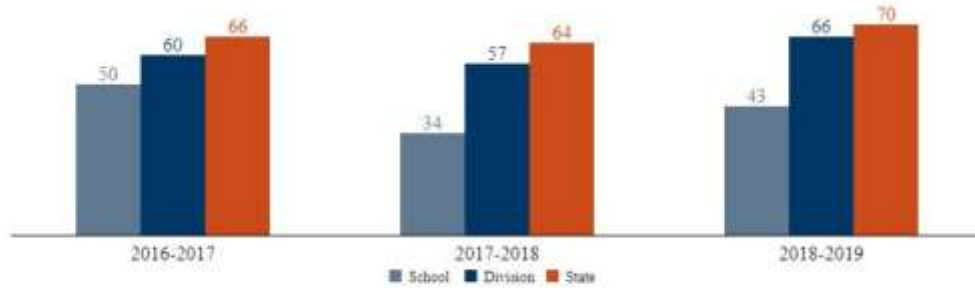


ACHIEVEMENT GAP

DOUGLAS MACARTHUR ELEMENTARY SCHOOL

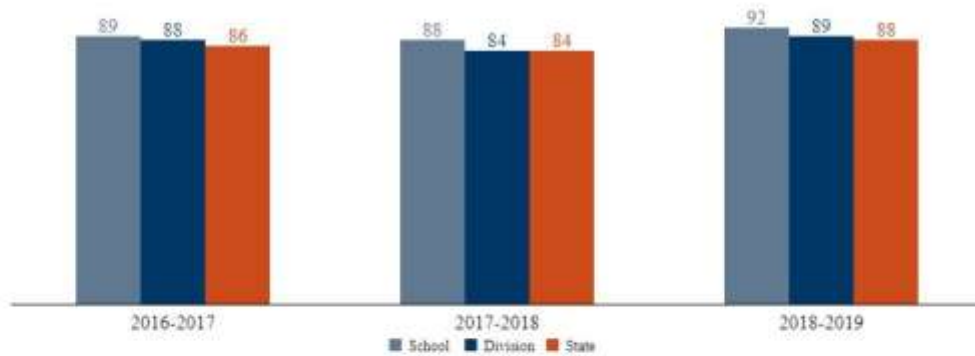
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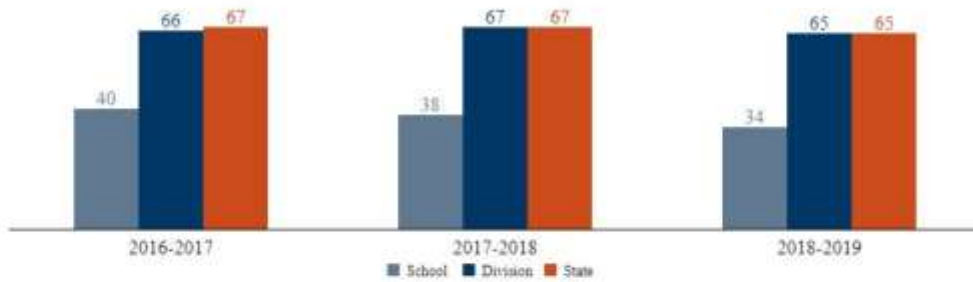


ACHIEVEMENT GAP

DOUGLAS MACARTHUR ELEMENTARY SCHOOL

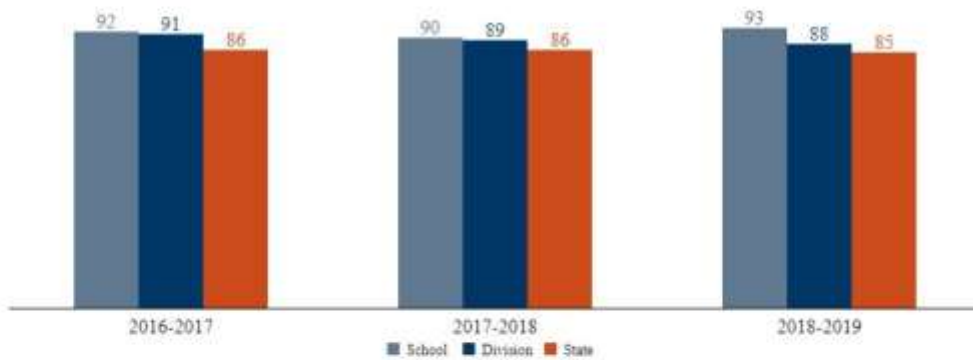
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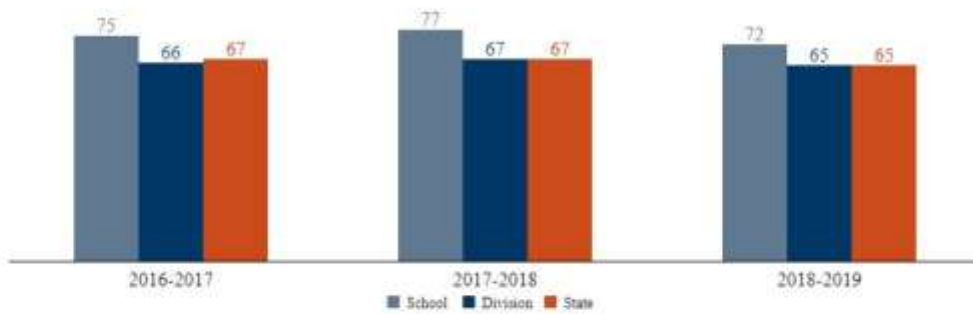


ACHIEVEMENT GAP

PATRICK HENRY ELEMENTARY SCHOOL

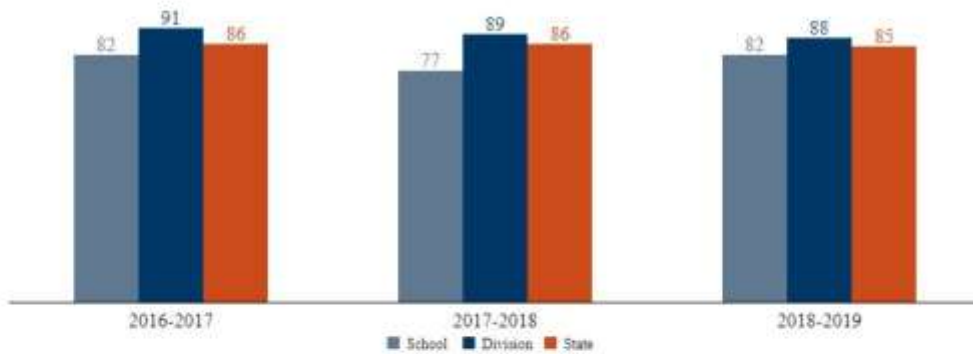
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Reading Performance: Black



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Reading Performance: White

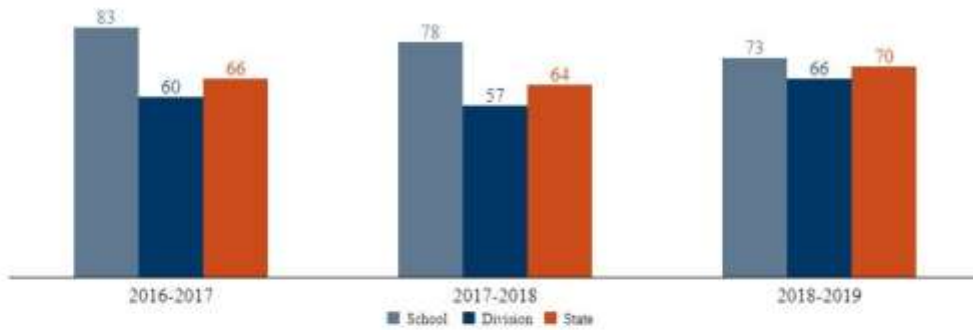


ACHIEVEMENT GAP

PATRICK HENRY ELEMENTARY SCHOOL

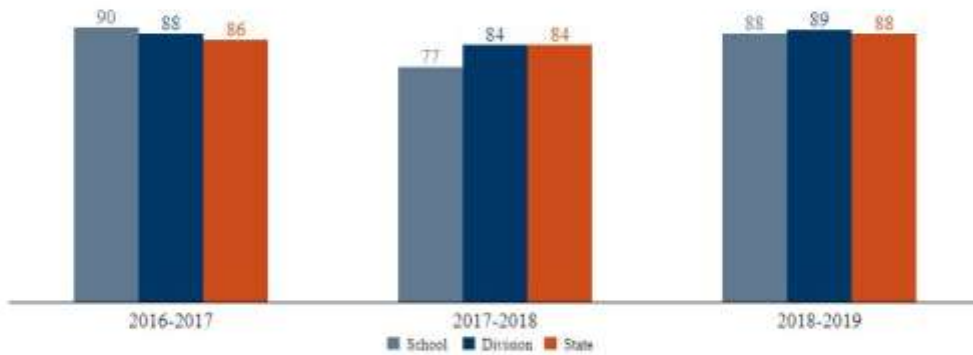
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9/11/2019, 11:00:53 PM

Math Performance: Black



Source URL: <http://schoolquality.virginia.gov>
9/11/2019, 11:01:18 PM

Math Performance: White



OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and mathematics for gap group students/third grade students (3%), as well as decrease behavior referrals for gap group students (15%) by June 2019.

STRAND I: TEACHING FOR LEARNING						
ENGLISH LANGUAGE ARTS (ELA)			MATHEMATICS			
1	SMART Goal(s): During the 2018-2019 school year, all students will improve their reading proficiency as measured by a 3% increase in the pass rates of students who are economically disadvantaged, students with disabilities, and Black students on this year's SOL reading test.			2	SMART Goal(s): During the 2018-2019 school year, all students will improve their math proficiency as measured by a 3% increase in the pass rates of students who are economically disadvantaged, students with disabilities, and Black students on this year's SOL math test.	
	3. Other (specify): Third Grade Math				SMART Goal(s): During the 2018-2019 school year, third grade students will score at least 85%-87% proficiency in math as measured by this year's SOL math test.	
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Teachers will effectively collaborate and attend professional development with their colleagues to increase student achievement.						
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency	
1.1, 1.2, 3.2 Teachers	Opportunities for vertical planning among grade levels to discuss new math standards, as well as historical areas of difficulty for students in math for each grade level.	Grade Level Team Leaders	September 2018-June 2019	-Meeting minutes/agenda -SOL scores	School Administrators Quarterly	
1.1, 1.2, 3.2 Teachers, Gap Group Students	During PLC meetings, teachers will reflect/share intervention implementation and make changes accordingly.	Grade Level Team Leaders	September 2018-June 2019	-Meeting minutes/agenda	School Administrators Data Coach Weekly	
1.1., 1.2, 3.2 Teachers, Gap Group Students	Teachers will collaborate on various school committees including the reading, math, special education, and ELL committee to share best practices for interventions, ELL learners, and specially designed instruction.	Committee Leaders	September 2018-June 2019	-Meeting minutes/agenda -Google Drive documents	School Administrators Monthly	
1.1, 1.4, 1.5 Reading Specialist	Align Core Knowledge with the new reading materials to maintain integrity of Core Knowledge.	Reading Specialist Assistant Principal	September 2018-June 2019	-Curriculum map	School Administrators Quarterly	

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and mathematics for gap group students/third grade students (3%), as well as decrease behavior referrals for gap group students (15%) by June 2019.

and Assistant Principal		Core Knowledge Coordinator			
1.1, 1.2, 3.2 Specialists, Teachers	Expert teachers and specialists will model math and reading lessons to various teachers to strengthen instructional delivery.	Expert Teachers in Reading and Math Reading Specialist Math Specialist	September 2018- June 2019	-Google Doc List with lessons modeled	School Administrators On-Going During the 2018-2019 School Year
2. Essential Action/Research-Based Strategy: Implement Effective Research Based Interventions					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
1.1., 1.2, 1.4 3.2 Teachers, Specialists, Data Coach, Assistant Principal, Gap Group Students	Design and implement a structured system of supports (MTSS) for math and reading intervention, including EL and SPED interventions with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Classroom Teachers Data Coach Assistant Principal	September 2018- June 2019	-SIS Grid (progress monitoring) -Math and Reading Criteria for tier 2 and tier 3 supports -Meeting minutes/agenda	School Administrators Data Coach Update Quarterly/As Needed
1.1, 1.2, 1.4 Specialists, Teachers, Gap Group Students	Utilize math specialist and reading specialist to provide supplemental small group math and reading intervention, coordinate other math and reading interventions, and support math and reading instruction in the classrooms.	Classroom Teachers Reading Specialist Math Specialist	September 2018- June 2019	-Quarterly intervention schedules -A list of shared resources with classroom teachers -SIS Grid (progress monitoring)	School Administrators On-Going During the 2018-2019 School Year
1.1, 1.2, 1.4 EL Teachers, Specialists, Data Coach, Assistant Principal, Gap Group Students	Implement a 45 Day Testing Plan for Reading and Math that targets specific skills, as well as test taking strategies.	Reading Specialist Math Specialist EL Teachers SPED Teachers Assistant Principal	February 2019- June 2019	-45 Day Plan -Re-Take Plan	School Administrators Quarter 3 and Quarter 4
3. Essential Action/Research-Based Strategy: Communicate with parents/guardians to improve student achievement.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and mathematics for gap group students/third grade students (3%), as well as decrease behavior referrals for gap group students (15%) by June 2019.

Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>					
2.1, 2.2 Specialists, Teachers, Gap Group Students	Making math and reading resources available to parents (reading/math literature links, math and reading resource tips, manipulative check outs etc)	Classroom Teachers Reading Specialist Math Specialist School Administrators	September 2018- June 2019	-Copy of parent resources -Link to reading/math literature	School Administrators On-Going During the 2018-2019 School Year
2.1, 2.2 Teachers, Gap Group Students	Targeting specific invitations to various academic and family nights by calling families and personally inviting them.	Reading Specialist Math Specialist EL Teachers SPED Teachers School Administrators	September 2018- June 2019	-List of families called	School Administrators On-Going During the 2018-2019 School Year
2.1, 2.2 Nurse, Teachers, Gap Group Students	Create and implement surveys to collect feedback from parents/guardians regarding academic and family nights, as well as utilize the language line to communicate with families and provide translated versions of documents.	PR Liaison	September 2018- June 2019	-Survey results	School Administrators After Each Academic Night

STRAND II: SCHOOL ENVIRONMENT					
Leadership and Governance - Commitment to Professional Learning - Safe and Orderly Environments - Family and Community Engagement					
DOMAIN: Safe and Orderly Environment					
SMART Goal(s): During the 2017-2018 school year, Lyles-Crouch Traditional Academy will decrease the number of referrals by 15% for students with disabilities and Black students.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Teachers will effectively collaborate and attend professional development with their colleagues on a new school-wide behavior management system to increase the fidelity of implementation as well as staff/student and buy-in.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
1.9, 1.10, 1.11, 3.2	Training of staff regarding the tiers of behavior, de-	Classroom Teachers	September 2018-	-PD minutes	School Administrators

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and mathematics for gap group students/third grade students (3%), as well as decrease behavior referrals for gap group students (15%) by June 2019.

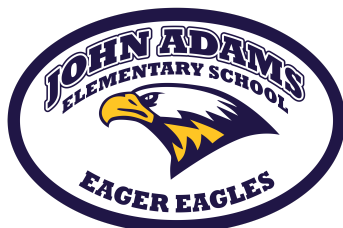
School Counselor, Staff, MTSS Central Office, All Students	escalation strategies, appropriate consequences, and behavior documentation.	School Counselor Learning Environment Committee	June 2019	-Staff roster	On-Going During the 2018-2019 School Year
1.9, 1.10, 1.11, 3.2 Teachers, Counselor, All Students	Developing and implementing a hybrid system of ROARS and Character Education by following the recommendations of Character.Org	Classroom Teachers School Counselor Learning Environment Committee	September 2018-June 2019	-Outlined plan -Committee meeting minutes	School Administrators On-Going During the 2018-2019 School Year
1.9, 1.10, 1.11, 3.2 Teachers, Counselor, All Students	Training and Implementation of a uniformed behavior management system (behavior expectations and consequences)	Classroom Teachers School Counselor Learning Environment Committee	September 2018-June 2019	-Document explaining the uniformed behavior management system.	School Administrators On-Going During the 2018-2019 School Year
1.10, 1.11, 3.2 Counselor, Teachers, All Students	Collaborate with central office to implement best practices regarding behavior (MTSS CO Support Staff).	Learning Environment Committee	September 2018-June 2019	-Meeting minutes	School Administrators On-Going During the 2018-2019 School Year
2. Essential Action/Research-Based Strategy: Collect behavior data.					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal <i>[i.e. 1.1, 2.3]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
1.10, 1.11, 3.2 Counselor	Collect behavior data and share with the staff once a month at staff meetings.	School Counselor Assistant Principal	September 2018-June 2019	-Referrals -Data charts	School Administrators Monthly
1.10, 1.11, 3.2 Teachers, Counselor	The Learning Environment Committee will analyze behavior data and identify/ find solutions to problematic areas.	Learning Environment Committee	September 2018-June 2019	-Referrals -Data charts -Meeting minutes	School Administrators Monthly
3. Essential Action/Research-Based Strategy:					
Focus Area <i>[Grade Level/Student Group(s)/Educators]</i> Strategic Plan Goal	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency

OVERARCHING SCHOOL GOAL:

*Insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the CNA.

Lyles-Crouch Traditional Academy will utilize collaboration/professional development, research based interventions, and communication with parents to increase student achievement in the areas of reading and mathematics for gap group students/third grade students (3%), as well as decrease behavior referrals for gap group students (15%) by June 2019.

[i.e. 1.1, 2.3]					



JOHN ADAMS ELEMENTARY SCHOOL

Every Student Succeeds

☰ MENU

John Adams Education Plan

OVERARCHING SCHOOL GOAL: John Adams Elementary School will focus on refining PLC practices by fully implementing Learning Forward's Cycle of Continuous Improvement in order to increase the quality of instruction, thus impacting student achievement with 100% of instructional teams completing an entire cycle with reflection by June 2019.

Math: During the 2018-19 school year, all students in grades 3-5 will improve their math skills, as demonstrated by 3 points of growth on the Math SOL, increasing our overall pass rate from 87% to 90%.

Reading: During the 2018-19 school year, all students in grades 3-5, will improve their literacy skills, as demonstrated by 3 points of growth on the Reading SOL, increasing our overall pass rate from 90% to 93%.

Science: During the 2018-19 school year, all students in grades 3-5 will improve their science skills, as demonstrated by 3 points of growth on the Science SOL, increasing our overall pass rate from 71% to 74%.

Read the full [John Adams School Education Plan 2018-19 \(PDF\)](#).

Read the [John Adams ESSA Title I Schoolwide Plan \(PDF\)](#).

Get in Touch

5651 Rayburn Avenue | Alexandria, Virginia 22311

Information: 703-824-6970 | TDD: Gregory C. Hutchings, Jr., Superintendent



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LYLES-CROUCH TRADITIONAL ACADEMY

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☰ MENU

Lyles-Crouch Education Plan



Read the Lyles-Crouch Traditional Academy [School Education Plan for 2018-19.](#)

Get in Touch

530 S. St. Asaph Street | Alexandria, Virginia 22314

Information: 703-706-4430 | TDD: Gregory C. Hutchings, Jr., Superintendent



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DOUGLAS MACARTHUR ELEMENTARY SCHOOL

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☰ MENU

MacArthur Education Plan



Read the MacArthur [School Education Plan for the 2016-17 school year](#).

MacArthur's Education Plan is directly aligned with the [ACPS Strategic Plan](#).

Get in Touch

1101 Janneys Lane | Alexandria, Virginia 22302

Information: 703-461-4190 | TDD: Gregory C. Hutchings, Jr., Superintendent



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SIGN IN |



PATRICK HENRY K-8 SCHOOL

Every Student Succeeds

☰ MENU

School Education Plan



Read the Patrick Henry [2017-18 School Education Plan \(PDF\)](#).

Read the Patrick Henry [2017-18 ESSA Title I Schoolwide Plan \(PDF\)](#).

Get in Touch

4643 Taney Avenue | Alexandria, Virginia 22304

Information: 703-461-4170 | TDD: Gregory C. Hutchings, Jr., Superintendent



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