



School Education Plan

Principal Dr. Jesse Dingle

TCW (MH/KS) Campus 2016-17

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	During the 2016-17 school year, all students in SOL Math classes (Alg1, Geo, Alg2) will increase math skill as measured by a 5 percentage point gain on the spring SOL test.	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
SMART Goal 2 Reading	During the 2016-17 school year, SWD and LEP students taking End of Course reading will increase reading skills as measured by a 5 percentage point gain on the spring SOL test.	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
SMART Goal 3 Science	During the 2016-17 school year, all students in SOL Science classes (ES, BIO, CHEM) will increase laboratory skills as measured by a 5 percentage point gain in gap group 1.	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
SMART Goal 4 TELL	During the 2016-17 school year, administrators, teachers and students will work in concert to promote positive behaviors through the use of community circles and restorative practices.	X 1. Academic Excellence and Educational Equity X 2. Family and Community Engagement. X 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment X 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



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SMART Goal 5 Special Education	During the 2016-17 school year, students with disabilities (SWD) in SOL End of Course classes will increase skill as measured by a 10 percentage point gain on spring 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
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SMART Goal 1: During the 2016-17 school year, all students in SOL Math classes (Alg1, Geo, Alg2) will increase math skill as measured by a 5 percentage point gain on the spring SOL test.

Evidence:

Progress will be measured monthly during data/stat chats. Student data will be used to measure ongoing progress (benchmark/ common unit test, teacher made assessments). End of year results will be based on end-of-course (EOC) SOL assessments.

MATH:

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	66	72	67	72
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	53	59	51	56
Proficiency Gap Group 2: Black	56	62	52	57
Proficiency Gap Group 3: Hispanic	51	56	47	52
Asian	79	81	82	87
Economically Disadvantaged	52	58	51	56
Limited English Proficient (LEP)	54	58	51	56
Students with Disabilities (SWD)	22	37	27	32
White	80	85	85	90

Rationale:

- *Math skills are targeted based on data indicating students who are not able to demonstrate proficiency in Math as demonstrated by SOL achievement*
- *Data sources are the historical SOL data from previous three years*

Professional Learning Needs:

- *Understanding of universal screener for secondary Math and it's use in determining student Tier supports.*
- *Information and training on the use of Standards-based grading system*



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Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Teachers will administer a universal screener(s) to determine students' skill base and progress. (Think Through Math Screener/ARDT Screener) MTSS p68 *9-12 non international academy students</p> <p>*IA will use a universal screener in 8th grade and ongoing standards based instruction at the high school level.</p>	September, January, April	Math teachers, Administrators and department chair(s) responsible for Math Instruction	<ul style="list-style-type: none"> ● Students will be assigned to appropriate TT/FS teachers to receive interventions as determined by screeners. ● IA students will be instructed based upon performance on standards based instruction and an initial screener in 8th grade.
<p>2. Administration will engage teachers and MTSS team in monthly data/stat chats to monitor student progress and created tiered groups for intervention.</p>	Monthly October 10 November 21 - 22 December 19 - 21 January 23 - 27 February 21 - March 20 - 24 April 24 - 28 May 22-26	Secondary Math Specialist	<ul style="list-style-type: none"> ● Students will be placed in appropriate interventions based on data ● Students will have a healthy emotional connection to math
<p>3. 9-12 Teachers will create and administer common assessments, by course/content and by unit that will be administered within a determined time frame.</p> <ul style="list-style-type: none"> ● MH will create Algebra 1 common assessments for all ● KS will create Geometry common assessments for all ● MH/KS will share/create common assessments for all 	By unit	Math teachers, CLT leads	<ul style="list-style-type: none"> ● Clear alignment of ACPS and VDOE content ● Valid and reliable data from assessment for intervention
<p>4. Administration will engage in bi-weekly meetings with Math Specialist to review common assessments and ensure they are valid, reliable and aligned to assessment blueprint.</p>	By unit	Administration, Math Specialist	<ul style="list-style-type: none"> ● Clear alignment of ACPS and VDOE content ● Valid and reliable data from assessment for intervention
<p>5. Math representative from Algebra 1, Geometry, and Algebra 2 will engage in monthly assessment meetings with Math Specialist.</p>	Monthly	Math Teachers, Math Specialist	To create common assessment blueprint and instructional framework for each unit
<p>6. 9-12 Teachers will write common unit/lesson plans that include an Essential Question, Learning objectives and a plan to provide students with differentiated learning opportunities aligned to curriculum framework.</p>	By unit	Math Teachers, CLT Leads	<ul style="list-style-type: none"> ● Best instructional practice in the Math classroom (MTSS template, p24, 26)
<p>7. Common unit/lesson plans will be submitted every two weeks through the Math Department Google Classroom and written feedback will be provided by administrators to ensure alignment with curriculum</p>	Every two weeks	Math Teachers, Administration	Lesson plans are aligned and differentiated.



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framework and VDOE lesson plan rubric			
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SMART Goal 2: During the 2016-17 school year, SWD and LEP students taking End of Course reading will increase reading skills as measured by a 5 percentage point gain on the spring SOL test.

Evidence: *Progress will be measured monthly during data/stat chats. Student data will be used to measure ongoing progress (benchmark/ common unit test, teacher made assessments). End of year results will be based on end-of-course (EOC) SOL assessments.*

READING

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	82	79	79	84
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	74	70	71	76
Proficiency Gap Group 2: Black	78	79	82	87
Proficiency Gap Group 3: Hispanic	76	68	67	72
Asian	85	87	85	90
Economically Disadvantaged	74	70	71	76
Limited English Proficient (LEP)	63	54	50	55
Students with Disabilities (SWD)	53	46	53	58
White	93	90	94	99

Rationale:

- *SWD demonstrate a deficit in reading comprehension and LEP students based on WIDA level struggle with comprehension*
- *Three year SOL historical data on SWD and LEP students*

Professional Learning Needs:

- *Information and training on the use of Standards-based grading system*
- *Expert/Guide to teach close reading to the English Staff 9-12 and assist with implementation*

Action Plan:



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Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. 9-11 Teachers will administer a universal screener(s) to determine students' skill base and progress. (SRI/Grade level pre-assessment) MTSS p47	September, January, May	English teachers, Administrators responsible for English Instruction	<ul style="list-style-type: none"> Students will be assigned to appropriate TT/FS teachers to receive interventions as determined by screeners.
2. Administration will engage teachers and MTSS team in quarterly vertical articulation to monitor student progress and created tiered groups for intervention.	Monthly October to June	Administrators responsible for English Instruction, English Teachers, Secondary Literacy Specialist, MTSS members	<ul style="list-style-type: none"> Students will be placed in appropriate interventions based on data Students will have a healthy emotional connection to English
3. 9-12 Teachers will write weekly lesson plans that include an Essential Question, Learning objectives and a plan to provide students with differentiated learning opportunities aligned to standards.	Weekly	English Teachers, Secondary Literacy Specialist	<ul style="list-style-type: none"> Best instructional practice in the English classroom (MTSS template, p57-60)

Action Step	Leader	Helper	Start Date	End Date	Measureable Outcome/Evidence of Completion
Obtain item analysis by subgroup and question type from the Spring 2015 Reading SOL.	Matt Zahn	Ashley Oliver	8/15	8/18	Spreadsheet with all required information shared with SEP team
Develop and share a data report that identifies the standards/question types that SWD and LEP students needed the most improvement on last year (a.k.a. Red, yellow, and green question types)	Leigh Arscott	Kate Sicard	8/18	10/26	Data report shared with SEP team
Review 8th grade Reading SOL scores and most recent SRI scores (as universal screeners) to identify students that will need Tier 2 and Tier 3 reading support in a reading class at Minnie Howard.	Elena Greer	Kelly Church Connelly	8/22	8/28	<ul style="list-style-type: none"> A list of ~5% of all MH students that will be enrolled in Reading Class A list of ~5-15% of all MH students that will receive extra support in Freshmen Seminar.
Correct MH student schedules to reflect needed reading interventions identified above.	Teresa Foley	Kelly Church Connelly	8/29	9/2	Student schedules corrected.



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Research close reading strategies related to the standards/strands/questions types of highest need (from the report Leigh and Kate provided earlier).	Susannah Courand and Matt Zahn	English 11 teachers	9/2	10/31	Summary of strategies we will focus on for upcoming P.D.
Create question stems and example strategies related to strands of highest need to be presented in a P.D. to other teachers.	Matt Zahn	English 11 teachers, Jen Ushe (CTE focused)	9/15	10/31	Example questions using CTE text
Create P.D. workshop with all Int'l Academy English teachers during collaborative content team time to be presented only to IA/ELL teachers	Susannah Courand and "The Dream Team" in the IA	Leigh Arcscott, Matt Zahn	10/11	11/15	Observations of Close Reading strategies in the classrooms.
The IA Dream Team administers training to all IA/ELL teachers (according to their own internal SEP plan)	The IA Dream Team	Susannah Courand	11/15	12/23	95% of IA/ELL teachers attend training or workshop.
IA/ELL teachers implement close reading strategies in their classrooms while The Dream Team monitors progress of that roll-out (see the Dream Team's internal SEP plan)	The IA Dream Team	Susannah Courand	1/2	Ongoing through 6/1	Close reading strategies observed being used in 90% of IA/ELL classrooms twice weekly.
Develop a script for all English teachers to read to their students before administering the SRI to implement a common message.	Mark Eaton	Erik Perini		mid-September	Script shared with directions to all English teachers.
Administer SRI as a universal screener to all 9-12 students	English teachers	STC	Late September	Late September	Scores recorded
Identify students that will need Tier 2 and Tier 3 reading support at King Street/MH by reviewing most recent SRI scores and/or scores on released SOL for English 11	English teachers	SPED Teachers	9/25	10/9	Tiered list of students placed in appropriate intervention. (RAP, Titan Time)
Administer and analyze results from the Workplace Readiness Pre-Test, especially looking at the strands that align to Reading SOL standards. Identify strands/standards that need the most improvement for SWD and LEP students.	CTE teachers English teachers	CTE teachers English teachers Micki Coffman	November	Late November	Data report shared with SEP team.



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English Teachers attend Reading Assistant Training	Pat Williamson	Matt Zahn	Preservice week	Preservice week	PLMS Roster for Class
Tier 2 and Tier 3 students participate in Reading Assistant online literacy program during Titan Time. Students with Disabilities participate in Reading Assistant during RAP class with case manager. Teachers monitor progress in Reading Assistant.	English teachers	Case Managers	October 24	Ongoing	Reading Assistant Progress Reports
Teachers use Reading Assistant progress reports to reassess student need.	English teachers		January	January	Updated Titan Time rosters

SMART Goal 3: During the 2016-17 school year, all students in SOL Science classes (ES, BIO, CHEM) will increase laboratory skills as measured by a 5 percentage point gain in Gap Group 1.

Evidence: *Progress will be measured monthly during data/stat chats. Student data will be used to measure ongoing progress (benchmark/ common unit test, teacher made assessments). End of year results will be based on end-of-course (EOC) SOL assessments.*

SCIENCE

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	68	68	72	77
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	58	57	62	67
Proficiency Gap Group 2: Black	64	64	70	75
Proficiency Gap Group 3: Hispanic	57	55	58	63
Asian	82	86	80	85
Economically Disadvantaged	58	57	62	67
Limited English Proficient (LEP)	47	44	48	53
Students with Disabilities (SWD)	37	34	45	50
White	88	88	93	98

Rationale:



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- *Data indicates an upward trend in the area of science since the introduction of the 2010 standards and updated EOC exams. We want to maintain this trend.*
- *Three year SOL historical data*

Professional Learning Needs:

- *Focus on creating and updating common labs and assessments (Tier 1)*
- *Use of and update of academic vocabulary in every science class (Tier 1) and sentence stems and clusters (Tier 2)*
- *Coordinate with math department and SEP to infuse math skills for use in data collection Tier 1 and 2)*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. 9-12 Teachers will administer a universal screener to determine students' skill base and progress (pre-assessment and progress assessment) in SchoolNet	September 12-30 and March 20-April 6	Science teachers and content leaders (Jenny Paul - Biology, Erin Strimple-Barker - Chemistry, AJ DeSain - Earth Science, Lexye Hearing - Ecology)	<ul style="list-style-type: none"> • Students will be assigned to appropriate TT/FS teachers to receive interventions as determined by screeners after spring break
2. 6-12 Teachers, science administrators, and secondary science specialist will engage in vertical articulation to monitor student progress and created tiered groups for intervention.	Bi-Monthly (August, October, December, February, April)	Administrators responsible for Science Instruction, Science Teachers, Secondary Science Specialist	<ul style="list-style-type: none"> • Attendance and minutes from meetings • Students will be placed in appropriate interventions based on data
3. 9-12 Teachers will write weekly lesson plans that include an Essential Question, Learning objectives and a plan to provide students with differentiated learning opportunities aligned to standards.	Weekly	Science Teachers, Secondary Science Specialist	<ul style="list-style-type: none"> • Best instructional practice in the Science classroom (MTSS template, p24, 26)
4. 9-12 Teachers will meet in PLC groups update or create common labs (Transfer Tasks) for each unit in the Biology, Chemistry and Earth Science	Weekly (MH) and Monthly (KS)	Science teachers and content leaders (Jenny Paul - Biology, Erin Strimple-Barker - Chemistry, AJ DeSain - Earth Science)	Analyze scores for laboratory skills and academic vocabulary using a common rubric or criteria for success in the common labs to provide additional support for tier 2 and 3 students
5. 9-12 Teachers will meet in PLC groups to revise and create academic vocabulary and sentence structure for each unit Biology, Chemistry, Earth Science, Ecology (retesters)	Weekly (MH) and Monthly (KS)	Science teachers and content leaders (Jenny Paul - Biology, Erin Strimple-Barker - Chemistry, AJ DeSain - Earth Science, Lexye	Analyze scores for laboratory skills and academic vocabulary using a common rubric or criteria for success in the common labs to provide additional support for tier 2 and 3 students



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		Hearding - Ecology)	
6. 9-12 will participate in ACPS professional development on morphemic analysis and academic sentence stems to support common labs and vocabulary	Department Meeting after school	MH or KS ELL Specialist	Observations of teachers and students to see if morphemic analysis and academic sentence stems are used

SMART Goal 4: During the 2016-17 school year, administrators, teachers and students will work in concert to promote positive behaviors through the use of community circles and restorative practices.

Evidence: *Progress will be measured through yearly surveys of the staff and students. Records of discipline referrals and consequences will be documented*

TELL RESULTS

TELL Indicators	2013-14	2015-16	2017- 18 (Target)
Managing Student Conduct: School Administrators consistently enforce rules for student conduct	43	33	50
Teacher Leadership: Faculty has an effective process for making group decisions to solve problems.	35	43	50
Teacher Leadership: Teachers have an appropriate level of influence on decision making in this school	27	40	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:



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Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Create a continuum of staff (teachers/admin/support staff) understanding and level of training in Restorative Practices (community circles/restorative circles/harm circles)	First month of school	Administration	Knowledge of the professional development needs of the staff
2. Obtain the implementation plan and current list of trained staff on restorative practices and community circles	First month of school	Verline Jackson	Collection of baseline data
3. Create a survey for teachers (w/ a requirement of a minimum of 50% response rate). Survey will explore teacher knowledge of restorative justice and community circles. This includes comfort and knowledge level of practices.	First month of school	Reginald Geary Laura Evans	Pre-assessment data will be collected. Draft of staff survey developed 10/2016.
4. Create an assessment form to track Community Circles. Data will be collected from Community Circles that occur during Freshman seminar at MH and Titan Time at KS. Data will be shared at the end of the first quarter. Students of Freshman seminar and Titan Time will be assessed on positive climate changes.	September-December	Chelsea Bradford	Data to determine the perceptual effectiveness of community circles and effectiveness of classroom climate.
5. Community Circles will occur minimally bi-monthly in English 10, Econ/Personal Finance and Freshman Seminar/IA Advisory. Circles will be held every Friday for the first 6 weeks during Titan Time and then twice a month thereafter.	2x every month Oct - June	9th grade, English 10, Econ/Personal Finance teacher, Titan Time Teachers, IAC Advisory teachers	Every students will partake in community circles on a regular and consistent basis.
6. Involve Security Monitors in Restorative Practices through training and community building within the hallways.	Sept - June	Security Monitors, Admin, Central Office Staff	Security monitors will have confidence and competency to support RP throughout the building.

SMART Goal 5: During the 2016-17 school year, students with disabilities (SWD) in SOL End of Course classes will increase skills as measured by a 10 percentage point gain on spring SOL tests.

Evidence: Progress will be measured monthly during data/stat chats. Student data will be used to measure ongoing progress (benchmark/ common unit test, teacher made assessments). End of year results will be based on end-of-course (EOC) SOL assessments.



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Students With Disabilities

Student Group SWD	2013-14	2014-15	2015-16	2016- 17 (Target)
Math	22	37	26	36
Reading	53	46	53	63
Science	37	34	45	55
History	45	41	44	54

Rationale:

- *Three year SOL historical data*

Professional Learning Needs:

- *AIMSWeb training for use and progress monitoring*
- *Inclusive Practices Training (Marilyn Friend)*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Teachers will administer a universal screener(s) to determine students' skill base and progress. (Think Through Math Screener/SOL Diagnostic-Screener/ SRI/SciLearn Assessment) MTSS p68	September, January, May	Special Education teachers, Math, English, and 9th grade Reading Teachers, Administrators	<ul style="list-style-type: none"> • Students will be assigned to appropriate TT/FS teachers to receive interventions as determined by screeners. • 100% of math students have taken one of the screeners • Students in grades 9 and 11 take SRI in Sept; Grade 10 is using the Spring 2016; Grade 12 is using 11th grade reading and writing SOL
2. 9-12 Special Education teachers implement Tier 2 and Tier 3 strategies to increase performance on assessments by SWD based on screeners.	Weekly beginning October	Special Education teachers	<ul style="list-style-type: none"> • Data collection from TTM and SciLearn will indicate time used and student progress. • AIMS-Web will be implemented on direction from Central Office.
3. Staff(Special Ed teacher and general ed teacher) will participate in Co-teaching Professional development opportunities with Marilyn Friend	4x yearly (Oct, Dec, Feb, May)	Inclusion specialist, Special Education Dept Chairs Admin for Special Ed	<ul style="list-style-type: none"> • Each session one form of co-teaching will be shared to be implemented in the classrooms
4. Staff(Special Ed teacher and general ed teacher) will implement Co-teaching strategy(s) experienced at professional development	Nov, Jan, March, April, June	Inclusion Specialist, Dept Chairs, Admin for SpEd	<ul style="list-style-type: none"> • Lists of academic vocabulary and skills disseminated to all teachers.
5. Administration will engage teachers	Monthly	Special Education	<ul style="list-style-type: none"> • Students will be placed in appropriate



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and MTSS team in monthly data/stat chats to monitor student progress and create tiered groups for intervention.	October to June	teachers, Administrator Specialized Instruction Secondary Inclusion Specialist, MTSS members	interventions based on data ● Students will have a healthy emotional connection to math and other topics necessary for SOL success.
6. 9-12 Teachers will write collaborative weekly/unit lesson plans that include an Essential Question, Learning objectives and a plan to provide students with differentiated learning opportunities aligned to standards.	Weekly beginning in Sept.	Special Education teachers, Secondary Inclusion Specialist, Content Teachers	● Best instructional practice in the Math classroom (MTSS template, p24, 26)

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:



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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: