

School Strategies for Reaching Accreditation



School Board Meeting
January 11, 2018



Every Student Succeeds

Essential Questions

1. What is the **current accreditation status** for our four identified schools?
2. What are the **common practices and processes** used across schools to improve student achievement?
3. How are schools **addressing identified area(s)**?



Current Accreditation Status of Schools

1. Jefferson-Houston- Accreditation Denied
(Reading, Science and Math)
2. William Ramsay- Partially Accredited:
Reconstituted School **(Science)**
3. Francis C. Hammond- Partially Accredited:
Reconstituted School **(Reading)**
4. T.C. Williams- Partially Accredited: Warned
School-Pass Rate **(Math)**

Division-Level Supports

1. Governance meetings
2. Instructional walk-throughs in identified area(s)
3. Internal academic review
4. Lesson planning and assessment feedback
5. Use of Canvas to track feedback on fidelity of curriculum implementation
6. Mastery objective training
7. Professional Learning Communities (PLCs)



T.C. Williams Strategies



Math Intervention Plan:

1. **Professional Learning Communities (PLCs)** have been launched 9-12 with an emphasis on collaboration, collection and analysis of common assessments data, curriculum pacing and instructional planning.
2. **Course Leads** are new teacher leaders being trained in PLCs to lead the instructional improvement discussions at the course level.
3. The ACPS Department of Curriculum and Instruction supports the PLCs' development of **common assessments**.
4. The TCW Coordinators for Data Analysis and Program Evaluation support each course PLCs' **data collection and analysis, development of common assessments, and instructional strategies**.

T.C. William Strategies



Math (Continued):

Remediation Plan:

1. Specific focus on **Algebra 1 and Geometry** with mid-year emphasis on students who will re-take the SOLs
2. **Pull-out sessions** with a math intervention specialist (math teacher)
3. **After-school remediation sessions** with standard based assessments provided
4. **Phases of remediation plan:**
 - **Phase 1** – Senior Algebra 1 SOL Remediation (10/10/17 – 12/15/17)
 - **Phase 2** – Current SOL Class Remediation (10/10/17 – 5/15/18) (*w/iterative data gathering and analysis*)

Francis C. Hammond Strategies

Reading

1. Providing **small-group explicit reading intervention** (including Students with Disabilities) by three reading specialists (based on SRI and SOL results from 2016-17 school year)
2. Teaching active reading strategies (AVID), such as **Plan-Teach-Observe, inference, cause and effect, sequence and main idea**
3. Using **cooperative group learning strategies** as the teacher models skill, explicit instruction, and gradual release for independence (Kagan)
4. PLC's have been used to develop **common assessments and lesson planning** to increase student achievement with central office curriculum specialist support
5. **Weekly submission of teacher lesson plans** with administrative feedback
6. Identified students with disabilities are enrolled in **Tier 3 intervention courses** taught by Special Education teachers (Flex, Great Leaps, Number Worlds)
7. Inclusion Specialists have worked closely with special education teachers to support **specially designed instruction** in lesson planning, walkthroughs, co-teaching, and intervention



William Ramsay Strategies

Science

1. Implement **PLC structure** for unit planning, data analysis, shared understanding of instructional strategies
2. Collaboration and support from science interventionist, instructional specialists, and Science Instructional Coach for **planning, modeling, data analysis, and resources**
3. Implement a **4-pronged intervention/enrichment system**: Science 3D, Science ELA, Science Enrichment, Saturday Scholars
4. Provide weekly **lesson plan feedback on science lesson plans**
5. Developed **common assessments** in all SOL areas

Jefferson-Houston Strategies

University of Virginia Support:

1. My Teaching Partner (MTP)
2. Administrative **coaching**
3. **Reading, math and data coaching**
4. **Co-Teaching and lesson planning**



Math

1. **Number Worlds** intervention for all Tier III identified students
2. **Do-the-Math** implementation for all K-6 students
3. **After-school tutoring** three day per week for identified Tier II and Tier III students
4. Common assessment data utilized to **re-group students**

Jefferson-Houston Strategies

Science

1. **Professional development** with ACPS science specialists
2. **After-school remediation** for identified students
3. **Hands-on labs** working with Title I Science Specialist
4. School Improvement coach working with 5th grade **teacher modeling and helping with instruction**
5. PLC meetings focus on **instruction, student growth and next steps**
6. **Common assessment data analysis** utilized to re-group students

Jefferson-Houston Strategies

Reading



1. Identified Tier III students and provide **Language Literacy Intervention** five times per week
2. Professional Development for teachers for Tier I instruction on **guided reading** using Developmental Reading Assessment (DRA) to focus instruction
3. **PLC meetings** each week to identify instructional needs, student talks and instructional planning
4. **Notice and Note non-fiction reading strategies** professional development for all content area middle school teachers
5. **After-school tutoring** for available to all 3-8 students
6. Phonological Awareness Literacy Screening (**PALS**) **Tutoring** available for identified K-3 students

Questions and Discussion

Gerald R. Mann, Jr.
Executive Director Secondary Instruction
703.619.8020
Gerald.Mann@acps.k12.va.us
www.acps.k12.va.us

Dr. Lisa Piehota
Executive Director Elementary Instruction
703.619.8020
Lisa.Piehota@acps.k12.va.us
www.acps.k12.va.us

Natalie Mitchell
Director of Title I Programs
703.619.8020
Natalie.Mitchell@acps.k12.va.us
www.acps.k12.va.us

