



# Douglas MacArthur School Education Plan

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## **2016- 2017 Site Council Members**

***Mission: Douglas MacArthur Elementary School will eliminate race, class, gender, and ethnicity as predictors of success.***

Rae Covey, Principal

Stefanie Itzkowitz, Assistant Principal

Todd Franze, Assistant Principal

Hannah Christy, 5<sup>th</sup> Grade Teacher

Lisa Campbell, 4<sup>th</sup> Grade Teacher/Curriculum Representative

Katie Davidson, 3<sup>rd</sup> Grade Teacher, Responsive Classroom Representative

Alexis Johnston, 2<sup>nd</sup> Grade Teacher

Courtney Verbiest, 1<sup>st</sup> Grade Teacher/Writing Representative

Jenny Cetlin, Kindergarten Representative

Donna Donovan, SpEd representative

Mary Alex Murray, EL Representative

Christina Davin-Smith, Reading Specialist/Reading Representative

Jennifer Street, 4<sup>th</sup> Grade TAG Teacher

Mary O'Connor, MTSS, Data, and Interventionist



# Douglas MacArthur School Education Plan

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## 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 practice.

## SMART Goals

	Goals 2016-2017	Alignment with Strategic Plan
<b>SMART Goal 1</b> Math	During the 2016-17 school year, all 4 <sup>th</sup> and 5 <sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved math skills resulting in a 5% increase on the mathematics SOL.	<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
<b>SMART Goal 2</b> Reading	During the 2016-17 school year, all 4 <sup>th</sup> and 5 <sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved reading skills resulting in a 5% increase on the reading SOL.	<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
<b>SMART Goal 3</b> Science	During the 2016-17 school year, all 5 <sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved science skills resulting in a 5% increase on the Science SOL.	<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
<b>SMART Goal 4</b> TELL	During the 2016-2017 school year, all professional development will <i>“deepen teachers’ content knowledge and enhance teachers’ ability to implement instructional strategies that meet diverse students learning needs”</i> , resulting in a 10% increase on the TELL survey.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" 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
<b>SMART Goal 5</b> SWD	During the 2016-17 school year, all 4 <sup>th</sup> and 5 <sup>th</sup> grade students with disabilities will increase the pass rate on the Math and Reading SOL by 5%.	<input checked="" 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 checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input checked="" type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

## SMART Goal 1

During the 2016-17 school year, all 4<sup>th</sup> and 5<sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved math skills resulting in a 5% increase on the mathematics SOL.

### Evidence:

*The mathematics SMART Goal will be measured and the evidence by the 2017 Mathematics SOL results.*

Student Group	2012-13	2013-14	2014-15	2015-16	2017 Benchmark
All Students	73	73	80	72	77
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	45	40	54	43	48
Proficiency Gap Group 2: Black	43	41	51	36	41
Proficiency Gap Group 3: Hispanic	64	52	65	56	61
Asian	64	82	-	-	
Economically Disadvantaged	45	34	50	35	40
Limited English Proficient (LEP)	46	43	57	45	50
Students with Disabilities (SWD)	33	32	32	50	55
White	89	91	94	93	98

### Rationale:

*Describe why the school is working on the SMART Goal.*

SOL results for students in all Gap Groups are significantly below the benchmark.

*Include data sources and the data collection process.*

2015-2016 SOL results were 43 for Gap Group 1

2015-2016 SOL results were 36 for Gap Group 2

2015-2016 SOL results were 56 for Gap Group 3

## Professional Learning Needs:

- Describe your professional learning needs.
  - Julia Neufer (Elementary Math Instructional Specialist) will provide professional development at staff and Professional Learning Community meetings aligned to best practices and differentiation of the Math Expressions, Illuminations, Think Through Math and Hands on Standards programs
  - MacArthur liaisons, Ms. Turkstra and Mr. Jackson will lead discussions and provide support relative to math curriculum, SOL standards, and resources
  - Marya Runkle (Director of Technology Services) will provide SchoolNet training as a means to progress monitor and create relevant assessments aligned to the SOLs
  - SpEd Department will provide on-going professional development on Number Worlds
  - PL on Growth Mindset language in Mathematics

## Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Implementation of Hands On Standards for all Gap Group 1,2 and 3 students) -Students w/Disabilities, EI and those who scored below 420 on their SOL in mathematics/Gap group 1,2 and 3 students). Number Worlds for Students with a Disability.	2016-2017 school year	All teachers, intervention specialists, and Julia Neufer and Billie Mullins	All Special Education Teachers , ELL Teachers and general education teachers will participate in the training required for each program, will implement the programs, will identify specific student strengths/weaknesses and will provide targeted interventions utilizing the 2 research-based programs (supported by VDOE) and will monitor student progress with an expected 5% growth on 2016 SOL.
2. Establish a math growth mindset in all students.	2016-2017 school year	All Teachers	Improved math attitude and outcomes
3. Establish common math assessments (beginning of year and end of 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> quarter).	2016-2017 school year	Julia Neufer, Mary O'Connor, grade level teams, Administration	All staff members will actively participate by choosing 2-3 standards that need to be remediated. All grade level teams must come to a consensus about the testing window, develop common assessments, and administer them with fidelity. Progress monitoring will be on-going with monthly student/data meetings.
4. Tier 2 small group or one on one targeted interventions will happen in addition to tier 1 (general classroom instruction) following the ACPS multi-tiered system of support.	2016-2017 school year	Julia Neufer, Erin Turkstra, Anthony Jackson, Marya Runkle, administration, and teacher leaders	All staff members will actively participate in differentiated staff PDs as well as grade level specific PLCs including but not limited to: SchoolNet, DreamBox, Hands On Standards, Math Expressions/Think Central, the vertical alignment of the ACPS Curriculum/NCTM and SOL Standards and will implement those programs with fidelity as seen in walk-throughs and formal observations.
5. Professional development aligned to SMART Goal 1 and identified professional learning needs.	2016-2017 school year	Administration, teacher leaders	Staff will implement a structured targeted intervention based on each student's individual needs. Each student will be monitored through multiple measures.

## SMART Goal 2

During the 2016-17 school year, all 4<sup>th</sup> and 5<sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved reading skills resulting in a 5% increase on the reading SOL.

**Evidence:** The SMART Goal will be measured and evidenced by the Fountas & Pinnell Benchmark Assessments Instructional Level Expectations for Reading and a 5 point increase in the percentage of students passing this year’s Reading SOL.

Student Group	2012-13	2013-14	2014-15	2015-16	2017 Target
All Students	81	73	77	76	81
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	57	41	46	51	56
Proficiency Gap Group 2: Black	51	36	48	38	43
Proficiency Gap Group 3: Hispanic	76	60	55	65	70
Asian	86	73	-	-	-
Economically Disadvantaged	57	38	42	46	51
Limited English Proficient (LEP)	62	48	44	53	58
Students with Disabilities (SWD)	41	32	33	47	52
White	94	91	94	95	100

## Rationale:

- SOL results for students in Gap Groups are significantly below the benchmark
- 2015-2016 SOL results were 51 for Gap Group 1
  - 2015-2016 SOL results were 38 for Gap Group 2
  - 2015-2016 SOL results were 65 for Gap Group 3

## Professional Learning Needs:

- *Describe your professional learning needs.*
  - Reading Specialists will continue to provide Fountas and Pinnell training at staff and Professional Learning Community meetings
  - Reading Specialists will provide professional development in Leveled Literacy Instruction for all SpEd and LEP teachers
  - Special Education staff and classroom co-teachers will receive professional development on FastForWord , Reading Assistant, OB strategies, and Achieve 3000
  - Reading teachers and teacher leaders will provide professional development on best practices in literacy instruction such as Café/Daily 5, Balanced literacy, Jan Richardson (Guided Reading), The Fountas and Pinnell Continuum, Jennifer Seravallo (The Reading Strategies Book), the Teacher’s College Reading Units of study, RAZ kids, and progress monitoring tools
  - Staff will participate in PL on Growth Mindset language and student goal setting as it applies to literacy instruction
  - Reading specialists will present on-going PD on student discourse and reciprocal teaching

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Students with Disabilities will receive the following Literacy Instruction: The Fountas & Pinnell Leveled Literacy Intervention System (LLI)/Wilson’s Foundations: FastForWord, Achieve 3000 and Reading Assistant as determined by their identified needs. All Tier II and III students will receive their literacy intervention with the LLI program.	2016-2017 school year	Cynthia Barron, Amelia Abd, Christina Davin-Smith, administration, ELL and Special Education teachers, Billie Mullins.	Teachers of Students with Disabilities will implement three programs (under strategies) with fidelity, monitor student progress, and meet with the Division inclusion specialist to discuss individual student data on a monthly basis. This will support a growth of at least 4 instructional levels (at least one year’s growth) as measured by the Fountas & Pinnell Benchmark Assessments Instructional Level Expectations for Reading, resulting in a 5 point increase in the percentage of Gap group 1 students passing this year’s Reading SOL.
2. Tier 2 and 3 small group or 1:1 targeted interventions will happen in addition to tier 1 (general classroom instruction) following the ACPS MTSS framework.	2016-2017 school year	All teachers, intervention specialists, and paraprofessionals	Teachers of Tier 2 and 3 students will implement the Leveled Literacy Intervention programs as a Tier 2 targeted invention beyond core instruction. These students will be closely monitored by a team of instructors.
3. Professional development aligned to SMART Goal 2 and identified professional learning needs.	2016-2017 school year	Cynthia Barron, Amelia Abd, Christina Davin-Smith, Suzanne Lank, administration, and teacher leaders.	All staff members will actively participate in differentiated staff PDs as well as grade level specific PLCs including but not limited to best practices in direct instruction (see professional learning needs above). Additionally, teachers of Students with Disabilities will continue training on the following programs: Leveled Literacy Instruction, Foundations, Reading Assistant, and FastForWord which will be observed in classroom walk-throughs and formal observations.

### SMART Goal 3

During the 2016-17 school year, all 5<sup>th</sup> grade Gap Group 1, 2, and 3, students will demonstrate their improved science skills resulting in a 5% increase on the Science SOL.

#### Evidence:

The SMART Goal will be measured and evidenced by the results of the 2017 science SOL.

Student Group	2012-13	2013-14	2014-15	2015-16	2017 Target
All Students	82	80	82	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	58	49	45	37	42
Proficiency Gap Group 2: Black	51	47	60	50	55
Proficiency Gap Group 3: Hispanic	77	65	60	38	43
Asian	100	-	-	-	-
Economically Disadvantaged	54	41	47	30	35
Limited English Proficient (LEP)	68	48	54	32	37
Students with Disabilities (SWD)	54	41	-	-	-
White	94	98	93	95	100

#### Rationale:

*Describe why the school is working on the SMART Goal.*

73% of “all” MacArthur students passed the 2016 Science SOL while 37% of students in Gap Group 1, 50% of students in Gap Group 2, and 38% of students in Gap Group 3 passed the SOL in science.

#### Professional Learning Needs:

- *Describe your professional learning needs.*
  - Item analysis of 2016 Science SOL results
  - K-5: Teaching reading in the content area
  - Guided Inquiry by Design

**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. 5th grade Professional Learning Community will identify areas of weakness/need within the 2016 Science SOL results.	2016-2017 school year	Teachers, administration, Department of Accountability	After identifying areas of weakness on the 2016 SOL in Science, teachers will evaluate gaps in curriculum and instruction and will target all gap areas resulting in a 5% growth on the 2017 SOL for students in Gap Groups 1, 2, and 3.
2. K-5 staff will participate in professional development related to teaching reading in science and differentiating through text.	2016-2017 school year	Teacher leaders and reading specialists	Reading Specialists will work with the text identified in the science curriculum, to build content area reading skills and content specific vocabulary.
3. Teachers will actively participate in the library program, Guided Inquiry by Design, with a concentration in Science SOLs.	2016-2017 school year	Teachers, administrators, and science curriculum specialist, library-media specialist, TIS.	Students will gain a deeper understanding of SOL science content, will analyze and synthesize that information and create a product demonstrating their knowledge resulting in a 5% growth on the 2017 SOL for students in Gap Groups 1, 2, and 3.
4. 4 <sup>th</sup> and 5 <sup>th</sup> Grade teachers will use FOSS Kits to give students hands on time when learning science content.	2016-2017 school year	Teachers	Students will have concrete experiences in science resulting in a 5% growth on the 2017 SOL for students in Gap Groups 1, 2, and 3.

## SMART Goal 4

During the 2016-2017 school year, all professional development will “*deepen teachers’ content knowledge and enhance teachers’ ability to implement instructional strategies that meet diverse students learning needs*”, resulting in a 10% increase on the TELL survey.

### Rationale:

- *Describe why the school is working on the SMART Goal.*  
In the MacArthur TELL survey, teachers stated that we need “**professional development that deepens teachers’ content knowledge and their ability to implement strategies that meet diverse student learning needs**”.
- Teachers have asked for more strategies to support Gap Group 1, 2, and 3 learners.

### TELL Survey:

- 76.5% of staff stated that professional development enhances teachers’ ability to implement instructional strategies that meet diverse student learning needs
- 78% of teachers stated that professional development deepens teachers’ content knowledge

### Professional Learning Needs:

- *Describe your professional learning needs*
  - PL on using data and progress monitoring to inform instruction
  - Cultural Competency and Racial Awareness PL and how to reach students in Gap Groups 1, 2, and 3
  - Professional Development on Growth Mindset vs. Fixed Mindsets for student and adult learners

**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. Professional development aligned to SMART Goal 4: <ul style="list-style-type: none"> <li>• <u>Multiplication is for White People</u> by Lisa Delpit</li> <li>• <u>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement</u> by Eric Jensen</li> </ul>	2016-2017 school year	All staff	Staff members will implement inclusive strategies when working with Gap Groups 1, 2, and 3 students.
2. Best instructional practices for Students with Disabilities	2016-2017 school year	All staff	Teachers will be provided with on-going professional development in teaching students with disabilities resulting in a 5% increase on the SOLs for students in Gap Group 1, 2, and 3.
3. Best instructional practices for English Learners	2016-2017 school year	All staff	Teachers will be provided with on-going professional development in teaching English Learners resulting in a 5% increase on the SOLs for students in Gap Groups 1, 2, and 3.

**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.*

*Professional development is evaluated and results are communicated to teachers*

- *Professional development is targeted to best practices supporting Gap Group 1,2 and 3 learners*
- *Professional development is on-going*
- *Practices learned in professional development are implemented and seen during staff walk-throughs and observations*

## SMART Goal 5

During the 2016-17 school year, all 4th and 5<sup>th</sup> grade students with disabilities will increase the pass rate on the Math and Reading SOL by 5%.

	2013-2014	2014-2015	2015-2016	2017 (Target)
<b>Math</b>	32	33	47	52
<b>Reading</b>	32	32	50	55

### Rationale:

- Describe why the school is working on the SMART Goal.*  
 SOL results for students with disabilities are significantly below the benchmark. SWD are disproportionately referred to the office for disciplinary infractions, therefore missing valuable instruction.
- Include data sources and the data collection process.*  
 2015-2016 SOL results were 47 for SWD in math and the benchmark is 83  
 2015-2016 SOL results were 50 for SWD in reading and the benchmark is 82

### Professional Learning Needs:

- Professional development on best practices in SDI to assist in improving pass rates of students with disabilities.
- Develop norms for behaviors
- Growth Mindset.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Develop and communicate the SST process and implementation of the ACPS SST procedures to create early interventions for students' behavioral concerns. Monthly collaborative meetings with SST and Special Education teachers to analyze data to make instructional decisions and adjust interventions and/or student tiers based on progress monitoring data.	2016-2017 school year	SST and IEP Team	Staff members will identify root causes for behavior concerns, implement supports, and provide early interventions specific to individual needs. Solidify process/norms for student behavior support and intervention.  Communication among staff members will be increased, leading to improved student support and implementation of appropriate interventions.
4. Professional development: <ul style="list-style-type: none"> <li>• <u><i>Bully-proofing Your Classroom</i></u></li> <li>• <u><i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement</i></u></li> <li>• <u><i>Multiplication is for White People</i></u></li> <li>• <u><i>Due process</i></u></li> <li>• <u><i>Confidentiality and ethics</i></u></li> <li>• <u><i>FBA-BIPs</i></u></li> <li>• <u><i>Growth Mindset</i></u></li> <li>• <u><i>Specialized Direct Instruction</i></u></li> <li>• <u><i>Progress monitoring, data collection, and analysis.</i></u></li> </ul>	2016-2017 school year	All staff	Staff members will utilize strategies to build a growth mindset in students with disabilities. Staff members will implement strategies to address "gateway" disruptive behaviors. Staff members will implement the <i>Engagement factors</i> (engaging low-SES students and disengaged students) utilizing strategies as outlined in <i>Engaging Students with Poverty in Mind</i> . Students will develop a growth mindset as seen in engagement, determination and academic success. Development of Functional Behavior Assessment (FBA) and Behavior Implementation Plan for students in crisis.
5. Development of Functional Behavior Assessment (FBA) and Behavior Implementation Plan for students in crisis.	2016-2017	IEP team, SST team, and administration.	Formalized plan in place to address short and long term behavior needs, leading to increased instructional time.

### Evidence:

*Students with disabilities will spend more time engaged in academic learning and will demonstrate a growth mindset, leading to increased SOL scores in math and reading.*



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