School Education Plan

Principal Christopher Phillips   *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	During the 2016-2017 school year, the proficiency rate for the ALL group in math will increase from 69% to 75% on the end of year state assessment.	☒ 1. Academic Excellence and Educational Equity ☐ 2 Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6.Effective and Efficient Operations
SMART Goal 2 Reading	During the 2016-2017 school year, the proficiency rate for the ALL group in reading will increase from 62% to 75% on the end of year state assessment.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 3 Science	During the 2016-2017 school year, the proficiency rate for the ALL group will increase from 59% to 70% on the end of year state assessment.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 4 TELL	During the 2016-2017 school year, there will be an increase from 43% to 70% that there is mutual trust and respect between staff and administration.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☒ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness X6. Effective and Efficient Operations

SMART Goal 5 Special Education	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.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6. Effective and Efficient Operations

SMART Goal 1

During the 2016-2017 the proficiency rate for the ALL group in math will increase from 69% to 75% on the end of year state assessment.

Evidence:

During the year, benchmark data, common grade level assessments, and Think thru Math programming will be utilized to measure student growth. The school will track student data utilizing the DLST report and through the MTSS team.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	40	58	69	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	37	51	58	70
Proficiency Gap Group 2: Black	33	53	60	70
Proficiency Gap Group 3: Hispanic	48	60	58	70
Asian				
Economically Disadvantaged	36	49	58	70
Limited English Proficient (LEP)	39	56	57	70
Students with Disabilities (SWD)	32	36	43	50
White	TS	82	88	95

Rationale:
- The school made some growth in math last year but did not meet the 70% proficiency target.
- Data sources utilized will include the Think Thru Math assessment, Benchmark assessments, and end of year SOL assessment.
- Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.

Professional Learning Needs:
- Professional development needs include unpacking the standards, aligning instruction from concrete to abstract learning, implementing research based methods to instruct the underprivileged.

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. Teachers will engage in monthly professional development with a focus on unpacking power standards,	Sept 2016- June 2017	Teachers, Math Coach, UVA, ACPS Instructional Specialists	Teachers will create VDOE aligned lesson plans that increase in rigor based on the skill.

developing assessments as evidence of student understanding, and aligning instruction to the concrete to abstract learning continuum.			
2. General education, SPED, and EL teachers will engage in 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.	Oct 2016-June 2017	Teachers, Math Coach, UVA, ACPS Instructional Specialists, Administrators	Teachers will create collaborative lesson plans with identified areas of support.
3. Teachers and support staff will engage in monthly MTSS meetings and data analysis with administration to collaborate on interventions.	Sept 2016-June 2017	Teachers, Math Coach, UVA, Administrators	Student data will be analyzed to identify Tier 2 and Tier 3 students and interventions.

SMART Goal 2

During the 2016-2017 school year, the proficiency rate for the ALL group in reading will increase from 62% to 75% on the end of year state assessment.

Evidence:

The school will measure student growth on the DRA2, PALS, SRI and end of year SOL assessment.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	45	57	62	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	43	52	53	70
Proficiency Gap Group 2: Black	38	56	53	70
Proficiency Gap Group 3: Hispanic	50	51	62	70
Asian	TS	TS	TS	
Economically Disadvantaged	41	52	53	70
Limited English Proficient (LEP)	43	49	54	70
Students with Disabilities (SWD)	32	33	41	50
White	TS	71	92	95

Rationale:
- The school chose to focus on the goal based on not meeting the required 75% proficiency on the SOL assessment.
- *Data will be collected via the DLST report on DRA2, SRI, PALS and end of year SOL assessment.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

Professional Learning Needs:
- *Professional learning for the school includes unpacking the standards, common assessments, and concrete to abstract 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. Teachers and support staff will engage in monthly MTSS meetings and data analysis to include SDI with administration to collaborate on how to best provide interventions.	Sept 2016-June 2017	Teachers, Reading Coaches, UVA, Administrators	Student data will be analyzed to identify Tier 2 and Tier 3 students and

			interventions
2. Teachers will engage in monthly professional development with a focus on unpacking power standards, developing assessments as evidence of student understanding, and aligning instruction to the concrete to abstract learning continuum. This will also include facilitation of reading in the content areas.	September – June	Teachers, Reading Coaches, UVA, ACPS Instructional Specialists, Simply Achieve Coach	Teachers will create VDOE aligned lesson plans that increase in rigor based on the skill.
3. Students will engage in reading buddies, including interactive activities between varying grade levels to practice reading fluency and comprehension skills	September – June	Teachers, Reading Coaches	Student reading levels will increase as evidenced by an increase in SRI lexile.
4.General education, SPED, and EL teachers will engage in 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.	Oct 2016- June 2017	Teachers, Reading Coaches, UVA, ACPS Instructional Specialists, Administrators, Simply Achieve Coach	Teachers will create collaborative lesson plans with identified areas of support

SMART Goal 3
During the 2016-2017 school year, the proficiency rate for the ALL group in science will increase from 59% to 70% on the end of year state assessment.

Evidence:
The goal will be measured based on the increase in proficiency rate on the end of year SOL assessment.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	34	60	59	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	33	56	55	70

Proficiency Gap Group 2: Black	23	60	53	70
Proficiency Gap Group 3: Hispanic	TS	70	TS	
Asian	TS	TS	TS	
Economically Disadvantaged	33	54	54	70
Limited English Proficient (LEP)	TS	91	TS	
Students with Disabilities (SWD)	30	40	25	50
White	TS	TS	TS	

Rationale:

- *The goal was chosen based on not meeting the state proficiency level of 70%.*
- *Data sources will include benchmark assessments, common grade level assessments, and end of year SOL assessment.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

Professional Learning Needs:

- *Creating active problem based science lessons that incorporate nonfictional reading 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. Science materials will be made more easily accessible and will be organized by unit.	Organized and accessible as soon as possible, but no later than December 1st, 2016	Science Chair, with help from grade level teachers	Teachers will utilize science materials during problem based student learning.
2. Science will be more advertised and visible throughout Jefferson-Houston through activities such as frequent posting of student work, holding a science fair, and poster contests.	Sept 2016 – June 2017	Teachers, Science Chair, Media Specialist, ACPS Instructional Specialists	Student knowledge of the Science Curriculum will be evidenced by projects and an increase in mastery of skills.

3. Teachers will Integrate science into other subject areas.	Sept 2016 – June 2017	Teachers, Media Specialist, ACPS Instructional Specialists	Science text will be utilized in reading and to support non-fiction skills.
4. Teachers will administer common benchmarks in grades two, four, and seven to ensure longitudinal fidelity and accountability.	Created by June 2017	Teachers, Science Chair, ACPS Instructional Specialists	Student mastery of science skills will increase as measured by common assessments.

SMART Goal 4
During the 2016-2017 school year, there will be an increase from 43% to 70% in staff agreement that there is mutual trust and respect between staff and administration.

Evidence:
The goal will be measured based on the staff satisfaction survey results mid-year and end of year with a growth of no less than 27%.

1. Staff survey results.

Rationale:
- Creating a trusting and working atmosphere between the staff, the leadership team and admin was needed based on the TELL survey results.
- *TELL survey and mid-year and end of year staff surveys will be utilized to measure staff satisfaction.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

Professional Learning Needs:
- *Leadership coaching with the admin team.*

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. Teachers will be recognized at the beginning of professional development monthly.	Sept 2016–June 2017	Administrators	Teacher moral and school climate will increase as measured by staff survey.
2. Meetings will be conducted with increasingly professional language and will avoid becoming "social hour."	Sept 2016–June 2017	Administrators	Agendas and time lines will be maintained with additional time after meetings for staff that would like to discuss more in depth.
3. A "Suggestion Box" will be created for concerns and/or positive sightings of educational success.	Sept 2016–June 2017	Team Leader(s)	Teachers will be able to express concerns and accolades in an anonymous manner.
4. Teacher challenges will be created to build morale and positive relationships.	Sept 2016-June 2017	Administrators, Team Leader(s)	Team building within and across teams will enhance school climate.
5. Teachers will engage in ice breakers and/or short games at the start of professional	Sept 2016–June 2017	Administrators, Team Leader(s), Coaches,	

development to unwind and build positive relationships.		Parent Liaison	

SMART Goal 5

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

Evidence:

The goal will be measured by analyzing student proficiency on benchmark assessments, Think Thru Math programming and end of year SOL assessment .

Current Results: Expected Outcome:
Math   43%   Math   50%
Reading   41%   Reading 50%
Science   25%   Science 50%

Rationale:

- *The school chose the goal based on lower student performance from the special needs population.*
- *Think Thru Math, benchmark assessments, common grade level assessments, SRI and DRA2 data will be utilized to monitor student growth.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

Professional Learning Needs:

- *Effective co-teaching and collaboration between the SPED and general education teacher. Effective interventions for Tier 2 and Tier 3 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
1. Teachers will engage in collaborative planning between general and special education teachers	Sept 2016-June 2017	Teachers, Coaches, UVA, ACPS Instructional Specialists	Teachers will create VDOE aligned lesson plans that increase in rigor based on the skill.

2. IEP's will be created and monitored to ensure they are Standard's Based and aligned to student's grade level.	Oct 2016-June 2017	Assistant Principal, Department Chair, Case Managers, Teachers	Increase in student mastery of SOL curriculum based on IEP goals.
3.Teachers will engage in monthly professional development with a focus on how to regularly utilize grade-level accommodations during instruction.	Sept 2016-June 2017	Teachers, Coaches, UVA, ACPS Instructional Specialists, Administrators	Increase in student mastery on benchmark, common assessments and SOL assessments.

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: