of their respective quiz or test or retake.

Student Group	2017-18	2017- 18(Target)
All Students	Biology 1/Earth Science:	75%
SPED/SWD	Biology 1 /Earth Science:	80%
ELL	Biology 1 /Earth Science:	80%

#### Rationale:

- Describe why the school is working on the SMART Goal:** Previous SOL strands indicate a low understanding of content vocabulary especially in earth science and biology 1. Most students in CFC are enrolled in those two courses.
- Include data sources and the data collection process:** Vocabulary quizzes/tests given at the end of each topic or unit, and retake quizzes/tests given to students who score less than 80%
- Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** Daily vocabulary warm up, topic and unit vocabulary study on quizlet.com, topic and unit vocabulary quizzes/tests, remediations, retakes, word walls, use of technology (quizlet, kahoot, jlab science vocabulary hangman) to study and review vocabulary words, co-teaching planning and instructions.



# School Education Plan

## Professional Learning Needs:

- **Describe your professional learning needs:** To acquire more skills in the areas of co-teaching and technology

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Daily warm up activities on science vocabulary and academic language	Ongoing	Science teacher Collaborators: Co-teachers	Increase students' vocabulary word knowledge
2. Word wall with topic/unit vocabulary words; topic/unit vocabulary study on quizlet.com, jlab and kahoot; and, remediations	Ongoing	Science teacher Collaborators: Co-teachers	Increase students' familiarity with vocabulary words and their meanings
3. Topic/unit vocabulary quizzes and tests and retakes	Ongoing	Science teacher Collaborators: Co-teachers	80 % or more students will score 80% or more on first attempt or in retakes

## SMART Goal 4: TELL

During the 2017-18 school year, 80% of all students will earn 80% (or 28/35 points) of their total daily school points. Also, biweekly student staffing meetings will take place where teachers will discuss student behaviors affecting their academic progress as well as review school rules and implementation of those rules.

### Evidence:

*Evidence will be collected on a biweekly basis from students' daily point sheets. Data will be sorted to include special populations (SPED, ELL, Gender, & Race & Ethnicity) Evidence for the individual review of school rules and expectations (part or registration process), will be collected using entry date verse registration date.*

Student Group	2017- 18 (Target)
All Students	80%
White	80%
Black	80%
Hispanic	80%
Asian	80%
LEP	80%
SPED/SWD	80%
Female	80%
Male	80%



# School Education Plan

## Rationale:

- **Describe why the school is working on the SMART Goal:** The 2016 TELL Survey results stated that 72.7% of teachers agreed that students at CFC followed rules of conduct and that policies and procedures about student conduct are clearly understood by teachers. Results from the “Managing Student Conduct” were among the lowest scores on the survey with 27.3% of teachers disagreeing with how student conduct was managed in particular in the areas of following school rules. Additionally, teachers stated they did not clearly understand what the policies and procedures were for student conduct.
- **Include data sources and the data collection process:** Data sources will include student point sheets, notes from biweekly student staffing meetings, fall and spring staff surveys regarding managing student conduct and school climate.
- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** See chart below

## Professional Learning Needs:

- **Describe your professional learning needs:** Principal and teacher meetings to discuss progress and effectiveness of points system. Teacher mentoring.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Biweekly review of student points. Students earning less than 80% of their points will have a meeting with the principal and teachers if necessary. A behavior plan will be developed if students, after their initial principal/teacher meeting, have not demonstrated improvement in their school behavior.	Ongoing, biweekly, monthly	Lead: Principal Collaborators: All Teachers	Possible outcomes are: Behavior Plans, increased positive school behaviors
2. Biweekly student staffing meetings. Meetings Facilitated by Behavior Intervention Committee, will discuss student behaviors interfering with academic success.	Ongoing, biweekly, monthly	Lead: Behavior and Interventions Committee, Participants: All Teachers	Possible outcomes are: Behavior Plans, increased positive school behaviors, improved approach/ practice for specific students based on teacher feedback.



## School Education Plan

3. Weekly meetings with detention center staff to discuss students earning less than 80% of their school points. Referrals made to mental health if necessary.	Ongoing, weekly	Principal/ case managers, All Teachers	
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### SMART Goal 5: SPED

During 2017-18 school year, 80% of special education students will earn 4 or more points per class. Class points are earned by exhibiting certain positive classroom/school behaviors. Each behavior is worth one point. The behaviors are: Cooperative, Respectful, Engaged, Responsible Global Citizen, and Productive

#### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2017- 18 (Target)
All Students	80%
SPED/SWD	80%

#### Rationale:

- **Describe why the school is working on the SMART Goal:**
  - *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

#### Professional Learning Needs:

- *Describe your professional learning needs.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Daily On-Point Behavior Assessment	Daily*	General and Special Education Teachers	
2. Student Behavior Self-Assessment	bi-weekly	Special Education Teachers**	
3.			

\*Teachers assess with daily data sheets.

\*\*Core classes





# School Education Plan

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:  
Reading:  
Science:  
TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal?  
(Include Evidence)

Math:  
Reading:  
Science:  
TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL:



# School Education Plan

**Principal:** Victor S. Martin Jr.

**School/ School Year** NVJDCS/ 2017-18

## Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

### SMART Goals

	Goals	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2017-18 school year, 85% of Algebra 1 and Geometry students, enrolled in NVJDCS for at least 30 days, including students who receive special education services, will demonstrate knowledge of math vocabulary skills and comprehension of math content vocabulary words by scoring at least 80% on teacher created math vocabulary summative assessments.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2017-18 school year, 80% of students in NVJDCS for 30 schools days or more will make 5% growth in reading as measured by the STAR assessment. Students attending NVJDCS for 30 school days through one semester will improve their scaled score by 50 Lexile points. Students attending NVJDCS for more than one semester will improve their score by 100 Lexile points.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2017-18 school year, 80% of Biology and Earth Science students who have been in NVJDCS for at least 30 days including students who receive ELL and/or special education services will demonstrate knowledge of academic language by scoring 80% or more on teacher created summative vocabulary assessments in their respective content area topics.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



# School Education Plan

<b>SMART Goal 4</b> TELL: Managing Student Conduct	By June 2018, 85% of staff at NVJDC will agree with the statement, "There is an atmosphere of trust and mutual respect in this school or program."	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	During 2017-18 school year, 80% of special education students will earn 80% of their points per class as measured by point sheet tallies.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1: Math

During the 2017-18 school year, 85% of Algebra 1 and Geometry students, enrolled in NVJDCS for at least 30 days, including students who receive special education services, will demonstrate knowledge of math vocabulary skills and comprehension of math content vocabulary words by scoring at least 80% on teacher created math vocabulary summative assessments.

### Evidence:

The SMART Goal will be measured with frequent and regular formative assessments which include class warm up, exit tickets, qualitative assessments, quantitative assessments and an ultimate summative assessment which will be given at the end of the week to measure students' mastery of the math vocabulary being taught. The goal is that 85% of Algebra 1 and Geometry students who have been enrolled at NVJDCS for at least 30 days will score 80% or higher in the weekly math vocabulary quiz or retake.

Student Group	2016-17	2017- 18 (Target)
All Students	75%	85%
SPED/SWD	65%	85%

### Rationale:

- Describe why the school is working on the SMART Goal:** Anecdotal evidence collected from teachers indicates low performance on vocabulary. Students who do not possess working knowledge of math vocabulary are not prepared to achieve success in SOL-aligned courses. In addition, much vocabulary that is important for success in math is also significant in other SOL-aligned courses at our school
- Include data sources and the data collection process:** Data will be collected from the summative assessment which will be in the form of a weekly vocabulary quiz which will be given to students. Also, to address the monitoring of math skills and knowledge, the students will maintain a journal to share/ demonstrate their learning, and have access to the Petey Greene (tutoring program) for additional support in supporting skill development.



# School Education Plan

- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** The math content vocabulary words for the week will be introduced at the beginning of the week. These words will be reviewed daily and students will be assessed formatively. At the end of the week, there will be a summative assessment of student learning, in the form of a Math Vocabulary Quiz.

### Professional Learning Needs:

- Attend continued Co-teaching professional development
- Attend ACPS and SOP Math content specific professional development

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Weekly Introduction of Math Content Vocabulary words	Weekly/Ongoing	Lead -Math teacher Collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
2. Daily review of the vocabulary words for the week using study/review skills like warm ups, exit tickets and other forms of summative assessment.	Daily/Ongoing	Lead -Math teacher Collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
3. Use of technology to aid student learning by using educational learning apps such as quizlet and kahoot to reinforce student learning.	Daily/Ongoing	Lead -Math teacher Collaborators- Co-teachers	Increase in students math content knowledge and vocabulary
4. Weekly formative assessment, students will take a test weekly. Those who do not pass will have remediation and given the chance to retake.	Weekly/Ongoing	Lead -Math teacher Collaborators- Co-teachers	80 % or more students will score 80% or more on first attempt or in retakes

### SMART Goal 2: Reading

During the 2017-18 school year, 80% of students in NVJDCS for 30 schools days or more will make measurable progress in reading as measured by the STAR assessment. Students attending NVJDCS for 30 school days through one semester will improve their scaled score by 50 Lexile points. Students attending NVJDCS for more than one semester will improve their score by 100 Lexile points

#### Evidence:

Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.



# School Education Plan

Student Group	2016-17	2017- 18 (Target)
All Students	N/A	80%

## Rationale:

- **Describe why the school is working on the SMART Goal:** STAR data collection is required as part of the SOP as students enter the school, and should be kept every 30 days. Previous Star Test data shows students have a high level of difficulty with vocabulary and comprehension.
- **Include data sources and the data collection process:** The STAR Reading test is a universal screener that measures students’ reading comprehension and gives you information on a student’s ability to put all skills together in the genuine act of reading. Daily, Weekly and Bi-weekly quizzes and test will be administered which will include Daily warm-ups on Prefixes, Roots and Suffixes and on Reading skills and strategies. Students can be retested for those who score under 80%.
- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** Daily, Weekly and Bi-weekly and test will cover the following five (sub) domains: 1) word knowledge and skills;
- 2) comprehension strategies and constructing meaning;
- 3) analyzing literary text;
- 4) understanding authors craft; and
- 5) Analyzing argument and evaluating text.

READ 180 supplemental materials will be utilized and daily vocabulary warm ups to include Greek and Latin Roots, Interventions will include Reading Strategies Lessons with a primary focus on the areas of weakness using VDOE lessons, (5) power standards which Main Idea & Supporting, Inferences, Summarizing & Drawing Conclusions, Strategy Groups, Reading and Writing Conferences, Book Talks, continuous on-going support with teachers. Vocabulary quizzes/tests, remediation, re-takes, use of technology (Newsela, News In Levels, Readingworks.org and RazKids.com) in order to increase vocabulary building and reading comprehension skills.

## Professional Learning Needs:

- The literacy coach will attend SOP and ACPS content specific professional development and serves as a resource for teachers and provides support to help teachers improve reading instruction. The literacy coach's professional development should include reading articles, learning new strategies for instruction and professional development, communicating with other reading experts, staying abreast of the research, and gathering information to share with the other teachers. Additionally, the literacy coach will work with administration to guide the professional learning community meetings around academic supports.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.



## School Education Plan

The students will be given the *QRI-5* which consists of graded word lists and narrative and expository passages. The word lists and passages, which range from pre-primer to high school levels, vary in familiarity, and prior knowledge is assessed before the student reads each passage. Comprehension is assessed through retelling, questions, look-backs, and think alouds. The teachers will use a variety of reading strategies to assist struggling readers in their content classes.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Leveled texts will be provided using programs like Newsela, Reading Works, Reading Theory, News In Levels, Books Than Grow and Flocabulary.	Once a month	Literacy Coach	Students reading at their reading level will increase lexile reading level and build vocabulary word knowledge.
2. Reading Strategies to include Magnificent 7 and Reciprocal Teaching and Fix-Up strategy, etc. Reading strategy lessons primary focus on the areas of weakness using VDOE lessons, (5) power standards which are Main Idea & Supporting details, Inferences, Summarizing & Drawing Conclusions, Strategy groups, mini lessons, reading and writing conferences, Book Talks, etc. Build Vocabulary for students to use across all content areas. Prefixes, Suffixes and word roots.	Once a month	Literacy Coach	Assisting students via modeling strategies will increase lexile reading scores.
3. The Qualitative Reading Inventory-5 (QRI-5) is an individually administered informal reading inventory (IRI) designed to provide information about students identifying words and comprehending text successfully and used to identify reading levels, independent, instructional, and frustration and to provide valuable diagnostic information.	Once a month	Literacy Coach	Results can be used to estimate students' reading levels, to group students for guided reading sessions, or to choose appropriate books for literature circles, reading workshops, and independent reading. The QRI-5 will assist in providing information for designing and evaluating intervention instruction and document student growth.

### SMART Goal 3: Science

During the 2017-18 school year, 80% of Biology and Earth Science students who have been in NVJDCS for at least 30 days including students who receive ELL and/or special education services will demonstrate knowledge of academic language by scoring 80% or more on teacher created summative vocabulary assessments in their respective content area topics.

#### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to*



## School Education Plan

**demonstrate progress on or completion of the SMART Goal:** Students will take vocabulary quizzes and tests at the end of topics or units in biology 1 and earth science. The goal is that 80% of the students in biology 1 and earth science are expected to score 80 % or higher in each of their respective quiz or test or retake.

Student Group	2015-16	2016- 17 (targets)	2017-18
All Students	Biology 1/Earth Science: 96%/98.65%	75%	80%
SPED/SWD	Biology 1 /Earth Science:100%/97%	80%	80%
ELL	Biology 1 /Earth Science: 91.89 %/100%	80%	80%

### Rationale:

- **Describe why the school is working on the SMART Goal:** Previous SOL strands indicate a limited understanding of content vocabulary especially in earth science and biology 1. Most students in NVJDCS are enrolled in those two courses.
- **Include data sources and the data collection process:** Vocabulary quizzes/tests given at the end of each topic or unit, and retake quizzes/tests given to students who score less than 80%.
- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:** Daily vocabulary warm up, topic and unit vocabulary study on quizlet.com, topic and unit vocabulary quizzes/tests, remediations, retakes, word walls, use of technology (quizlet, kahoot, jlab science vocabulary hangman) to study and review vocabulary words, co-teaching planning and instructions.

### Professional Learning Needs:

- **Describe your professional learning needs:** To acquire more skills in the areas of co-teaching and technology

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Daily warm up activities on science vocabulary and academic language	Ongoing	Lead: Science teacher Collaborators: Co-teachers	Increase students' vocabulary word knowledge
2. Word wall with topic/unit vocabulary words; topic/unit vocabulary study on quizlet.com, jlab and kahoot; and, remediations	Ongoing	Lead: Science teacher Collaborators: Co-teachers	Increase students' familiarity with vocabulary words and their meanings
3. Topic/unit vocabulary quizzes and tests and retakes	Ongoing	Lead: Science teacher Collaborators: Co-teachers	80 % or more students will score 80% or more on first attempt or in



# School Education Plan

			retakes
4. Interventions to be used include RIGOR, a resource for our EL population, as well as Science A-Z. The reading specialist will also incorporate biology and earth science content into mini lessons with small groups of students.			

### SMART Goal 4: TELL

By June 2016, 100% of staff at NVJDCS will agree with the statement, "There is an atmosphere of trust and mutual respect in this school or program."

#### Evidence:

*Evidence will be collected from a pre-assessment of the climate in the building and then compared versus the results of the TELL Survey and its administration at the end of the traditional school year.*

#### Rationale:

- **Describe why the school is working on the SMART Goal:** The current climate at NVJDCS is a positive working environment with the instructional staff. However, there is a significant level of frustration shared by the school staff as it relates to the collaboration to support students with Detention Center staff. This issue is not a new one, and one that was discussed at great length during 1:1's held prior to the school year starting.
- **Include data sources and the data collection process:** Data sources will include pre-assessment data, TELL survey results, notes from staff meetings, and fall and spring staff surveys regarding managing student conduct and school climate.
- **Actions that will be taken to achieve this goal should be provided in the next section, Action Plan:**

#### Professional Learning Needs:

- **Describe your professional learning needs:** Support in understanding the results of the Myers- Briggs and how best to utilize the information it provides to staff.

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Use of and administration of Myers- Briggs to determine personality types and how those impact how work is completed.	All staff complete by October 15	Lead: Principal/ Cheryl Robinson	Increased understanding of how personality affects work performance
2. Pre-assessment to determine areas needed for growth and note areas of strength	All staff completed by 10/15.	Lead: Principal	Gathering of data to note areas for addressing.
3. Professional development or additional resources	Quarterly	Lead: Principal	Improved climate





# School Education Plan

provided to enhance climate		Collaborators: NVJDC Director of Programs, etc.	through individual professional growth options
4. Final TELL Survey distribution	End of 2017-18 school year	Lead: Principal	Improved climate as noted by all respondents

### SMART Goal 5: SPED

During 2017-18 school year, 80% of special education students will earn 80% of their points per class as measured by point sheet tallies.

#### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2015-16	2016- 17 (Target)	2017-18
All Students	n/a	80%	80%
SPED/SWD		80%	80%

#### Rationale:

- **Describe why the school is working on the SMART Goal:**
  - *The monitoring of behavior for all students is extremely important, however at times; more than 50% of the student population at NVJDCS is identified as special needs. This data will allow the staff, including the Detention Center personnel, the opportunity to assess if the behavioral program in place is measuring the correct data, as well as inform us of next steps.*
  - *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

#### Professional Learning Needs:

*Additional professional development in the classroom management, instructional co-teaching strategies and understanding the strategies being utilized by the detention staff will support this goal.*

**Action Plan:** Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Daily On-Point Behavior Assessment	Daily	General and Special Education Teachers	Monitor student behavior and assess impact of point sheet
2. Student Behavior Self-Assessment	Bi-weekly	Special Education Teachers	Self-analysis by students will provide individual guidance to



# School Education Plan

			each
3. Staff survey to assess strengths and needs improvement areas from behavior plan.	Quarterly	Principal	Glean insights on how to proceed with improvements

## Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

- Math:
- Reading:
- Science:
- TELL:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

- Math:
- Reading:
- Science:
- TELL:

3. Based on data, are you making measurable progress towards achieving your SMART goal? (Include Evidence)

- Math:
- Reading:
- Science:
- TELL:

4. Based on the above, what is your second semester plan for achieving your SMART goals?



## School Education Plan

Math:  
Reading:  
Science:  
TELL:

5. What support/resources do you need to achieve your goals?

Math:  
Reading:  
Science:  
TELL: