



School Education Plan

Principal: Ingrid Bynum

School/ School Year: 2016-2017

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
SMART Goal 1 Math	By June 2017, PHES will increase the ALL proficiency AMO pass rate by at least 5 percentage points (from 87% to 89%) for math as evidenced by the 2017 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 2 Reading	By June 2017, PHES will increase the ALL proficiency AMO pass rate by at least 5 percentage points (from 79% to 84%) for reading as evidenced on the spring 2017 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 3 Science	By June 2017, PHES will increase science proficiency for 5 th grade students by a minimum of 5 percentage points (from 67% to 72%), as evidenced by the AMO results for the 2017 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

SMART Goal 4 TELL	By June of 2017, 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
SMART Goal 5 Special Education	By June of 2017, PHES will increase proficiency in mathematics for students in the SPED subgroup by a minimum of 10%, as evidenced on the spring 2017 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 2017, PHES will increase the ALL proficiency AMO pass rate by at least 5 percentage points (from 84% to 89%) for math as evidenced by the 2017 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	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	61%	68%	84%	89%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	46%	58%	83%	88%
Proficiency Gap Group 2: Black	67%	68%	81%	86%
Proficiency Gap Group 3: Hispanic	50%	64%	88%	93%
Asian	TS	TS	TS	95%
Economically Disadvantaged	57%	67%	83%	88%
Limited English Proficient (LEP)	55%	67%	86%	91%
Students with Disabilities (SWD)	27%	40%	56%	66%
White	55%	82%	82%	87%

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, 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 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, and peer visits	Begin-9/6/16 End-6/22/17	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	Begin-10/4/16 End-5/17/17	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-9/6/16 End-6/22/17	Classroom based/ELL SPED/ teachers, Interventionists	A decrease in the number of students in Tier 2 and 3 for Math for grades 1-

			5.
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SMART Goal 2: By June 2017, PHES will increase the ALL proficiency AMO pass rate by at least 5 percentage points (from 79% to 84%) for Reading as evidenced on the spring 2017 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	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	62%	74%	79%	84%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	55%	72%	77%	82%
Proficiency Gap Group 2: Black	66%	69%	73%	78%
Proficiency Gap Group 3: Hispanic	47%	76%	82%	87%
Asian	TS	TS	TS	85%
Economically Disadvantaged	58%	72%	77%	82%
Limited English Proficient (LEP)	50%	77%	80%	85%
Students with Disabilities (SWD)	57%	67%	62%	67%
White	78%	100%	100%	100%

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 70 minute Literacy intervention/enrichment block with a focus on re-teaching of formative and summative assessment results; provision of leveled readers	Begin-9/6/16 End-6/22/17	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
2. Implementation of weekly Reading Extended Learning Opportunity (ELO) with a specific focus on Tier 2 and Tier 3 students; provision of PALS tutoring in the first semester	Begin-10/4/16 End-5/19/17	ELO Coordinator, Interventionists, ELO and PALS Teachers	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.
3. Provide comprehensive 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), Strategies for Teaching Children in Poverty, Learning Modalities, Differentiating Instruction, Accountable Talk; Writing Mechanics; Alternative Assessments; and Student Engagement	Begin-8/25/16 End-5/22/17	Principal, Assistant Principal, SFA Facilitator, Teachers	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.

SMART Goal 3: By June 2017, PHES will increase science proficiency for 5th grade students by a minimum of 5 percentage points (from 67% to 72%), as evidenced by the AMO results for the 2017 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	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	62%	68%	67%	72%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	48%	72%	63%	68%
Proficiency Gap Group 2: Black	61%	68%	76%	81%
Proficiency Gap Group 3: Hispanic	62%	68%	55%	61%
Asian	---	---	TS	75%
Economically Disadvantaged	56%	65%	63%	68%
Limited English Proficient (LEP)	40%	50%	45%	50%
Students with Disabilities (SWD)	TS	TS	36%	41%
White	TS	TS	TS	75%

Rationale:

- To dramatically increase instructional delivery and performance outcomes for 5th 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-9/30/16 End-5/22/17	Science Chairperson, Title I Science Support-Mojisola Adejumo, Science Instructional Specialist-Daniel Alcanzar-Roman	Effective planning, preparation and instructional delivery that results in higher levels of science knowledge.

2. Provide a 1 week focus monthly on non-fiction material, to include science based texts, during the I/E Literacy block	Begin-10/4/16 End-5/22/17	5 th grade team	An increase in science and non-fiction reading achievement.
3. Provide experiential learning visits/opportunities: Richmond Science Museum, Maryland Science Center, In-house Speakers/Demonstrations, etc.	Begin-10/4/16 End-5/22/17	5 th grade team	A support of classroom based instruction through hands-on and real-life experiences for understanding of big ideas, and standard strands.

SMART Goal 4: By June of 2017, 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	2013-14	2014-15	2015-16	2016- 17 (Target)
Back To School Night	337	420 PK-2 147 3-5	---	
Literacy Night	214	66	92	100
STEAM Night	277	317	311	325
SOL Prep Night	112	163	181	200
Average at Weekly Open House/Lunch	11	44	62	75
Literacy Parade	77	109	136	150
Math Nights	78	103	111	125

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
- Poverty and how it affects students and families

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 ongoing family activities such as: Parenting University, Academic Nights, Open House, and Family Participation Activities (Movie Nights, Lip Sync Battle, etc)	9/22/16-6/22/16	All staff, PTA/PAC	Increase in confidence, trust, and relationships with families that will result in trust and support of the school and its mission.
2. Provide dinner and babysitting at events to increase attendance.	9/22/16	Parent and Family Liaison, Event Coordinator or Committee Chair	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 2017, PHES will increase proficiency in mathematics for students in the SPED subgroup by a minimum of 10%, as evidenced on the spring 2017 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	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students in SPED Subgroup	27%	40%	56%	66%

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

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 collaborative planning sessions for SPED and general education instructional staff	9/6/16-6/22/17	SPED and General Education Teachers; GAP interventionist	Decrease in the percentage of students in Tier 2 and 3 groups
2. Increase in inclusion/co-teach/Specialized Instruction opportunities	9/6/16-6/22/17	SPED and General Education Teachers; GAP interventionist, Office of Specialized Instruction	Decrease in the percentage of students in Tier 2 and 3 groups
3. Implement with consistency new Tier 2 and Tier 3 interventions with a focus on the monitoring of student data.	9/19/16-6/22/17	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: