

School Education Plan--Charles Barrett

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Charles Barrett, 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 2016-17 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 SOL mathematics performance to meet or exceed the targets listed.	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, third through fifth grade students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities, will improve reading skills to meet or exceed the targets listed.	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 2016-2017 school year, all 5 th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the end of year SOL test as listed below.	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	By the end of the 2016-2017 school year, at least 90% of teachers will agree or strongly agree that teachers have knowledge of the content covered and	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

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	instructional methods used by other teachers at this school.	<input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 5 Special Education	By the end of the 2016-2017 school year Charles Barrett 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 the SOL Test: Reading 64.90% and Math 65.00%.	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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SMART Goal 1 (Math)

During the 2016-17 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 SOL mathematics performance to meet or exceed the targets listed.

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	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	82.46%	90.45%	87.37%	88.63%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	60.52%	78.57%	73.03%	75.72%
Proficiency Gap Group 2: Black	64.7%	81.81%	77.5%	79.75%
Proficiency Gap Group 3: Hispanic	62.16%	81.39%	78.26%	80.43%
Asian	NA	NA	NA	NA
Economically Disadvantaged	55.76%	78.94%	69.84%	72.85%
Limited English Proficient (LEP)	52.77%	75.75%	70.73%	73.65%
Students with Disabilities (SWD)	58.06%	58.33%	61.11%	65%
White	93.81%	97.24%	95.14%	95.62%

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 six 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 2016-2017 targets will be for all students and students within each subgroup to meet or exceed the AMOs. During the 2015-2016 school year, third 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.*
- *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.*

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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. 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.*

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 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. 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.	on-going	Administrators Math SEP team Math classroom teachers	Teachers will have comprehensive skills mastery information on each of their students so that they make accurately address instructional or learning gaps from previous years or instructional units prior to teaching new content that relies on these skills.
2. Support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on streamlining the mathematics block to more effectively support students with disabilities as well as students with varying needs.	Oct. - June	Math SEP team Math classroom teachers	Lessons will be designed with embedded supports for students with executive functioning needs.
3. Provide professional development on the levels of cognitive demand related to problem-based tasks and introduce instructional strategies to support this instruction. Resources may include <i>Exemplars</i> and <i>Groundworks</i> .	Oct. - June	Math SEP team	Teachers will teach lessons with a focus on problem-based tasks that have a higher level

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			of cognitive demand. These lessons will be differentiated to meet all students needs.
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SMART Goal 2 (Reading)

During the 2015-16 school year, third through fifth grade students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities, will improve reading skills by an increase of 2% to 5% pass rate on the reading SOL or to meet or exceed the targets listed.

Evidence:

Student Group	2013-14	2014-15	2015-16	2016-17 Target
All Students	75.84	86.93	88.78%	89.90%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	55%	70%	75%	75.50%
Proficiency Gap Group 2: Black	55%	67%	78%	80.20%
Proficiency Gap Group 3: Hispanic	59%	70%	78%	80.20%
Asian	NA	NA	100%	NA
Economically Disadvantaged	53%	68%	73%	75.70%
Limited English Proficient (LEP)	43%	64%	78%	80.20%
Students with Disabilities (SWD)	68%	61%	61%	64.90%
White	91%	98%	97%	97.03%

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 was 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 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.*

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- *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: 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. 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>October 10, November 21, January 23, and March 13</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 December 1, 2016 to provide information to all families in how to support readers at home. The reading team will set up a table at the Open House and/or Back-to-School Night to help families sign up for library cards. The SEP team will put an article related to literacy in the school newsletter each month.</p>	<p>September - 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 2016-17 school year and receive support during the initial administration. Teachers will be retrained on use of 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 by having students retested by another instructor. 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. Tier 2/3 Reading Meetings will be held on December 14, March 1 and May 3 to review Tier 2 and 3 student</p>	<p>September-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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needs and progress, as well as modify current interventions as necessary.			

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SMART Goal 3 (Science)

During the 2015-16 school year, all 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the end of year SOL test as listed below.

Evidence:

Student Group	2013-14	2014-15	2015-16	2016-2017 target
All Students	83%	88%	88%	89.2%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64%	72%	76%	78.4%
Proficiency Gap Group 2: Black	65%	67%	83%	84.7%
Proficiency Gap Group 3: Hispanic	68%	64%	58%	62.2%
Asian	TS	TS	TS	TS
Economically Disadvantaged	67%	67%	68%	71.2%
Limited English Proficient (LEP)	58%	55%	64%	67.6%
Students with Disabilities (SWD)	50%	TS	TS	TS
White	97%	100%	100%	100%

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 3-5.*
- *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.*
- *ACPS Provided: Continued coordination and support between Daniel Alkazar Roman and Barrett staff to provide materials, instructional strategies and outside Professional Development opportunities.*

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.

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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>	Oct-June	Tutors, Mya Akin, Susan Price	Students who are in need of remedial support with science instruction will receive this support and increase their achievement levels.
<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>	Nov-May	3-5th science teachers, Susan Price	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>3. Science Integration: Focus on ELL language acquisition strategies in co-taught/co-planned 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>	Sept-June	5th grade team, 4th grade teachers, ELL teacher	4th and 5th grade students will experience science instruction embedded with highly effective language acquisition

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			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 2016-2017 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 2016-2017 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:

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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>

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SMART Goal 5 (Special Education)

By the end of the 2016-2017 school year Charles Barrett 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 the SOL Test: Reading 64.90% and Math 65.00%.

Evidence:

Test Subject	2013-14	2014-15	2015-16	2016-2017 target
Mathematics	58.0%	58.33%	61.11%	65%
Reading	68%	61%	61%	64.90%

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.

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 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 complete summer read of SDI Strategies book, "Inclusive Instruction." 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.	August-June	Principal, Assistant Principal	
Staff will observe different co-teaching models in colleagues' classrooms twice during the school year,	October-May	Principal, Assistant Principal	

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<p>and will observe co-planning to increase the effectiveness of co-teaching and use of SDI strategies.</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>