School Education Plan

Principal: Pierrette Hall   *School/ School Year: Francis C. Hammond - 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	By the end of the 2016-2017 school year, 77% of FCH students will score proficient or pass advanced in math as measured by the End Of Course SOL.	☒ 1. Academic Excellence and Educational Equity ☐ 2 Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6.Effective and Efficient Operations
SMART Goal 2 Reading	By the end of the 2016-2017 school year, 75% of FCH students will score proficient or pass advanced in reading as measured by the End of Course SOL.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 3 Science	By the end of the 2016-2017 school year, 78% of FCH students will score proficient or pass advanced in the science as measured by the End Of Course SOL.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 4 TELL	By the end of the 2016-2017 school year, student disciplinary referrals resulting in out of school suspension will decrease by 20%.	☒ 1. Academic Excellence and Educational Equity ☒ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations

SMART Goal 5 Special Education	During the 2016-2017 school year, students with disabilities will show a 50% gain on all End of Course SOL tests.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6. Effective and Efficient Operations
SMART Goal 6 ELL	During the 2016-2017 school year, students with limited e nglish proficiency will show a 50% gain on all End Of Course SOL tests.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6. Effective and Efficient Operations

SMART Goal 1 (Example)

During the 2015-16 school year, all 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their math skills as measured by a 5 point increase in the percentage of students passing this year's SOL math test.

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.

The SMART Goal for each area of assessment will assist FCH in providing a focus on instruction based upon student results. The measurement of each goal will be student results driven and connected to:

- Teaching and learning
- Improving instructional practice and performance
- Providing feedback for instructional improvement
- Collecting and analyzing data

Each SMART goal will be progress monitored on a quarterly basis. Evidence that demonstrates progress toward or completion of the goal includes:

- A needs assessment for each goal area which considers school goals, previous data, student need, alignment of the curriculum, and staff development needs.
- Assessment of appropriate measuring tools to assess progress toward each goal.
- Identification of instructional strategies and interventions which assist in goal attainment.

Overall Analysis

Reading

Student Group	2013-14 Average of FCH 1,2,3	2014-15	2015-16	2016-2017 Target
All Students	58%	60%	68%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	51%	54%	63%	73%
Proficiency Gap Group 2: Black	57%	63%	66%	76%
Proficiency Gap Group 3: Hispanic	49%	49%	61%	71%
Asian	76%	73.86%	85%	95%
Economically Disadvantaged	52%	55%	63%	73%
Limited English Proficient (LEP)	34%	34%	51%	76%
Students with Disabilities (SWD)	25%	27%	28%	42%
White	72%	75%	85%	90%

Math

Student Group	2013-14	2014-15	2015-16	2016-2017 (Target)
All Students	57%	61%	69%	74%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	51%	56%	66%	71%
Proficiency Gap Group 2: Black	54%	62%	71%	76%
Proficiency Gap Group 3: Hispanic	48%	49%	61%	70%
Asian	72%	80%	85%	91%
Economically Disadvantaged	51%	55%	66%	71%
Limited English Proficient (LEP)	41%	46%	55%	82%
Students with Disabilities (SWD)	24%	32%	34%	51%
White	77%	80%	82%	92%

Science

Student Group	2013-14 (Average of FCH 1, 2,&3)	2014-15	2015-16	2016-2017 (Target)
All Students	-	66%	67%	70%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	-	61%	62%	70%
Proficiency Gap Group 2: Black	-	68%	65%	70%
Proficiency Gap Group 3: Hispanic	-	56%	59%	70%
Asian	-	88%	96%	100%
Economically Disadvantaged	-	61%	62%	70%
Limited English Proficient (LEP)	-	45%	41%	61%
Students with Disabilities (SWD)	-	39%	44%	66%
White	-	75%	81%	91%

TELL Data
Discipline Data - Comparison of 2014-2015 and 2015-2016

Type of Behavioral Infractions	2014-2015 Number of Occurrences	2015-2016 Number of Occurrences	Change
Altercation	92	31	-61
Bullying	10	9	-1
Classroom Disruption	15	31	+16
Defiance/Disrespect	67	79	+12
Total Infractions	184	150	-34

TELL Survey Data

The 2015-2016 Tell Survey identifies the following growth areas:

Impact Statement	Percentage
Managing Student Conduct: Students at this school follow the rules.	56%
Teacher Leadership: The faculty has an effective process for making group decisions to solve problems.	63%
Teacher Leadership: Teachers have an appropriate level of influence in decision making.	48%

Rationale:
- *Describe why the school is working on the SMART Goal.*
- *Include data sources and the data collection process.*
- *Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.*

Francis C. Hammond Middle School (FCH) is working on each identified SMART Goal for the reasons detailed below:
- During the 2014-2015 school year, FCH was in academic warning for math, reading, and science.
- Although FCH is no longer in warning for math and science, these areas are continually being monitored.
- Based upon SOL data, Gap Groups 1, 2, and 3 students are not meeting the benchmark.

Data Sources
Data Sources that will be used to inform, progress monitor and assess goal attainment includes:

Data Sources	Data Collection Process
Previous SOL Data	Yearly
VGLA Data	Yearly
VAAP Data	Yearly
CAAR Data	Yearly
Think Through Math Data	Tri-Annually
SRI	Tri-Annually
Common Assessment Data	By content area and by unit
Professional Learning Plan	Yearly
Professional Learning Attendance	Monthly
Math/Reading Intervention Class Data	Quarterly
READ 180 data	Quarterly
Achieve 3000 data	Quarterly
Great Leaps Data	Quarterly
Corrective Reading Data	Quarterly
TELL Survey Data	Every 3 Years
Discipline Referral Data	Monthly
PBIS Incentive Data	Quarterly
PLC Participation	Weekly
Overall Content Data Analysis (Governance)	Monthly
Needs Assessment Data	Yearly and Quarterly
Student Attendance Data	Monthly

EAP Class Data	Monthly
IXL Data	Monthly

Professional Learning Needs:

- *Describe your professional learning needs.*

Based upon SOL, PLC, and administrative walkthrough data the professional learning needs of our staff include:

- Unpacking SOL Standards
- Lesson Plan Implementation
- Literacy Across The Content Areas
- Co-teaching support to meet the needs of Special Education and ELL students.

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.

SMART GOAL 1 Math	By the end of the 2016-17 school year, 77% of FCH students will score proficient or pass advanced as measured by the End Of Course SOL.		
Strategies/Activities	**Person Responsible**	**Timeframe**	**Outcomes – Measure of assessment**
Unit Planning Pacing Guide	PLC's by grade level Math Coach Admin	9/2/16	• Analysis of pacing guide • Comparison of pacing guides to unit planning
Common Assessment Formative Summative	PLC's Admin Coach	By Unit	• Final assessment review by the first day of Unit Instruction.
Data Analysis Meeting and Application and reassessment	PLC's Admin Coach	By unit	• Data analysis of student performance and plans for reassessment/re-teaching
Creation of Data tool	Admin	9/6/16	• Common Data tool
Vertical Alignment meetings	Department Head	Once a month	• Attendance roster • Agenda
Creation of VA assessment/ Beginning and End	Math Dept. Math Coach	Given By 9/30 Given By 6/19	• Pre-assessment development
Intervention Small group, centers, cooperative learning	Intervention Teachers Coach	Ongoing	• Teacher input • Warm up and exit tickets performance • Spiraled assessments • Meeting standards based goal for TTM and IXL

Remediation In class cooperative learning; blended learning, stations, centers	Math Teachers	Weekly	• % of students passing on reassessment
Mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Coach	Weekly	• Document completed
Vocabulary Words Graphic Organizer	PLC Coach	By unit	• Development of Graphic Organizers
Professional Learning for Special Education and ELL Teachers to support core instruction	Academic Principals, Special Education Teachers Amy Creed Jennifer Hamilton	Ongoing	• Lesson plans reflecting modifications for special education students • Common assessment data for special education students • Co-teaching support in classrooms and PLC's
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	Principal Academic Principal Department Chair	Ongoing	• School-Based Governance Meeting Data Collection

SMART GOAL 2 Reading	By the end of the 2016-2017 school year, 75% of FCH students will score proficient or advanced in reading as measured by the End Of Course SOL.			
Strategies/Activities	Updates	Person Responsible	*Timeframe	Outcomes – Measure of assessment
Develop a school-wide culture that promotes and celebrates literacy (Literacy Night, Spelling Bee, Poetry Slam, etc.)	Literacy Committee will finalize complete list of events	Literacy Committee	Some events have been proposed for the master calendar; awaiting approval	• Parent sign in sheet
Develop 2-4 common standards-based literacy goals and create literacy strategies that align to those standards that can be used throughout all contents (i.e. active reading)	The critical reading strategy P.T.O (Purpose-Task-Outcome) will be implemented across disciplines (Proposed SOL: 6.5/6.6 l. 7.5/7.6l 8.5m/8.6l)	Literacy Committee	Completed	• Student work • Admin. Walkthrough notes • Common/Benchmark Assessments

	A sample PTO task bank will be developed by each department and shared with staff.	Department Heads (all core contents)	Add to Google Drive by Sept. 30	• Lesson plans
	A sample leveled task will be provided by the literacy team.	Fudd Gault Holmes	Completed; on Google Drive	• Lesson Plans • Student Work Analysis
	Videos of teachers demonstrating how to infuse strategies (PTO/ACES) into lesson plans will be developed	Department Heads	Completed by Sept. 30	• Lesson plans
Develop professional development plan to teach literacy strategies to teachers of contents/electives	PD Outline (Proposed) *Introduction/Rationale for use of PTO/ACES *Model implementation of strategies *Practice Implementation *Plan Implementation in Teams	Fudd, Gault, Holmes, Marshall	<u>Introduction:</u> Oct. 5 (PLCs) Oct. 10(PD Day) <u>Implementation:</u> Oct. 17	• PLC Agenda • PD Agenda • PLC Minutes • PD Minutes • Walkthrough Data to support fidelity of implementation
Set intervals for implementation of strategies	Additional support provided during PLCs	Coaches (Holmes/ Gault)	PLCs /once per month	• PLC Agendas/Notes • Lesson plans
Develop common skill-based assessments that align to the common skills being taught	Standards-aligned common assessments are developed by grade level/content	Content teams (PLCs)	Ongoing/Prior to start of a new unit	• Development of Common Assessment • Student data from common assessment
Identify specific writing strategies students will apply to all open response questions (A.C.E.S)	The open-ended response strategy ACES (Answer-Cite-Explain-Summarize) will be implemented across disciplines. (SOL 6.7 b/c; 7.7	All teachers	<u>Introduction:</u> Oct. 5 (PLCs) Oct. 10(PD Day) <u>Implementation:</u> Nov. 2	• Student work • Admin Walkthrough notes • Common/Benchmark Assessments

	b/c; 8.7 b/d)			
Create Literacy Team Meeting Schedule	**Plan to meet week of Sept. 5 to decide meeting schedule**	**Fudd, Holmes, Marshall**	**TBD by Sept. 16**	• **Development of meeting schedule**
Have common procedures/language for literacy activities (ease cognitive burden of task)		**Ms. Marshall – Chair Department Heads SPED grade-level leads Literacy Coach AVID Coordinator**	**Initial meeting 8/22/16**	• **Staff Communication regarding common language**
Develop specific strategies for explicit vocabulary instruction (paragraph and whole-text levels; Tier 2 and 3 vocabulary)		**Ms. McCorkel – Chair ELL Department**	**8/25-8/26**	• **Professional Learning on specific strategies**
Develop observation look-fors to measure implementation	**Approved 9/13/16**	**Admin Team**	**September 2016**	• **Observation look-fors document**
Professional Learning for Special Education Teachers to support core instruction		**Academic Principals, Special Education Teachers Amy Creed Jennifer Hamilton**	**Ongoing**	• **Lesson plans reflecting modifications for special education students** • **Co-teaching support in classrooms and through PLC's** • **Common assessment data for special education students**
Professional Learning for teachers who work with EL students to support core instruction	**SIOP Training 8/30 and 9/1**	**EL Dept, ELA Dept, EL Office**	**Ongoing**	• **Training agenda**
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.		**Principal Academic Principal Department Chair**	**Ongoing**	• **School-Based Governance Meeting Data Collection**

SMART GOAL 3 Science	By the end of the 2016-2017 school year, 78% of FCH students will score proficient or advanced in science as measured by the End Of Course SOL.		
Strategies/Activities	**Person Responsible**	**Timeframe**	**Outcomes Measure of assessment**
8th Grade - Pre-Assessment (6th-8th) - Mid-year assessment/End of Course SOL - Weekly common warm-ups (2 days/week) - Develop common assessments - Piloting Project Based-Learning in at least one unit.	**8th Grade Teachers**	**By Unit**	• Data analysis to improve instruction and assessment scores. • Quarterly data chats within department to analyze instruction, assessments, and PD needs
7th Grade - Pre-Assessment (6th-7th) - Mid-year assessment/End of Course SOL - Weekly common warm-ups (1 day per week) - Common Assessments - Piloting Project Based-Learning in at least one unit.	**7th Grade Teachers**	**Ongoing by unit**	• Data analysis to improve instruction and assessment scores. • Quarterly data chats within department to analyze instruction, assessments, and PD needs
6th Grade - Pre-Assessment (6th only) - Mid-year assessment/End of Course SOL - Weekly-Common warm-ups - Common Assessments	**6th Grade Teachers**	**On Going By Unit**	• Data analysis to improve instruction and assessment scores. • Quarterly data chats within department to analyze instruction, assessments, and PD needs

- Piloting Project Based-Learning in at least one unit.			
Professional Learning for Special Education Teachers to support core instruction	**Academic Principals, Special Education Teachers**	**Ongoing**	• **Lesson plans reflecting modifications for special education students** • **Common assessment data for special education students**
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	**Principal** **Academic Principal** **Department Chair**	**Ongoing**	• **School Based Governance Meeting**

SMART GOAL 4 TELL	• **By the end of the 2016-2017 school year, student discipline referrals resulting in out-of-school suspensions will decrease by 20%.**		
Strategies/Activities	**Person Responsible**	**Timeframe**	**Outcome Measure of assessment**
Quarterly Grade Level Assemblies to teach, reinforce behavioral expectations, and establish school culture and climate	**Administrative Team**	**September 2016, November 2017, January 2017, April 2017**	• **Monthly student reflections** • **Weekly Team Meetings**
Weekly Data Review – Academic, Attendance, and Discipline Referrals	**Deans** **Admin Team** **Counselors** **Social Workers**	**Tuesdays and Fridays**	• **Weekly student progress monitoring** • **Data analysis to determine discipline referral trends to determine necessary interventions and professional learning needs for staff**
Staff Development during monthly staff meetings on behavior management, preventive strategies and interventions **Ongoing individualized teacher support and coaching on the coach discipline referral process and Tier 2 and 3 interventions**	**Deans** **School Counselors** **PBIS**	**August 2016-June 2017**	• **Professional Learning** • **Monthly Agenda** • **Behavior referral data analysis** • **Individual teacher support – Meeting notes**
Quarterly School-wide Incentives	**Deans,** **Admiral Pride**	**November 2016 February 2017**	• **Survey and student reflections**

	Committee, Grade-level teams	April 2017	• Increase in the number of participating students
Monthly themed classroom guidance lessons by content Review school culture and climate expectations established at the beginning of the school year. Team incentive programs established by each team to encourage positive behavior. **Classroom Guidance Lessons**	**Deans, School Counselors**	**Every Monday by content:** **1st: ELA** **2nd: Math** **3rd: Science** **4th: History**	• **Teacher and student observations** • **Teacher/student feedback**
Dean-created PBIS discipline matrix	**Deans, Admiral Pride Committee**	**September 2016**	• **Reduction of discipline referrals**
Formalize the process of data documentation and Kid Talk	**Admin, Deans, Counselors, teachers**	**Weekly**	• **MTSS implemented with fidelity** • **Proper documentation of student interventions**
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	**Principal Academic Principal Department Chair**	**Ongoing**	• **School Based Governance Meeting**

SMART GOAL 5 SPED	During the 2016-2017 school years, students with disabilities will show a 50% gain on all End of Couse SOL tests.		
Strategies/Activities	**Person Responsible**	**Timeframe**	**Outcomes** **Measure of assessment**
Implement Tier 2 math and language arts interventions	**Ms. Coward** **Ms. Turner** **Ms. Mohammad** **Ms. Pieghtel** **Ms. Simmons** **Ms. Grant**	**September 2016-June 2017**	• **Assessment, data analysis, and follow-up support:** • **Analysis of 2015-16 SOL Data for Sped** • **Development, creation, and dissemination of Sped Students in need of support.** • **identification and placement in Tier 2 and Tier 3 interventions** • **Qualitative Reading Inventory (QRI) testing for Sped students**

			reading significantly below grade, • **VAAP Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings** • **Think Through Math Data** • **Transition To Algebra Data** • **Read 180 Data**
Implement Tier 3 Math and Language Arts Interventions	**Ms. Nelson** **Ms. Lawson** **Ms. Coward**		• **Fast Forward Data** • **Numbers World** • **Corrective Reading**
Unit Planning/Pacing with Content Teachers	**PLC's by Grade Level and Content**	**September 2016-June 2017**	• **Lesson Plans**
Common Assessment **Formative** **Summative**	**PLC's** **Admin** **Coach**	**By Unit**	• **Final assessment review by the first day of Unit Instruction.** • **# of assessment turned in vs. # of units**
Data Analysis Meeting and Application and reassessment	**PLC's** **Admin** **Coach**	**By unit**	• **# of Data analysis tool vs. # of units**
Creation of Data tool	**Admin**	**9/6/16**	• **Common Data tool**
Vertical Alignment meetings	**Department Head**	**Once a month**	• **Attendance roster** • **Agenda**
Creation of VA assessment/ Beginning and End	**Math Dept.** **Math Coach** **Language Arts Department** **Literacy Coach**	**Given By 9/30** **Given By 6/19**	• **Assessment**
Intervention **Small group, centers, cooperative learning**	**Intervention Teachers** **Coach**		• **Teacher input** • **Warm up and exit tickets performance** • **Spiral assessments** • **In math class performance** • **Meeting goal of TTM and IXL**
Remediation **In class cooperative learning; blended learning, stations, centers**	**Math Teachers/Special Education Teachers**	**Weekly**	• **% of students passing on reassessment**

Mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Coach	Weekly	• Document completed
Vocab Words Graphic Organizer	PLC Coach	By unit	• Development of graphic organizer document
Professional Learning for Special Education Teachers to support core instruction	Academic Principals, Special Education Teachers	Ongoing	• Professional learning for Sped Teachers: • Coaching Cadre • PLC Support from Sped Instructional Specialist • One-on-one observation and coaching cycles, as requested • Kagan Cooperative Learning Days 1-3 • Lesson plans reflecting modifications for special education students • Common assessment data for special education students
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	Principal Academic Principal Department Chair	Ongoing	• School Based Governance Meeting • Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested • Walk-through support, identification of instructional trends, and follow-up suggestions

SMART GOAL 6 ELL	During the 2016-2017 school years, students with limited English proficiency will show a 50% gain on all EOC SOL tests.		
Strategies/Activities	Person Responsible	Timeframe	Outcomes Measure of assessment
Implement Tier 2 math and language arts interventions	ELL Teachers	September 2016-June 2017	• Assessment, data analysis, and follow-up support: • Analysis of 2015-16 WIDA

			ACCESS for ELLs data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions • Qualitative Reading Inventory (QRI) testing for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports • Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource follow-up for EAP and IA teachers • VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings
Implement Tier 3 Math and Language Arts Interventions	**International Academy Teachers**	**September 2016-June 2017**	• Assessment, data analysis, and follow-up support: • Analysis of 2015-16 WIDA ACCESS for ELLs data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions • Qualitative Reading Inventory (QRI) testing for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports • Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource

			• **follow-up for EAP and IA teachers** • **VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings** • **Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested** • **Walk-through support, identification of instructional trends, and follow-up suggestions**
Unit Planning/Pacing with Content Teachers	**PLC's by Grade Level and Content**	**September 2016-June 2017**	• **Lesson Plans** • **Lesson plan feedback**
Common Assessment **Formative** **Summative**	**PLC's** **Admin** **Coach**	**By Unit**	• **Final assessment review by the first day of Unit Instruction.**
Data Analysis Meeting and Application and reassessment	**PLC's** **Admin** **Coach**	**By unit**	• **Meeting agenda** • **Data analysis of student performance**
Creation of Data tool	**Admin**	**9/6/16**	• **Common Data tool**
Vertical Alignment meetings	**Department Head**	**Once a month**	• **Attendance roster** • **Agenda**
Creation of VA assessment/ Beginning and End	**Math Dept.** **Math Coach** **Language Arts Department** **Literacy Coach**	**Given By 9/30** **Given By 6/19**	• **Assessment**
Intervention **Small group, centers, cooperative learning**	**Intervention Teachers** **Coach**		• **Teacher input** • **Warm up and exit tickets performance** • **Spiral assessments** • **In math class performance** • **Meeting goal of TTM and IXL**

Remediation In class cooperative learning; blended learning, stations, and centers	Math Teachers/Language Arts Teachers	Weekly	• % of students passing on reassessment
Mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Coach	Weekly	• Document completed
Vocab Words Graphic Organizer	PLC Coach	By unit	• Development of vocabulary graphic organizer
Professional Learning for ELL Teachers to support core instruction	Academic Principals, ELL and International Academy Teachers Jennifer Hamilton	Ongoing	• Lesson plans reflecting modifications for ELL Students • Common assessment data for ELL Students • SIOP Training • International Academy Training • Co-teaching support in classrooms and PLCs • Professional learning for English for Academic Purposes (EAP) teachers: • EAP Instructional Leadership Cohort: Effective unit and lesson planning (all EAP language arts teachers) • Coaching and support at weekly EAP language arts PLC meetings • One-on-one observation and coaching cycles, as requested • • Professional learning for teachers of ELs: • SIOP Component Enrichment Sessions: Lesson Preparation and Building Background • Kagan Cooperative Learning Days 1-3 ○ One-on-one observation and coaching cycles, as requested
Professional Learning for the	Principal	Ongoing	• School Based Governance

School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	Academic Principal Department Chair		Meeting • Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested • Walk-through support, identification of instructional trends, and follow-up suggestion

Mid-Year Review

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

   Math:
   Reading:
   Science:
   TELL:

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

   Math:
   Reading:
   Science:
   TELL:

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

   Math:
   Reading:
   Science:
   TELL:

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

   Math:
   Reading:
   Science:
   TELL:

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

Math:
Reading:
Science:
TELL: