



# School Education Plan

**Principal:** Dr. Patricia Zissios

**School/School Year:** Lyles-Crouch/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
<b>SMART Goal 1</b> Math	During the 2016-2017 school year, all students will improve their math proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on 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 type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 2</b> Reading	During the 2016-2017 school year, all students will improve their reading proficiency as measured by a 5% increase in the pass rates of students who are Limited English Proficient (LEP) and students with disabilities on 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 type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 3</b> Science	During the 2016-2017 school year, all students will improve their science proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on 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 type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 4</b> TELL	During the 2016-2017 school year, LCTA will improve the learning environment as measured by a 5% increase in the percentage of positive responses from teachers to TELL survey questions about the learning environment and professional development.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	During the 2016-2017 school year, students with disabilities will improve proficiency in all academic areas as measured by a 5% increase in the percentage of students with disabilities passing this year's SOL tests in math and science.	<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 1 - MATH

During the 2016-2017 school year, all students will improve their math proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year's SOL math test.

### Evidence:

Improvement of math skills of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, and data from ongoing interventions.

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	85	86	92	97
Proficiency Gap Group 1: ED, LEP, SWD	64	73	81	86
Proficiency Gap Group 2: Black	62	71	79	84
Proficiency Gap Group 3: Hispanic	95	84	100	100
Asian	91	<	<	<
Economically Disadvantaged	62	69	81	86
Limited English Proficient (LEP)	62	72	79	84
Students with Disabilities (SWD)	<	50	63	68
White	96	94	99	100

### Rationale:

Over the last three years continuous growth has been demonstrated in math in all subgroups at Lyles-Crouch. We would like to see this growth continue, focusing particularly on students with disabilities, economically disadvantaged, and limited English proficient students as we work to eliminate the achievement gap in math.

### Professional Learning Needs:

- Best practices for providing effective differentiated, small group math instruction
- Using common formative assessments to analyze student performance and plan re-teaching

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Provide professional development from an expert consultant to all staff on differentiated, small group math instruction at the beginning of the school year and throughout the school year, as well as professional reading material.	August 2016	Patricia Zissios Alison Meadows	<ul style="list-style-type: none"> <li>• Workshop agenda/materials</li> <li>• CLT minutes and lesson plans for math instruction</li> <li>• PD calendar/plan (attached)</li> </ul>
2. Utilize math specialist to provide small group math intervention, coordinate other math interventions, and support math instruction in the classrooms.	Ongoing	Joey Curtis	<ul style="list-style-type: none"> <li>• Intervention schedules</li> <li>• Lesson plans</li> <li>• Co-planning notes</li> </ul>
3. Design and implement a structured system of supports for math intervention with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Ongoing	Alison Meadows Joey Curtis Diane Strong SST	<ul style="list-style-type: none"> <li>• Bank of interventions</li> <li>• Progress monitoring of each intervention</li> </ul>
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	August 2016	Alison Meadows	<ul style="list-style-type: none"> <li>• Master schedule</li> </ul>

## SMART Goal 2 - READING

During the 2016-2017 school year, all students will improve their reading proficiency as measured by a 5% increase in the pass rates of students who are Limited English Proficient (LEP) and students with disabilities on this year's SOL reading test.

### Evidence:

Improvement of reading skills of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including SRI and F&P reading assessments, released SOL tests, and data from ongoing interventions.

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	86	89	95	100
Proficiency Gap Group 1: ED, LEP, SWD	69	73	89	94
Proficiency Gap Group 2: Black	70	80	88	93
Proficiency Gap Group 3: Hispanic	79	89	100	100
Asian	<	<	<	<
Economically Disadvantaged	69	74	87	92
Limited English Proficient (LEP)	67	77	82	87
Students with Disabilities (SWD)	<	37	81	86
White	95	93	97	100

### Rationale:

Over the last three years continuous growth has been demonstrated in reading in nearly all subgroups at Lyles-Crouch. Performance of LEP students has remained the same over the last two years. We would like to see the overall pattern of growth continue, focusing particularly on students with disabilities, economically disadvantaged, and limited English proficient students as we work to eliminate the achievement gap in reading.

### Professional Learning Needs:

- Providing quality literacy instruction while also preparing students to apply their knowledge in a standardized test format
- Using assessment data to analyze student performance and plan re-teaching

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Design and implement a structured system of supports for reading intervention with a range of options increasing in intensity and frequency, including specified methods for evaluating both student progress and value of each intervention.	Ongoing	Alison Meadows Karrie Kay Diane Strong SST	<ul style="list-style-type: none"> <li>• Bank of interventions</li> <li>• Progress monitoring of each intervention</li> </ul>
2. Implement regular guided reading instruction for all students, including daily guided reading as well as intervention for students reading below grade level.	Ongoing	Homeroom teachers Karrie Kay	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Intervention plans</li> </ul>
3. Provide ongoing support for continued effective implementation of the Core Knowledge Language Arts (CKLA) curriculum and pilot assessments.	Ongoing	Nancy Maslyn	<ul style="list-style-type: none"> <li>• CLT agendas and minutes</li> <li>• CK pilot assessments</li> <li>• PD calendar/plan (attached)</li> </ul>
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	August 2016	Alison Meadows	<ul style="list-style-type: none"> <li>• Master schedule</li> </ul>

## SMART Goal 3 - SCIENCE

During the 2016-2017 school year, all students will improve their science proficiency as measured by a 5% increase in the pass rates of students who are economically disadvantaged, students who are Limited English Proficient (LEP), students with disabilities, and Black students on this year's SOL science test.

### Evidence:

Improvement of science proficiency will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit assessments, released SOL tests, and data from ongoing interventions.

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	89	93	92	97
Proficiency Gap Group 1: ED, LEP, SWD	54	81	76	81
Proficiency Gap Group 2: Black	66	75	80	85
Proficiency Gap Group 3: Hispanic	<	100	<	100
Asian	<	<	<	<
Economically Disadvantaged	57	73	81	86
Limited English Proficient (LEP)	<	<	<	<
Students with Disabilities (SWD)	<	<	<	<
White	96	100	100	100

### Rationale:

Lyles-Crouch has demonstrated continuous growth in the area of science achievement but continues to have a significant gap for several subgroup areas including students with disabilities and economically disadvantaged students.

### Professional Learning Needs:

- Collaborative planning for integration of purposeful hands-on science investigations
- Training on use of new hands-on STEM in Action kits

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Classroom teachers will implement at least 2 hands-on science investigations each quarter with the planning support of the visiting science teacher (in addition to the lessons led by the visiting science teacher).	Quarterly	Classroom teachers Jason Rutchaskas	<ul style="list-style-type: none"> <li>• CLT agendas and minutes</li> <li>• Co-planning notes</li> <li>• Lesson plans</li> </ul>
2. Each grade level team will participate in quarterly planning with the visiting science teacher to identify: 1) options for classroom investigations, 2) connected investigations to be conducted with the visiting science teacher, and 3) a list of any needed materials for hands-on learning.	Quarterly	Classroom teachers Jason Rutchaskas	<ul style="list-style-type: none"> <li>• CLT agendas and minutes</li> <li>• Co-planning notes</li> <li>• Lesson plans</li> </ul>
3. Teachers will utilize unit assessments that reflect the format of the SOLs and will use the results to plan re-teaching as needed.	Quarterly	Classroom teachers Jason Rutchaskas	<ul style="list-style-type: none"> <li>• CLT agendas and minutes</li> <li>• Lesson plans</li> <li>• Assessment data</li> </ul>
4. Teachers will implement 3 week-long STEM investigations using the hands-on <i>STEM In Action</i> kits focusing on the Scientific Investigation strand of the SOLs.	3 units per year	Classroom teachers	<ul style="list-style-type: none"> <li>• CLT agendas and minutes</li> <li>• Lesson plans</li> <li>• Student work products</li> </ul>

## SMART Goal 4 – TELL SURVEY

During the 2016-2017 school year, LCTA will improve the learning environment as measured by a 5% increase in the percentage of positive responses from teachers to TELL survey questions about the learning environment and professional development.

### Evidence:

Improvement of staff perception of our learning environment will ultimately be measured by the TELL survey administered in 2018. Progress towards this goal this year will be measured using an in-house survey administered at the middle and end of the year. The in-house survey will replicate the original TELL survey questions, as well as include several designed to address professional development provided at LCTA.

TELL Survey	2013-14	2015-16	2016-17 (Target)
% of LCTA educators who respond to the survey	78	100	100
% of LCTA educators who respond positively to survey question: <i>The faculty has an effective process for making group decisions to solve problems.</i>	50	78	83
% of LCTA educators who respond positively to survey question: <i>There is an atmosphere of trust and mutual respect in this school.</i>	49	78	83
% of LCTA educators who respond positively to survey question: <i>Teachers are comfortable raising issues and concerns that are important to them.</i>	46	77	82
% of LCTA educators who respond positively to survey questions about professional development at LCTA.	NA	83	88

### Rationale:

*Lyles-Crouch has demonstrated continuous strong performance on the 2016 TELL survey results as compared to other schools in ACPS but had some areas of relative weakness. One of the noted areas of weakness was professional development. In order to effectively evaluate this aspect of our learning environment, we will ask teachers to specifically evaluate the professional development offered at LCTA.*

### Professional Learning Needs:

- *Effective collaboration within a professional learning community*
- *Conflict resolution among adults in the workplace*

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Establish a professional development committee to plan and evaluate opportunities hosted at LCTA.	August 2016	Patricia Zissios	<ul style="list-style-type: none"> <li>• Team roster and minutes</li> <li>• PD calendar</li> <li>• Exit slips</li> </ul>
2. Expand role of leadership committee to be more involved in school-wide discussion and decisions	Ongoing	Patricia Zissios	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>
3. Continue and expand the Sunshine Committee to coordinate activities designed to build staff cohesiveness and boost morale	Ongoing	Sarah Bustard	<ul style="list-style-type: none"> <li>• Schedule of events</li> <li>• Event announcements</li> </ul>

## SMART Goal 5 – SPECIAL EDUCATION

*During the 2016-2017 school year, students with disabilities will improve proficiency in all academic areas as measured by a 5% increase in the percentage of students with disabilities passing this year’s SOL tests in math and science.*

### Evidence:

*Improvement of academic proficiency of students will ultimately be measured by SOL tests at the end of the year. Progress toward this goal will be measured during the school year using multiple measures including unit/quarter assessments, released SOL tests, and data from ongoing interventions.*

SWD Performance	2013-14	2014-15	2015-16	2016- 17 (Target)
Math	<	50	63	68
Reading	<	37	81	86
Science	<	<	<	<

### Rationale:

*While Lyles-Crouch has demonstrated continuous growth in all academic areas over the last three years, our students with disabilities have not demonstrated the progress we would expect to see and a significant achievement gap exists. With that said, our strategies below will continue from last year based on the great improvement in the achievement of students with disabilities last year.*

### Professional Learning Needs:

- *Best practices for teaching reading, math and science to students with disabilities*
- *Using common formative assessments to analyze student performance and plan re-teaching*
- *Progress monitoring tools (AIMSweb)*

### Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Provide professional development and implementation support to general education and special education teachers for co-teaching and best practices in specially designed instruction to assist in improving pass rates of students with disabilities.	Ongoing	Patricia Zissios Alison Meadows CO	<ul style="list-style-type: none"> <li>• Workshop agenda and materials</li> <li>• Lesson plans</li> <li>• PD calendar/plan (attached)</li> </ul>
2. Provide frequent, regular opportunities for general education and special education teachers to collaborate and co-plan and include special education instructional specialist in supporting co-teaching pairs.	Ongoing	Alison Meadows CO	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• CLT agendas and minutes</li> <li>• Feedback from instructional specialist</li> </ul>
3. Utilize frequent progress monitoring (assessment, discussion and planning) for all students with disabilities using tools such as AIMSweb.	Ongoing	Alison Meadows Scott Keplinger	<ul style="list-style-type: none"> <li>• AIMSweb data</li> <li>• IEP progress reports</li> </ul>
4. Implement a master schedule that includes an intervention/enrichment block to allow focused time for intervention without disrupting core instruction.	August 2016	Alison Meadows	<ul style="list-style-type: none"> <li>• Master schedule</li> </ul>



# School Education Plan

## LCTA Professional Learning 2016-2017

Date	Time	Topic	Presenter/Contact
Monday, August 29	8:00-3:00	School Year Opening, Nuts & Bolts School Education Plan, and Core Knowledge Assessment Training (PLMS #14385)	Dr. Zissios and Alison Meadows
Tuesday, August 30	8:00-3:00	Guided Math: Small Group Differentiated Math Instruction Part 1 (PLMS #15743)  Quarterly Planning	Christine Hufnagel (consultant)  Alison Meadows
Monday, September 19	2:45-3:45	Courageous Conversations and Conflict Resolution	Human Resources: Sandra Hardeman
Monday, October 10	8:00-3:00	Guided Math: Small Group Differentiated Math Instruction Part 2 (PLMS #16057)  Instructional Technology: Nearpod and Chromebooks (PLMS #16058)	Christine Hufnagel (consultant)  Melissa King
Monday, October 17	2:45-3:45	FLE New Curriculum Overview	Curriculum & Instruction: Michael Humphreys

### Upcoming Topics for 2016-2017

- Strategies to Support English Learners in Science (presented by ELL/Jaime Knight)
- Co-teaching and Inclusion Strategies to Support Students with Disabilities + Specially Designed Instruction (2+ sessions presented by Department of Specialized Instruction)
- Instructional Technology and Blended Learning (rotation style presented by Technology/Melissa King and other LC staff on various topics)
- Guided Math: Midyear Reflection and Teacher Share (presented by various LC staff)
- Book Study: Choice Words by Peter Johnston (presented by Alison Meadows)

## 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: