



School Education Plan

Principal: Brian Orrenmaa Interim Assistant Principal: Kathy Bruce George Mason 2016-2017

Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

SMART Goals

	Goals	Alignment with Strategic Plan
SMART Goal 1 Math	During the 2016-17 school year, all 3 rd -5 th grade students, including students who are represented in the three gap groups, will improve their math skills as measured by a 4 point increase in the percentage of students passing this year’s SOL mathematics assessment.	<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 3 rd -5 th grade students, including students who are represented in the three gap groups, will improve their reading skills as measured by a 4 point increase in the percentage of students passing this year’s SOL reading assessment.	<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 represented in the three gap groups, will improve their science skills as measured by a 4 point increase in the percentage of students passing this year’s SOL science assessment.	<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 2016-2017 school year, administration of a TELL-similar survey 80% of the staff will indicate they have knowledge of the content and instructional methods used by other teachers at George Mason.	<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



School Education Plan

SMART Goal 5 Special Education	By June 2017, we will increase performance of SWD on the Reading and Math SOL by 4%.	<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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SMART Goal 1 Math

During the 2016-17 school year, all 3rd-5th grade students, including students who are represented in the three gap groups, will improve their math skills as measured by a 4 point increase in the percentage of students passing this year’s SOL mathematics assessment.

Evidence:

The smart goal will be measured by the Spring 2017 Math SOL. Progress and growth will be monitored throughout the year using Think Through Math as well as ACPS benchmarking assessments.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	73	75	78	82
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	40	45	58	62
Proficiency Gap Group 2: Black	13	27	TS	TS
Proficiency Gap Group 3: Hispanic	35	46	56	60
Asian	TS	TS	TS	TS
Economically Disadvantaged	36	40	53	57
Limited English Proficient (LEP)	32	39	48	52
Students with Disabilities (SWD)	39	52	TS	TS
White	90	91	87	91

Rationale:

- *We believe that it is essential that all of our students understand and apply mathematical concepts in order to be prepared for life, work, and college.*
- *We believe that all students can learn.*
- *We will be building upon our most recent academic achievement and believe that a passage rate increase of 4% is an attainable goal.*

Professional Learning Needs:

- *The staff will be provided with training on the ACPS MTSS framework and support as it is implemented in the school setting.*
- *The staff will participate in a PLC focused on Tier 2 instructional strategies.*

- *The staff will have opportunities for vertical conversations focused on sharing/learning instructional methods and approaches.*

Note: In addition to monitoring student data, walkthroughs, and observations will be completed to ensure implementation of professional development initiatives.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. We will refine our intervention/enrichment math block that we implemented in 2015-16. MTSS will be used to form guided math groups. Instruction in each math group will be dependent on factors such as pre-assessments, post-assessments, running records, and IEP goals.	Starting September 2016	Principal Teaching Staff Data Coach	Successful interventions and recovery.
2. Increased implementation of interventions for students in tiers 2 and 3 (including SWD and EL) with fidelity along with increased use of uniform progress monitoring tools to assess student performance.	Starting September 2016	Principal Teaching Staff Data Coach	Successful interventions and recovery.
3. Convene regular data analysis meetings to make instructional decisions, adjust interventions and enrichments, and modify student tiers based upon progress monitoring data. **Monitors strategies #1 and 2	Starting September 2016	Principal Teaching Staff Data Coach	Data is used to impact instruction and adjust interventions.

SMART Goal 2 (Reading)

During the 2016-17 school year, all 3rd-5th grade students, including students who are represented in the three gap groups, will improve their reading skills as measured by a 4 point increase in the percentage of students passing this year's SOL reading assessment.

Evidence:

The smart goal will be measured by the Spring 2017 Reading SOL. Progress and growth will be monitored throughout the year using monthly reading progress reporting as measured by the Teachers College Reading Assessment, SRI, and teacher progress notes.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	77	75	81	85
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	45	40	61	65
Proficiency Gap Group 2: Black	TS	45	TS	TS
Proficiency Gap Group 3: Hispanic	4	38	58	62
Asian	TS	TS	TS	TS
Economically Disadvantaged	41	35	54	58

Limited English Proficient (LEP)	38	27	49	53
Students with Disabilities (SWD)	45	44	TS	TS
White	92	93	90	94

Rationale:

- *We believe that it is essential that all of our students become proficient and highly motivated readers in order to analyze and apply new information.*
- *We believe that all students can learn.*
- *We will be building upon our most recent academic achievement and believe that a passage rate increase of 4% is an attainable goal.*

Professional Learning Needs:

- *The staff will be provided with training on the ACPS MTSS framework and support as it is implemented in the school setting.*
- *The staff will participate in a PLC focused on Tier 2 instructional strategies.*
- *The staff will have opportunities for vertical conversations focused on sharing/learning instructional methods and approaches.*
- *The staff will engage in professional development (in partnership with Mount Vernon) on the topics of guided reading grouping, running records, and using data to make instructional decisions.*

Note: In addition to monitoring student data, walkthroughs, and observations will be completed to ensure implementation of professional development initiatives.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. We will expand our Dragon Club by providing extended learning opportunities to students in Tier 2 and 3. Sessions will be after school and will provide targeted and research-based interventions. IEP goals for SWD will be considered while determining instructional goals and strategies.	Starting October 2016	Principal Teaching Staff Data Coach Dragon Club Staff	Successful interventions and recovery.
2. Increased implementation of interventions for students in tiers 2 and 3 (including SWD and EL) with fidelity along with use of uniform progress monitoring tools to assess student performance.	Starting September 2016	Principal Teaching Staff Data Coach	Successful interventions and recovery.
3. Convene regular data analysis meetings to make instructional decisions, adjust interventions and enrichments, and modify student tiers based upon progress monitoring data. **Monitors strategies #1 and 2	Starting September 2016	Principal Teaching Staff Data Coach	Data is used to impact instruction and adjust interventions.

SMART Goal 3 (Science)

During the 2016-17 school year, all 5th grade students, including students who are represented in the three gap groups, will improve their science skills as measured by a 4 point increase in the percentage of students passing this year’s SOL science assessment.

Evidence: *The smart goal will be measured by the Spring 2017 Science SOL. Progress and growth will be monitored throughout the year using transfer tasks as well as ACPS benchmarking assessments.*

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	89	83	79	83
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70	57	54	58
Proficiency Gap Group 2: Black	TS	TS	TS	TS
Proficiency Gap Group 3: Hispanic	60	50	50	54
Asian	TS	TS	TS	TS
Economically Disadvantaged	61	55	TS	TS
Limited English Proficient (LEP)	62	36	31	35
Students with Disabilities (SWD)	65	58	TS	TS
White	98	98	91	95

Rationale:

- *We believe that it is essential that all of our students understand scientific concepts and inquiry in order to compete in the 21st century workforce.*
- *We believe that all students can learn.*
- *We will be building upon our most recent academic achievement and believe that a passage rate increase of 4% is an attainable goal.*

Professional Learning Needs:

- *The staff will be provided with training on the ACPS MTSS framework and support as it is implemented in the school setting.*
- *The staff will participate in a PLC focused on Tier 2 instructional strategies.*
- *Our lead science teacher will participate in the Smithsonian Science Education Academy for Teachers this school year.*

Note: In addition to monitoring student data, walkthroughs, and observations will be completed to ensure implementation of professional development initiatives.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. We will provide science vocabulary intervention sessions to students demonstrating weak scientific vocabulary (including SWD and EL) once per week during	Starting September 2016	Principal Teaching Staff	Increased understanding and

the school day. The students and vocabulary terms will be identified via pre-assessments.			application of scientific vocabulary and concepts
2. We will offer science intervention sessions for students not meeting benchmark (including SWD and EL) once per week in an extended school day session. The concepts covered will be identified via pre-assessments.	Starting September 2016	Principal Teaching Staff Extended Day Staff	Successful interventions and recovery.
3. We will increase student understanding of scientific vocabulary by key words and concepts in writing activities and by increasing the amount of SWD and EL support during science.	Starting September 2016	Principal Teaching Staff	Increased understanding and application of scientific vocabulary

SMART Goal 4 (TELL)

During the 2016-2017 school year, administration of a TELL-similar survey 80% of the staff will indicate they have knowledge of the content and instructional methods used by other teachers at George Mason.

Evidence:

The TELL-similar survey will be the final tool to measure progress.

Staff Feedback	2013-14	2014-15	2015-16	2016-17 (Target)
Staff Survey Data	Not Collected	50	73	80

Rationale:

- *We believe that we can all learn from one another.*
- *We believe that understanding vertical instructional practices will increase the consistency of student experience as they transition grade levels.*

Professional Learning Needs:

- *Professional reading related to teacher collaboration, PLC's, and instructional transparency.*
- *Teaming Culture activities provided by Cory Kapelski.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1) We will offer at least one "teacher swap" day where teachers will have the opportunity to teach another	Starting November	Principal All Teachers	Exposure to new curriculum and methods.

grade or content area.	2016		
2) We will hold vertical conversations about teaching and learning.	Starting October 2016	Principal All Teachers	Sharing and experimentation of new methods and strategies.
3) Teachers will be encouraged to complete classroom visits during planning periods.	Starting September 2016	Teachers	Exposure to new curriculum and methods.
4) Increased opportunities for curriculum liaisons to hold sharing sessions after school as part of or independent of staff and PLC meetings.	Starting September 2016	Principal Liaisons	Increased understanding and distribution of new material and strategies.

SMART Goal 5 (Special Education)

By June 2017, we will increase performance of SWD on the Reading and Math Standard of Learning Assessment by 4 %

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)				
Math	39	52	52	56
Reading	45	44	70	74
Science	65	58	TS	TS

Rationale:

- *Students with Disabilities historically are one of the lower scoring subgroups at George Mason.*
- *We believe that all students can learn.*
- *We will be building upon our most recent academic achievement improvement and believe that a passage rate increase of 4% is an attainable goal.*
- *We believe students must learn within their zone of proximal development.*

Professional Learning Needs:

- *Professional development provided by ACPS to promote highly effective co-teaching models, which include specially designed instruction.*
- *Training in the newly acquired research-based intervention programs in reading and math refresher training for previous programs (as needed).*

- *The staff will be provided training on the ACPS MTSS framework and support as it is implemented in the school setting.*
- *The staff will participate in a PLC focused on Tier 2 instructional strategies.*
- *Training in monitoring the use of student specific data to develop appropriate IEP present levels of performance, SMART annual goals and to propose appropriate supports and services based on identified need.*

Note: In addition to monitoring student data, walkthroughs and observations will be completed to ensure implementation of professional development initiatives.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Implementation of research-based reading and math interventions for SWD in tiers 2 and 3 with fidelity, and utilization of embedded progress monitoring tools to assess student performance.	Starting October 2016	Assistant Principal Special Education Team Office of SI	Gap Closure Interventions that positively impact student learning.
2. Convene regular SWD data analysis meetings to make instructional decisions, adjust interventions and enrichments, and modify student tiers based upon progress monitoring data. **Monitors Strategy #1	Starting October 2016	Assistant Principal Special Education Team Office of SI	Data is used to impact instruction and adjust interventions.
3. Increase the amount of co-teaching partnerships in order to assure SWD are given access to the curriculum via specially designed instruction.	Starting October 2016 January: Fully Implemented	Assistant Principal Special Education Team Co-Teachers Central Office	Collaborative partnerships that increase SWD exposure and support to the general curriculum.

Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

SWD:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

Math:

Reading:

Science:

TELL:

SWD:

3. Based on data, are you making measurable progress towards achieving your SMART goal?
(Include Evidence)

Math:

Reading:

Science:

TELL:

SWD:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

Math:

Reading:

Science:

TELL:

SWD

5. What support/resources do you need to achieve your goals?

Math:

Reading:

Science:

TELL:

SWD: