



School Education Plan

Cora Kelly STEM School

Principal: Seazante` Oliver, Ed. D.

Assistant Principal: Tanisha Martin

Admin Joe Cappadonia

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	<p>During the 2016-17 school year, all students in grades 3-5, will maintain their math skills as measured by a 95% or higher accreditation rate of students passing this year’s SOL math test.</p> <p>During the 2016-2017 school year, all students in grades K-2 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<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
SMART Goal 2 Reading	<p>During the 2016-17 school year, all students in grades 3-5, including students who are Hispanic, LEP, or economically disadvantaged, will increase by 2 percentage points or higher as measured by the SOL accreditation rate and 65% reading on grade level as measured by Fountas and Pinnell.</p> <p>During the 2016-17 school year, all students in grades K-2, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their reading skills as measured by a 80% or higher achievement of</p>	<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

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	students passing their grade level PALS benchmark and 45% reading on grade level as measured by Fountas and Pinnell.	
SMART Goal 3 Science	<p>During the 2016-17 school year, 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 12 point increase in the percentage of students passing this year's SOL Science test as determined by the accreditation rate.</p> <p>During the 2016-2017 school year, all students in grades K-4 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<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
SMART Goal 4 TELL	During the 2016-17 school year, overall staff satisfaction will increase to 80% as measured by an in-house climate survey.	<input 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
SMART Goal 5 Special Education	During the 2016-17 school year, all students receiving special education services in grades 3 rd -5 th , will improve their math skills as measured by achieving a minimum of 52% (5 point increase) passing rate on the Math 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
SMART Goal 6 PBIS	During the 2016-17 school year, Cora Kelly will improve the school culture indicated by a reduction of 15% in defiant behaviors as indicated by incident forms and an increase (from "needs improvement" to "in place" on the BoQ) of teaching routines and procedures as indicated by student 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



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	Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
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SMART Goal 2 (Reading)

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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)
Accreditation All Students	74	85	85	87
All Students (Federally adjusted)	65	78	76.10	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD (Federally adjusted)	65	78	75.83	78
Proficiency Gap Group 2: Black (Federally adjusted)	62	75	79.48	82
Proficiency Gap Group 3: Hispanic (Federally adjusted)	71	78	72.97	75
Asian (Federally adjusted)	<	<	100	100
Economically Disadvantaged (Federally adjusted)	67	77	75.88	78
Limited English Proficient (LEP) (Federally adjusted)	66	79	73.63	76
Students with Disabilities (SWD) (Federally adjusted)	53	67	75	77
White (Federally adjusted)	40	<	100	100

Rationale:

- LEP and Gap Group 3 decreased, past two years the 'All Students' group has been in the mid-high 80's, students reading below grade level

Professional Learning Needs:

- Included with each strategy/activity below

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. Restructuring schedule to ensure specialists are primarily used for Tier 2 and Tier 3 and develop a process for increasing effective communication between specialists and classroom teachers.</p> <p>Professional Development: N/A</p> <p>Progress monitoring: Specialists data chart will include timelines (beginning and end) of when they are working with students and their levels. This will be shared with administration periodically.</p>	Ongoing	Magallanes, Jurewicz, grade level teams	Schedule completed September 2016
<p>2. Update MTSS document with interventions and alignment to the need of students.</p> <p>Professional Development: Share the MTSS document in SEP meeting and team members will turnkey that to their team.</p> <p>Progress Monitoring: Completed/updated MTSS document</p>	Oct. 24th Completed by May 1st	SEP Team will share with their grade level teams Magallanes & Martin	Completed
<p>3. Implement SchoolNet for summative tests and strategic assessments. Develop developmentally appropriate assessments for K-2.</p> <p>Professional Development: Provide time for staff to development assessments. Use resources from Central Office from this summer in terms of assessments in SchoolNet. Provide PD in the 1st quarter of how to develop an assessment.</p> <p>Progress Monitoring: Using CLTs to discuss progress of student application of tools.</p>	Oct 31 (3-5)	Mrs. Raine will find out about Schoolnet entering our own passages and questions and a data system within schoolnet. Ms. Raine will reach out to Dan, Moji, and Caroline Ms. Edwards and Ms. Jurewicz will communicate with 2nd grade	Completed and ongoing. Data is utilized to determine specific needs and supports.
<p>4. Update spelling guidelines to include phonemic awareness instructional activities/strategies</p>	Dec 16	Ms. Jurewicz, Ms. Magallanes, Mrs.	In process to be utilized in

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<p>Professional Development: Sharing the spelling guidelines with the entire staff during differentiated “ Collaborative Learning Community Meetings”.</p> <p>Progress Monitoring: Once the spelling guidelines are developed, walk-throughs will be conducted.</p>		<p>Buckley will meet to update Spelling Guidelines</p>	<p>conjunction with Literacy Guidelines</p>
<p>5. K-5 teachers will examine and choose spelling interventions to implement and improve student’s spelling and phonemic awareness skills. Provide teachers with resources to teach spelling and improve students spelling achievement.</p> <p>Professional Development: Each team member will research each program given the appropriate links on their own. Representatives from the programs will provide an overview, if possible.</p> <p>Progress Monitoring: Intervention chosen and implemented.</p>	<p>Oct. 31</p>	<p>SEP members will share with team</p>	<p>Action plan developed to address spelling and word study needs.</p>
<p>5. Conduct mini sessions focused on targeted specific reading needs/concepts (e.g., phonemic awareness, comprehension, fluency, vocabulary, focusing on ELL strategies) Using google slides to present mini-session</p> <p>Professional Development: Mini sessions</p> <p>Progress Monitoring: Walkthroughs</p>	<p>Oct. 31</p> <p>Mini Sessions-ongoing</p>	<p>Team members sign up to create google slides mini lessons.</p>	<p>Completed</p>
<p><i>6. Continue increasing motivation of reading and reading stamina through school-wide events</i></p> <p>Book it</p> <p>Turkey Challenge</p> <p>School Wide Book</p> <p>Professional Development: N/A</p>	<p>Ongoing</p>	<p>Magallanes distributes BOOK IT</p> <p>SEP team shares with team to gather ideas about Turkey Challenge</p> <p>SEP will gather ideas for books from staff</p>	<p>Book It and Turkey Challenge as started</p>



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Progress Monitoring: Participation with each challenge			
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Principal: Dr. Seazante' Oliver

School/ School Year: Cora Kelly/SY16-17

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<p>Reading</p>	<p>increase by 2 percentage points or higher as measured by the SOL accreditation rate and 65% reading on grade level as measured by Fountas and Pinnell.</p> <p>During the 2016-17 school year, all students in grades K-2, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their reading skills as measured by a 80% or higher achievement of students passing their grade level PALS benchmark and 45% reading on grade level as measured by Fountas and Pinnell.</p>	<p>Educational Equity</p> <ul style="list-style-type: none"> <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
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SMART Goal 1 (Math)

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During the 2016-2017 school year, all students in grades K-2 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.

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)
Accreditation All Students	83	91	95	95
All Students (Federally adjusted)	72	83	79.24	80
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD (Federally adjusted)	71	82	78.52	79
Proficiency Gap Group 2: Black (Federally adjusted)	70	85	90.24	91
Proficiency Gap Group 3: Hispanic (Federally adjusted)	74	79	74.31	75
Asian (Federally adjusted)	<	<	100	100
Economically Disadvantaged (Federally adjusted)	73	82	79.43	80
Limited English Proficient (LEP) (Federally adjusted)	74	78	73.63	74
Students with Disabilities (SWD) (Federally adjusted)	40	67	47.82	70
White (Federally adjusted)	70	<	80.00	80

Rationale:

- *Focusing on math to help meet the needs of all students to include students with disabilities*
- *We have gone down in areas such as Gap Group 3, economically disadvantaged, LEP, SWD.*

Professional Learning Needs:

- *Training in co-teaching*

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. Strengthen co-teaching.</p> <p>Professional Development: Provide pd to co-teaching pairs throughout the year; sharing the look-</p>	10/10-end of school year	Scherrer	PD was provided during Back to School Week



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<p>fors; co-teaching pairs will attend the Central Office co-teaching cohort.</p> <p>Progress Monitoring: Use co-teaching look –fors/ check-list and walk through form to provide feedback in order for staff to refine efforts.</p>			<p>by Knight (ELL) and McDougal (SPED)</p>
<p>2. Continue gradual release model with explicit instruction and gradual release.</p> <p>Professional Development: Provide PD to new staff members via New Teacher Cohort and discuss during CLTs.</p> <p>Progress monitoring: Facilitators of the new teacher cohort will conduct walk-throughs to provide guidance and address questions/concerns. Observations.</p>	<p>10/13-End of the year</p> <p>10/13 PD provided</p>	<p>Scherrer</p>	<p>Completed Ongoing</p>
<p>3. Implement SchoolNet for summative tests and strategic assessments and Think-Through-Math. Develop developmentally appropriate assessments for K-2.</p> <p>Professional Development: Provide time for staff to development assessments. Use resources from Central Office from this summer in terms of assessments in SchoolNet. Use a CLT to share Think Through Math. Provide PD in the 1st quarter of how to develop an assessment.</p> <p>Progress Monitoring: Using CLTs to discuss progress of student application of tools.</p>	<p>1 CLT meeting per month to develop Math Assessments</p> <p>PD Date--10/10</p>	<p>Bronson</p> <p>Harper--Will communicate with Loiselie about Think Through Math</p>	<p>Completed Ongoing</p>
<p>4. Sharing resources with staff of all the resources (e.g., interventions, books, tools) that we have in math and a list of go-to people that people can speak with regarding the resources so they can use them. Create a t-chart (I am having difficulty with teaching students... Check this out). Develop an inventory list.</p> <p>Professional Development: Share the resources in SEP meeting and team members will turnkey that to</p>	<p>Oct. 24</p> <p>TBD</p>	<p>Roeder-Kinder Harper-First Scherrer/Worthington-2nd (Will inventory all of the MathStart books) Lindsey-Share SPED resources</p>	<p>Completed Ongoing</p>



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<p>their team.</p> <p>Progress Monitoring: A survey of how the resources are working, what resources do we still need.</p>	Midyear		
<p>5. Update MTSS document with interventions and alignment to the need of students.</p> <p>Professional Development: Share the MTSS document in SEP meeting and team members will turnkey that to their team.</p> <p>Progress Monitoring: Completed/updated MTSS document</p>	<p>Start after we compile the resources list.</p> <p>Completed by May 1st</p>	Scherrer & Martin	Ongoing development
<p>6. Employ guided math to help meet the needs of students based on pre-test data and formative data.</p> <p>Professional Development: Provide pd to new staff members via New Teacher Cohort and discuss during CLTs. Differentiated pd will be provided to veteran teachers.</p> <p>Progress monitoring: Facilitators of the new teacher cohort will conduct walk-throughs to provide guidance and address questions/concerns.</p>	1/12/2017	El Barshoumy	New Teachers received <u>Guided Math</u> book to ensure all staff have access to the resource.
<p>7. Continue the efforts of Math CLTs to ensure that all team members are included in lesson plans, standards are unpacked, data is disaggregated and used to target instruction, strategically plan strategies to address concepts and misconceptions, and application of concepts and processes.</p> <p>Professional Development: Math specialists will attend VDOE Webinar: Mathematics Instruction to help address unpacking standards and concepts/misconceptions and application</p> <p>Progress monitoring: CLT notes and lesson plans</p>	Ongoing	Worthington	Ongoing
<p>8. All grade levels share their pacing guides with</p>	Ongoing	Roeder	Ongoing



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<p>Encore teachers throughout the year to help with integration and authentic application of concepts. Classroom teachers include the standard/vocabulary on the pacing guide.</p> <p>Professional Development: Admin will share the expectations with staff during back to school week</p> <p>Progress Monitoring: Check with Encore teachers to ensure they have received the Pacing Guides throughout the year</p>			
<p>9. Plan a celebration for the 100th day of school!</p> <p>Professional development: N/A</p> <p>Progress Monitoring: Not ongoing- but outcomes may include pictures from the celebration</p>	By March 15th	Lindsey	In development

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SMART Goal 3 (Science)

During the 2016-17 school year, 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 12 point increase in the percentage of students passing this year’s SOL Science test as determined by the accreditation rate.

During the 2016-2017 school year, all students in grades K-4 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.



School Education Plan

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)
Accreditation All Students	64	73	59	71
All Students (Federally adjusted)	63	67	46	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD (Federally adjusted)	59	60	45	57
Proficiency Gap Group 2: Black (Federally adjusted)	52	58	45	57
Proficiency Gap Group 3: Hispanic (Federally adjusted)	71	70	38	50
Asian (Federally adjusted)	<	<	<	<
Economically Disadvantaged (Federally adjusted)	61	59	43	55
Limited English Proficient (LEP) (Federally adjusted)	57	59	33	45
Students with Disabilities (SWD) (Federally adjusted)	0	<	<	<

Rationale:

- Focusing on science to help meet the needs of all students to include students with disabilities
- The last three school years we have scored 67% or below on the science SOL.

Professional Learning Needs:

- Unpacking science standards, using science resources including FOSS kits and writing standard based assessments

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 instruction during extended day	9/30/2016	Ms. Long	-Taylor started 5th grade group T-W 10/28/2016

<p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will learn the science standards and interventions during CLT meetings. Webinar Using Student Reports to Guide Remediation. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Staff members who have attended the webinar will do a turn-around training and follow up with teachers teaching extended day. Teachers will Use assessment data to guide extended day. Checklist/anecdotal notes of students application of skills taught in extended day 			
<p>2. Implement science in the CLT Meetings (1x week) and Staff Meetings (2x month) to unpack standards, analyze data, create assessments, and write unit lessons using Marzano’s 9 Instructional Strategies and Skillful Teacher Strategies.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Provide time within the CLT meetings and staff meetings for staff to unpack standards and analyze data. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Using CLTs to discuss progress of student application of tools. CLT Meeting minutes 	10/24/2016	Ms. Zancig	-CLTs are happening K-5 weekly
<p>3. Implement developmentally appropriate assessments on SchoolNet or other developmentally appropriate format for summative tests and strategic assessments</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Provide time for staff to development assessments. Use resources from Central Office in terms of assessments in SchoolNet. 	10/24/2016	Ms. Conn	<p>-Contacted Katie to include time for creation K-2 MoY and EoY</p> <p>-3-5 did take BoY</p>

<ul style="list-style-type: none"> Provide PD in the 1st quarter of how to develop an assessment on SchoolNet and how to incorporate testing language (verbs used in curriculum framework). <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Using CLTs to discuss the appropriateness of the assessments. Developmentally appropriate and rigorous assessments that align to SOLs 			
<p>4. Create document with staff of all the resources (e.g., Science A-Z, FOSS kits, interventions, books, tools) that we have for Science and a list of go-to people that people can speak with regarding the resources so they can use them. Create a t-chart (I am having difficulty with teaching students... Check this out). Develop an inventory list.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Create and share the resource in SEP meeting and team members will turnkey that to their team. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> A survey of how the resources are working, what resources do we still need, the ease of gathering the materials. 	<p>10/24/2016 - on going</p>	<p>Dr. Hamilton Ms. Mishael</p>	<p>-Physical Science is complete -Document link has been sent to Katie to be shared with teachers during Science CLTs</p>
<p>5. Share document with staff of all the resources (e.g., Science A-Z, FOSS kits, interventions, books, tools) we have for science and a list of go-to people that people can speak with regarding the resources so they can use them.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Invite Dr. Hamilton to teach staff members about the FOSS kits. 	<p>11/7/2016</p>	<p>Dr. Kawi</p>	<p>-Dr. Hamilton has met with 4th grade to talk about the FOSS Kit components for Magnets and Electricity</p> <p>Completed Ongoing</p>



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<p>Progress Monitoring:</p> <ul style="list-style-type: none"> A survey of how the resources are working, what resources do we still need, what PD do we still need in order to use resources. 			
<p>6. Hold a 3rd, 4th, and 5th grade Science Fair.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will learn the science standards and process during CLT meetings. Teachers will create a scientific process rubric to assess students understanding of the scientific process. Find out INTEL ISEF rules (safety). <p>Progress Monitoring:</p> <ul style="list-style-type: none"> 4th and 5th grade teachers will use a scientific process rubric to assess their students readiness for an independent or partner science fair project throughout the year. 	<p>11/14/2016 (rubric)</p> <p>1/23/2017 (safety)</p> <p>6/2017 (science fair)</p>	<p>Ms. Taylor Ms. Lower (Dr. Hamilton-resource for safety) Mr. Haller</p>	<p>10/3/2016 -Rubric is complete</p> <p>-Look into attending district Science Fair</p> <p>-Think about date (early May)</p>

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



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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	<p>During the 2016-17 school year, all students in grades 3-5, will maintain their math skills as measured by a 95% or higher accreditation rate of students passing this year’s SOL math test.</p> <p>During the 2016-2017 school year, all students in grades K-2 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<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
SMART Goal 2	During the 2016-17 school year, all students in grades 3-5, including students who are Hispanic, LEP, or economically disadvantaged, will	<input checked="" type="checkbox"/> 1. Academic Excellence and

<p>Reading</p>	<p>increase by 2 percentage points or higher as measured by the SOL accreditation rate and 65% reading on grade level as measured by Fountas and Pinnell.</p> <p>During the 2016-17 school year, all students in grades K-2, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their reading skills as measured by a 80% or higher achievement of students passing their grade level PALS benchmark and 45% reading on grade level as measured by Fountas and Pinnell.</p>	<p>Educational Equity</p> <ul style="list-style-type: none"> <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
<p>SMART Goal 3 Science</p>	<p>During the 2016-17 school year, 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 12 point increase in the percentage of students passing this year’s SOL Science test as determined by the accreditation rate.</p> <p>During the 2016-2017 school year, all students in grades K-4 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<ul style="list-style-type: none"> <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
<p>SMART Goal 4 TELL</p>	<p>During the 2016-17 school year, overall staff satisfaction will increase to 80% as measured by an in-house climate survey.</p>	<ul style="list-style-type: none"> <input 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



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		Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 5 Special Education	During the 2016-17 school year, all students receiving special education services in grades 3 rd -5 th , will improve their math skills as measured by achieving a minimum of 52% (5 point increase) passing rate on the SOL math test.	<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
SMART Goal 6 PBIS	During the 2016-17 school year, Cora Kelly will improve the school culture indicated by a reduction of 15% in defiant behaviors as indicated by incident forms and an increase (from “needs improvement” to “in place” on the BoQ) of teaching routines and procedures as indicated by student 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

SMART Goal 4 (TELL)

During the 2016-17 school year, overall staff satisfaction will increase to 80% as measured by an in-house climate survey.

Evidence:



School Education Plan

Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.

Group	2013-14	2014-15	2015-16	2016- 17 (Target)
Overall staff satisfaction				

Rationale:

Data shows we need to strengthen our overall school climate

Professional Learning Needs:

- Increase teacher lead leadership skills

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. Brainstorm and schedule staff culture building opportunities to strengthen trust, support and mutual respect between teams and leadership.</p> <p>Professional development: N/A</p> <p>Progress monitoring: (Possible outcomes) Staff participation</p>	Ongoing	Leigh LaPaglia Melissa Godfrey	In development
<p>2. Refine the Faculty Advisory Committee to troubleshoot issues and provide ideas to administration on a quarterly basis; communicate problem-solving steps to staff through a flow chart.</p> <p>Professional development: Problem-solving process shared with staff during staff meeting.</p> <p>Progress monitoring: Faculty Advisory Committee minutes</p>	By October 15th	Caroline FitzGerald	Completed



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<p>3. Team Leaders will find and complete a webinar on leadership and apply skills learned during CLT meetings and Faculty Advisory Committee.</p> <p>Professional development: Webinar</p> <p>Progress monitoring: Team Lead feedback/take-aways on webinar</p>	By October 31st	Leslie Ridley	Ongoing
<p>4. Strengthen relationships between FACE, PTA and Cora Kelly community by designating a liaison from the TELL committee to FACE and to the PTA.</p> <p>Professional development: N/A</p> <p>Progress monitoring:</p>	By September 30th	Caroline FitzGerald	Ongoing
<p>5. Assign teacher volunteers to attend PTA meetings and link to minutes in the weekly email. If needed, teacher volunteer will contact specific people or organizations for follow-up.</p> <p>Professional development: N/A</p> <p>Progress monitoring: PTA minutes included in weekly e-mail</p>	By October 31st	Melissa Godfrey Rebecca Hughes	Teachers are attending PTA meetings regularly
<p>6. Recreate the Sunshine Committee to plan social events and staff recognition.</p> <p>Professional development: N/A</p> <p>Progress monitoring: Participation</p>	All year	Leigh LaPaglia Melissa Godfrey	Staff spirit days and celebrations implemented

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- 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.

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SMART Goals

	Goals	Alignment with Strategic Plan
SMART Goal 1 Math	During the 2016-17 school year, all students, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their math skills as measured by a 85% or higher achievement of students passing this year’s SOL math test.	<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
SMART Goal 2 Reading	During the 2016-17 school year, all students, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their reading skills as measured by a 80% or higher achievement of students passing this year’s SOL reading test.	<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
SMART Goal 3 Science	During the 2016-17 school year, all 5 th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 12 point increase in the percentage of students passing this year’s SOL Science test.	<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
SMART Goal 4 TELL	During the 2016-17 school year, overall staff satisfaction will increase to 80% as measured by an in-house climate survey.	<input 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
SMART Goal 5 Special Education	During the 2016-17 school year, all students receiving special education services in grades 3 rd -5 th , will improve their math skills as measured by achieving a minimum of 52% (5 point increase) passing rate on the SOL math test.	<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
SMART Goal 6 PBIS	During the 2016-17 school year, Cora Kelly will improve the school culture indicated by a reduction of 15% in defiant behaviors as indicated by incident forms and an increase (from “needs improvement” to “in place” on the BoQ) of teaching routines and procedures as indicated by student 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

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- 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.
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- 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	<p>During the 2016-17 school year, all students in grades 3-5, will maintain their math skills as measured by a 95% or higher accreditation rate of students passing this year’s SOL math test.</p> <p>During the 2016-2017 school year, all students in grades K-2 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<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

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<p>SMART Goal 2 Reading</p>	<p>During the 2016-17 school year, all students in grades 3-5, including students who are Hispanic, LEP, or economically disadvantaged, will increase by 2 percentage points or higher as measured by the SOL accreditation rate and 65% reading on grade level as measured by Fountas and Pinnell.</p> <p>During the 2016-17 school year, all students in grades K-2, including students who are Hispanic, LEP, or economically disadvantaged, will maintain their reading skills as measured by a 80% or higher achievement of students passing their grade level PALS benchmark and 45% reading on grade level as measured by Fountas and Pinnell.</p>	<ul style="list-style-type: none"> <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
<p>SMART Goal 3 Science</p>	<p>During the 2016-17 school year, 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 12 point increase in the percentage of students passing this year's SOL science test as determined by the accreditation rate.</p> <p>During the 2016-2017 school year, all students in grades K-4 will take a developmentally appropriate assessment in MOY and EOY to identify a baseline for each grade level.</p>	<ul style="list-style-type: none"> <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
<p>SMART Goal 4 TELL</p>	<p>During the 2016-17 school year, overall staff satisfaction will increase to 80% as measured by an in-house climate survey.</p>	<ul style="list-style-type: none"> <input 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
SMART Goal 5 Special Education	During the 2016-17 school year, all students receiving special education services in grades 3 rd -5 th , will improve their math skills as measured by achieving a minimum of 52% (5 point increase) passing rate on the SOL math test.	<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
SMART Goal 6 PBIS	During the 2016-17 school year, Cora Kelly will improve the school culture indicated by a reduction of 15% in defiant behaviors as indicated by incident forms and an increase (from “needs improvement” to “in place” on the BoQ) of teaching routines and procedures as indicated by student 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

SMART Goal 5 (Special Education)

School Education Plan

During the 2016-17 school year, all students receiving special education services in grades 3rd-5th, will improve their math skills as measured by achieving a minimum of 52% (5 point increase) passing rate on the Math SOL.

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)
Students with Disabilities (SWD) (Federally adjusted)- MATH	40	67	47.82	70
Students with Disabilities (SWD) (Federally adjusted)- Reading	53	67	75	77

Rationale:

- Math SOL scores have decreased for Students with Disabilities.

Professional Learning Needs:

- Training in AIMSWeb
- Training in all interventions
- Training in co-teaching

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. Implement AIMSWeb with all students receiving Special Education services.</p> <p>Professional Development: Special Education Teachers will receive professional development on the implementation of AIMSWeb</p> <p>Progress Monitoring: Staff will meet with admin 1x a month to review the AIMSWeb data; Using CLTs to discuss student progress</p>	<p>By 11/14/16</p> <p>By 11/14/16</p>	<p>Donahue and Central Office Staff will provide turn-around training to new staff members on the implementation of AIMSWeb.</p>	<p>AIMSWEB is now available.</p>
<p>2. Implement instructional tools/strategies/programs to meet the targeted needs of students (e.g., strategy approach, Do the Math, Saxon, Number Worlds, Connecting Math Concepts).</p>	<p>By 10/03/16</p>	<p>Case managers (Donahue will follow up with case managers to ensure each student is receiving an intervention)</p>	<p>All placement assessments completed</p>

<p>Complete placement tests to determine instructional needs and identify interventions.</p> <p>Professional Development: Staff will receive professional development during the August division-wide training day and turn-key the training to applicable staff members during Back-To-School Week. Attend Webinar: Using Student Reports to Guide Remediation and turn-key that information to staff.</p> <p>Progress Monitoring: Implementation fidelity walk-throughs will periodically be conducted throughout the year in conjunction with Central Office staff members in order to provide feedback and refine efforts. Using CLTs to discuss strengths/needs of specific instructional programming</p>	<p>By 9/30/16</p> <p>By 8/31/16</p>	<p>Case managers complete placement tests with students and submit interventions to Jessica Donahue.</p>	
<p>3. Strengthen co-teaching and co-planning where applicable.</p> <p>Professional Development: Provide professional development to co-teaching pairs throughout the year; co-teaching pairs will attend the Central Office co-teaching cohort.</p> <p>Progress Monitoring: Use co-teaching look-fors/ checklist and walk through form to provide feedback in order for staff to refine efforts in teaching and development of IEP's.</p>	<p>Ongoing</p>	<p>Administration</p>	<p>PD was provided during Back to School Week by Knight (ELL) and McDougal (SPED)</p>
<p>4. Increase communication between special education teachers and encore/classroom teachers through flexible modes of communication (e.g., google doc, orally, meeting in person)</p>	<p>11/7/16</p>	<p>Vaganek will collect quarterly surveys and present results to SEP team at the next meeting.</p>	



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<p>before/after/during school)</p> <p>Professional Development: N/A</p> <p>Progress Monitoring: Quarterly check-in via a survey</p>			
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