School Education Plan

Alexandria City Public Schools

Principal   Lucretia Jackson *School/ School Year   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 June 2017, 62% of Gap 1 students and 59% of Gap 2 students will pass the Math 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 June 2017, 66% of Gap 1 students and 64% of Gap 2 students will pass the Reading 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 June 2017, 82% of all students will pass the Science 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 June 2017, 78% of all Maury staff will feel that Maury is a good place to work and learn.	☒ 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	By June 2017, all students (K-5) receiving special education services will demonstrate at least one year's growth in reading as measured by Fountas and Pinnell Benchmark Assessment. By June 2017, all students (3-5) receiving special education services will demonstrate at least one year's growth in mathematics as measured by the Think Through Math Benchmark Assessment. By June 2017, 47% of students (3-5) receiving special education services will pass the math SOL and 42% of students (3-5) receiving special education services will pass the reading 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 1

By June 2017, 62% of Gap 1 students and 59% of Gap 2 students will pass the Math SOL.

Evidence:

Improvement in math skills will be measured using SOL assessment at the end of the 2016-2017 school year. Progress will be monitored throughout the year using ACPS Benchmark assessments, Think Through Math, unit tests, and IEP goal progress. Teachers will frequently collect data towards goal progress and meet with the school's data interventionist to analyze it on a monthly basis. In these monthly meetings, grade level teams will collaboratively use the data to drive instruction by designing lessons and interventions to meet the needs of all learners.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	85%	83%	82%	87%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	68%	59%	57%	62%
Proficiency Gap Group 2: Black	67%	55%	54%	59%
Proficiency Gap Group 3: Hispanic	69%	59%	48%	53%
Economically Disadvantaged	70%	56%	53%	58%
Limited English Proficient (LEP)	N/A	N/A	43%	48%
Students with Disabilities (SWD)	57%	41%	42%	47%
White	95%	97%	98%	99%

Rationale:
This goal has been set to address the achievement gap for our Gap 1 and Gap 2 students in mathematics. According to the Spring 2016 SOLs, our Gap 1 and Gap 2 students are performing significantly lower than the federal benchmark and other subgroups within our school. The action plan outlined below addresses how we will address these concerns using instructional and behavioral supports/strategies.

Professional Learning Needs:

Professional Development Needs	Desired Outcomes	Proposed Timeline
Math Interventions *What interventions are available for struggling students? What resources are*	Teachers will identify Tier 2 and 3 students based on data and be able to effectively design appropriate math	Monthly Data Meetings October 2016-June 2017

available through the Office of Specialized Instruction?	interventions to improve student performance. Teachers will develop a professional relationship with central office personnel (Julia Neufer and Cynthia McDougal) to collaborate in this process.	
Instructional Technology *How can we use instructional technology to support math instruction?*	Teachers will implement the use of instructional technology into their classroom instruction on a regular basis. Teachers will strive to use technology in ways that provide unique learning experiences, which would not be accessible without the use of the technology.	Chrome Book Training October 2016
Think Through Math Math Expressions	Teachers will use the Think Through Math Benchmark assessment to track student progress throughout the year. Teachers will use Think Through Math Pathways as a way to differentiate instruction in their classroom. All teachers will understand the components of the Math Expressions program and use it in their classrooms.	Think Through Math August 31, 2016 Math Expressions As needed per teacher request
MTSS Review	Teachers will be familiar with the MTSS process and guidelines in order to identify students in need of interventions.	Staff Meeting August 29, 2016 Data Literacy Training August 30, 2016 Monthly Data Meeting October 2016- June 2017
EL Strategies *What strategies can be used in the general education*	Teachers will be equipped with strategies to differentiate instruction for EL	EL Strategies Training Tentative Date: March 10, 2017

setting to support EL students?	students. Teachers will be familiar with the best pedagogical practices for introducing new vocabulary to EL 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.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Establish mentoring program for Gap 1 and Gap 2 students to promote academic success and increase family involvement. (Alignment with Strategic Plan: Family and Community Engagement)	October 2016-June 2017	Lead: Meredith Forbes & Shannon Evans	To promote academic success and increase family involvement. Measured by participation at parent conferences and school events.
2. Integrate weekly Math Talks into instruction. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Facilities and Learning Environment)	January 2017-June 2017	Lead: Michele Meshover	To develop number sense and promote conversations about real world math application. Measured by classroom, district, and state math assessments.
3. Establish optional teacher led learning community where educators discuss best practices, exchange lesson plan ideas/ resources, and reflect on their practice. (Alignment with Strategic Plan: Family and Community Engagement)	January 2017-June 2017	Lead: Rachel Seymore	Improve pedagogical practices of teachers in order to increase student achievement. Measured by staff participation in teacher led

			learning community.
4. Data Interventionist will meet monthly with grade level teams to analyze data, develop and implement instructional strategies, and provide interventions in and out of the classroom according to the MTSS structure. Each data meeting will follow the cycle below: • Gather data • Identify an issue • Understand the issue • Diagnose causes • Plan for action • Take action • Reflect and evaluate results (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff, Effective and Efficient Operations)	September 2016 - June 2017	Lead: Rachel Seymore	To drive instruction and improve academic performance using data. Measured using Intervention Progress Monitoring.
5. The encore teachers will attend monthly grade level meetings to collaborate with K-5 teachers and become knowledgeable about the current curriculum. Encore teachers will provide academic support to classroom teachers during open periods in their schedules. (Alignment with Strategic Plan: Exemplary Staff, Academic Excellence and Educational Equity)	September 2016- June 2017	Lead: Ms. Luisa Tio	Create cross curricular connections; offer additional academic support to students and teachers.
6. The TAG teacher(s) will place emphasis on conceptual understandings of mathematical models and various approaches to mathematical problem-solving.	November 2016 – June 2017	Lead: Mrs. Catherine Ienzi	To develop problem solving skills. Measured by classroom observations and project based learning.

SMART Goal 2

By June 2017, 66% of Gap 1 students and 64% of Gap 2 students will pass the Reading SOL.

Evidence:
Improvement in reading skills will be measured using SOL assessment at the end of the 2016-2017 school year. Progress will be monitored throughout the year using the SRI, ACPS Benchmark assessments, Fountas and Pinnell assessments, unit tests, and IEP goal progress. Teachers will frequently collect data towards goal progress and meet with the school's data interventionist to analyze it on a monthly basis. In these monthly meetings, grade level teams will collaboratively use the data to drive instruction by designing lessons and interventions to meet the needs of all learners.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	78%	80%	83%	88%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	54%	54%	61%	66%
Proficiency Gap Group 2: Black	46%	51%	59%	64%
Proficiency Gap Group 3: Hispanic	75%	50%	57%	62%
Economically Disadvantaged	50%	47%	61%	66%
Limited English Proficient (LEP)	N/A	N/A	79%	84%
Students with Disabilities (SWD)	55%	50%	37%	42%
White	93%	94%	98%	99%

Rationale:
This goal has been set to address the achievement gap for our Gap 1 and Gap 2 students in reading. While our scores in reading have increased overall, our Gap 1 and Gap 2 students are still performing lower than the federal benchmark and other subgroups within our school according to the Spring 2016 SOL results. Under Gap 1, our LEP students helped improve our score significantly from last year, but our SWD still struggle to meet benchmarks and are our lowest performing subgroup. The action plan outlined below addresses how we will address these concerns using instructional and behavioral supports/strategies.

Professional Learning Needs:

Professional Development Needs	Desired Outcomes	Proposed Timeline
Reading Interventions *What interventions are*	Teachers will identify Tier 2 and 3 students based on data	Monthly Data Meetings October 2016-June 2017

available for struggling students? What resources are available through the office of Specialized Instruction?	and be able to effectively design appropriate reading interventions to improve student performance. Teachers will develop a professional relationship with central office personnel (Cynthia McDougal and Suzanne Lank) to collaborate in this process.	
Reader's Workshop	Teachers will integrate Reader's Workshop into their daily lessons to promote student growth.	Reader's Workshop Training Tentative Date: March 10, 2017
MTSS Review	Teachers will be familiar with the MTSS process and guidelines in order to identify students in need of interventions.	Staff Meeting August 29, 2016 Data Literacy Training August 30, 2016 Monthly Data Meeting October 2016- June 2017
EL Strategies *What strategies can be used in the general education setting to support EL students?*	Teachers will be equipped with strategies to differentiate instruction for EL students. Teachers will be familiar with the best pedagogical practices for introducing new vocabulary to EL students.	EL Strategies Training Tentative Date: March 10, 2017

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. Establish mentoring program for Gap 1 and Gap 2 students to promote academic success and increase family involvement. (Alignment with Strategic Plan: Family and Community Engagement)	October 2016- June 2017	Lead: Meredith Forbes & Shannon Evans	To promote academic success and increase family involvement. Measured by participation

			at parent conferences and school events.
2. Reading specialists will administer Fountas and Pinnell Benchmark Assessment to Gap 1 and Gap 2 students on a quarterly basis in all grade levels. (Alignment with Strategic Plan: Academic Excellence and Educational Equity)	September 2016 - June 2017	Lead: Rachel Blumenthal & Juliette Kopp	This data will be used to create the reading specialists' flexible intervention groups. Measured by Fountas & Pinnell Benchmark Assessment.
3. The school librarian will level books for easy student access and instruct students how to choose "just right" books by teaching a quarterly lesson. (Alignment with Strategic Plan: Facilities and Learning Environment, Effective and Efficient Operations)	September 2016- June 2017	Lead: Dr. Samantha Patterson	Promote independent reading at appropriate levels among all students. Measured by library book check out log.
4. The encore teachers will attend monthly grade level meetings to collaborate with K-5 teachers and become knowledgeable about the current curriculum. Encore teachers will provide academic support to classroom teachers during open periods in their schedules. (Alignment with Strategic Plan: Exemplary Staff, Academic Excellence and Educational Equity)	September 2016- June 2017	Lead: Ms. Luisa Tio	Create cross curricular connections; offer additional academic support to students and teachers
5. Staff will attend professional development on interventions for striving readers. (Alignment with Strategic Plan: Exemplary Staff, Academic Excellence and Educational Equity)	November 2016	Lead: Shannon Evans & Kaitlin Dinan	Staff will become knowledgeable about interventions for striving readers. Measured by reading levels and MTSS tiers.
6. The reading specialists will present a new reading strategy at monthly data meetings based on needs identified from a teacher survey. (Alignment with Strategic Plan: Exemplary Staff, Academic	September 2016- June 2017	Lead: Rachel Blumenthal & Juliette Kopp	To drive instruction and improve academic

Excellence and Educational Equity)			performance using data. Measured by weekly lesson plans and classroom, district, and state assessments.
7. The reading specialists will provide progress monitoring data for the students in their intervention groups on a monthly basis. (Alignment with Strategic Plan: Academic Excellence and Educational Equity)	September 2016 – June 2017	Lead: Rachel Blumenthal & Juliette Kopp	To drive instruction and improve academic performance using data. Measured by intervention monitoring logs and classroom, district, and state assessments.
8. Fifteen identified Gap 1 and Gap 2 students will participate in skill/test prep with the Data Interventionist (grades 3-5). (Alignment with Strategic Plan: Academic Excellence and Educational Equity)	Twice weekly from January 2017– June 2017	Lead: Rachel Seymore	Provide students with more direct instruction and practice applying reading/ test taking strategies. Measured by classroom, district, and state assessments.
9. Data Interventionist will meet monthly with grade level teams to analyze data, develop and implement instructional strategies, and provide interventions in and out of the classroom according to the MTSS structure. Each data meeting will follow the cycle below: • Gather data • Identify an issue • Understand the issue • Diagnose causes • Plan for action • Take action • Reflect and evaluate results (Alignment with Strategic Plan: Academic Excellence and	September 2016 - June 2017	Lead: Rachel Seymore	To drive instruction and improve academic performance using data. Measured using Intervention Progress Monitoring.

Education Equity, Exemplary Staff, Effective and Efficient Operations)			

SMART Goal 3

By June 2017, 82% of all students, 57% of Gap 1 students, and 62% of Gap 2 students will pass the Science SOL.

Evidence:
Improvement in science proficiency will be measured using SOL assessment at the end of the 2016 – 2017 school year. Progress will be monitored throughout the year using ACPS Benchmark Assessments, unit tests, and project based assessments. Teachers will frequently collect data towards goal progress and meet with the school's data interventionist to analyze it on a monthly basis. In these monthly meetings, grade level teams will collaboratively use the data to drive instruction by designing lessons and interventions to meet the needs of all learners.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	82%	82%	77%	82%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	60%	67%	52%	57%
Proficiency Gap Group 2: Black	53%	44%	57%	62%
Economically Disadvantaged	61%	61%	52%	57%
Students with Disabilities (SWD)	33%	60%	N/A	65%
White	97%	100%	95%	99%

Rationale:
This goal was created to align with the current division goal of promoting academic excellence. Seventy-seven percent of students passed the Science SOL in the Spring of 2016. While that number is over the federal benchmark, many of our subgroups are still struggling. We will focus our efforts on closing the achievement gap for our black students and students with disabilities.

Professional Learning Needs:

Professional Development Needs	Desired Outcomes	Proposed Timeline
Science Interventions *What interventions are available for struggling students? What resources are available through the office of Specialized Instruction?*	Teachers will identify Tier 2 and 3 students based on data and be able to effectively design appropriate science interventions to improve student performance.	Monthly Data Meetings October 2016-June 2017

	Teachers will develop a professional relationship with central office personnel (Cynthia McDougal and Daniel Alcazar-Roman) to collaborate in this process.	
EL Strategies *What strategies can be used in the general education setting to support EL students?*	Teachers will be equipped with strategies to differentiate instruction for EL students. Teachers will be familiar with the best pedagogical practices for introducing new vocabulary to EL students.	EL Strategies Training Tentative Date: March 10, 2017
FOSS Kits *What are FOSS Kits? How can they be used in the classroom?*	Teachers will use FOSS kits regularly to support the ACPS science curriculum. Teachers will become familiar with the FOSS kit components and what standards each kit aligns with.	FOSS Kit Training Monthly Science Curriculum Meetings October 2016- June 2017 Lead by: Jason Rutchauskas (Visiting science teacher)
Real School Gardens	Teachers will use the garden as an outdoor classroom on a regular basis. Teachers will develop lessons that integrate the science curriculum by way of the school garden.	Real School Gardens Training October 10, 2017

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. Establish mentoring program for Gap 1 and Gap 2 students to promote academic success and increase family involvement. (Alignment with Strategic Plan: Family and Community Engagement)	October 2016-June 2017	Lead: Meredith Forbes & Shannon Evans	To promote academic success and increase family involvement. Measured by participation at parent

			conferences and school events.
2. Integrate content specific non-fiction literature that aligns with low performing SOL standards into weekly library classes. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Facilities and Learning Environment, Effective and Efficient Operations)	September 2016- June 2017	Lead: Dr. Samantha Patterson & Joseph Ramirez	To improve content specific vocabulary. Measured by classroom, district, and state assessments.
3. The visiting science teacher will visit each classroom at least once bi-weekly, focusing on academic vocabulary. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Facilities and Learning Environment)	Twice monthly from September 2016- June 2017	Lead- Jason Rutchauskas	To provide hands on learning experiences to help students better understand abstract science concepts and academic vocabulary. Measured by classroom, district, and state assessments.
4. Teachers will use the garden as an outdoor classroom in order to incorporate experiential, hands on learning into the curriculum. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Facilities and Learning Environment, Exemplary Staff)	January 2017- June 2017	Lead- Amanda Eclipse	To provide hands on learning experiences to help students better understand abstract science concepts. Measured by teacher survey and classroom, district, and state assessments.
5. Data Interventionist will meet monthly with grade level teams to analyze data, develop and implement instructional strategies, and provide interventions in and out of the classroom according to the MTSS structure. Each data meeting will follow the cycle below:	September 2016 - June 2017	Lead: Rachel Seymore	To drive instruction and improve academic performance

• Gather data • Identify an issue • Understand the issue • Diagnose causes • Plan for action • Take action • Reflect and evaluate results (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff, Effective and Efficient Operations)			using data. Measured using Intervention Progress Monitoring.

SMART Goal 4 (TELL SURVEY)

By June 2017, 78% of all Maury staff will feel that Maury is a good place to work and learn.

Evidence:
Our fourth SMART goal will be measured using a staff survey at the end of the 2016-2017 school year. We will also use surveys to collect evidence throughout the school year by asking staff to share their current needs, professional development endeavors, and their opinions on the effectiveness of support staff. In addition to the initiatives outlined in the action plan below, staff will participate in Goody Friday, Birthday Buddies, and icebreaker activities at monthly staff meetings. The goal of these activities is to improve staff morale, encourage team building, and make Maury a fun and exciting place to work.

Rationale:
Data collected from the 2016 TELL survey showed us that only 73% of our staff felt that Maury was a good place to work and learn. This number fell from 100% since the 2014 TELL survey. In order to address this concern, the Leadership Committee has conducted multiple surveys and had many discussions with staff to solicit ideas for improving staff morale. These ideas are outlined in the action plan below and address professional development needs, planning needs, and student behavior needs among staff.

Professional Learning Needs:

Professional Development Needs	Desired Outcomes	Proposed Timeline
PBIS Training *How do we ensure our second year of implementation is successful?*	Teachers will implement PBIS with fidelity and students will be motivated by incentives to do the right thing. The number of behavior infractions/referrals will decrease.	Monthly PBIS meetings October 2016- June 2017 Frequent check-ins with Sheri James
Teambuilding *How can we improve our school culture and promote a positive morale among staff?*	Staff surveys will indicate improved morale. Teachers will communicate effectively with each other and develop meaningful professional relationships.	Monthly Staff Meeting August 2016- June 2017

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. Establish optional academic book club for teachers. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff)	January 2017 – June 2017	Lead: Shannon Evans & Meredith Forbes	To establish relationships among teachers around a shared vision or goal. Measured by book club participation log.
2. Create an additional common planning time for grade level/ vertical teams. (Alignment with Strategic Plan: Exemplary Staff, Effective and Efficient Operations)	September 2016 – June 2017	Lead: Lucretia Jackson, Suzanne Hess & Grade Level Chairs	To increase planning and data collection opportunities among staff. Measured by staff survey.
3. Review PBIS data at monthly staff meetings. (Alignment with Strategic Plan: Exemplary Staff, Facilities and Learning Environment, Effective and Efficient Operations)	September 2016 – June 2017	Lead: Shannon Evans, Jacqueline Lusk, Yvonne Pickett & Laura Koss	To improve student behavior in order to support consistency and increase staff morale. Measured by staff survey and behavior referral data.

4. Data Interventionist will meet monthly with grade level teams to analyze data, develop and implement instructional strategies, and provide interventions in and out of the classroom according to the MTSS structure. Each data meeting will follow the cycle below:
  • Gather data
  • Identify an issue
  • Understand the issue
  • Diagnose causes
  • Plan for action
  • Take action
  • Reflect and evaluate results
	September 2016 - June 2017	Lead: Rachel Seymore	To drive instruction and improve academic performance using data. Measured using Intervention Progress Monitoring.

(Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff, Effective and Efficient Operations)			

SMART Goal 5

By June 2017, all students (K-5) receiving special education services will demonstrate at least one year's growth in reading as measured by Fountas and Pinnell Benchmark Assessment.

By June 2017, all students (3-5) receiving special education services will demonstrate at least one year's growth in mathematics as measured by the Think Through Math Benchmark Assessment.

By June 2017, 47% of students (3-5) receiving special education services will pass the math SOL and 42% of students (3-5) receiving special education services will pass the reading SOL.

Evidence:
According to a variety of data (SOL scores, ACPS Benchmark Assessments, PALS, the Scholastic Reading Inventory, reading levels obtained with the Fountas and Pinnell Benchmark Assessment, the Think Through Math Benchmark Assessment, etc.), students with disabilities continue to be our lowest performing subgroup. These students' performance is inconsistent and test scores have been on a downward trajectory over the past few years, especially in reading. To address this achievement gap, reading specialists will monitor the reading levels of all SWD on a quarterly basis (and more frequently when needed as determined by the MTSS framework). The SRI, ACPS Benchmark assessments, transfer tasks, and unit tests will also be used to monitor growth throughout the year in reading. In math, growth will be monitored using the VKRP, Math Diagnostic Assessment, ACPS Benchmark assessments, the Think Through Math Benchmark Assessment, transfer tasks, and unit tests. IEP goals and objectives will also be monitored throughout the school year.

Student Group: SWD	2013-14	2014-15	2015-16	2016- 17 (Target)
Math	57%	41%	42%	47%
Reading	55%	50%	37%	42%
VA Studies	43%	N/A	N/A	60%
Science	33%	60%	N/A	65%

Rationale:
Students with disabilities continue to have difficulty mastering grade level standards. They struggle to demonstrate their understanding on classroom, district, and state assessments. According to recent SOL scores, students with disabilities continue to be our lowest performing subgroup. These students' performance is inconsistent and test scores have been on a downward trajectory over the past few years, especially in reading.

Professional Learning Needs:

Professional Development Needs	Desired Outcomes	Proposed Timeline
SPED Interventions *What interventions are available for struggling students? What resources are available through the Office of Specialized Instruction? What alternate instructional programs are available for SPED students?*	Teachers will identify tier 2 and 3 students based on data and be able to effectively design appropriate interventions to improve student performance. Teachers will develop a professional relationship with central office personnel (Cynthia McDougal) to collaborate in this process.	Monthly Data Meetings October 2016-June 2017 Ongoing meetings with Cynthia McDougal
Data Literacy *How can we use data effectively and efficiently to drive instruction?*	Teachers will attend monthly data meetings to analyze data collaboratively. Teachers will implement the MTSS process in identifying students for interventions.	Data Literacy Training August 30, 2016 Monthly Data Meetings October 2016-June 2017
Instructional Technology *How can we use instructional technology to support math instruction?*	Teachers will implement the use of instructional technology into their classroom instruction on a regular basis. Teachers will strive to use technology in ways that provide unique learning experiences, which would not be accessible without the use of the technology.	Chrome Book Training October 2016
Aims Web Training *How can Aims Web be used as an efficient and effective progress monitoring tool?*	Special Education teachers will be trained on how to use the Aims Web system to monitor student interventions. They will begin using the program this school year to increase their familiarity and understanding of the program.	Special Education teachers will attend Aims Training during the 2016-2017 school year. These teachers will then train the entire staff to use the program during the 2017-2018 school year.
Co-Teaching in Inclusion	Teachers in co-taught	Date: TBD

Settings *What co-teaching strategies are most successful in helping students with disabilities master grade level content?*	inclusion classrooms will consistently implement a variety of co-teaching models.	

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. Establish mentoring program for Gap 1 and Gap 2 students to promote academic success and increase family involvement. (Alignment with Strategic Plan: Family and Community Engagement)	October 2016-June 2017	Lead: Meredith Forbes & Shannon Evans	To promote academic success and increase family involvement. Measured by participation at parent conferences and school events.
2. Data Interventionist will meet monthly with grade level teams to analyze data, develop and implement instructional strategies, and provide interventions in and out of the classroom according to the MTSS structure. Each data meeting will follow the cycle below: • Gather data • Identify an issue • Understand the issue • Diagnose causes • Plan for action • Take action • Reflect and evaluate results (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff, Effective and Efficient Operations)	September 2016 - June 2017	Lead: Rachel Seymore	To drive instruction and improve academic performance using data. Measured using Intervention Progress Monitoring.
3. The reading specialists will provide progress monitoring data for the students in their intervention groups on a monthly basis. (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff)	September 2016 – June 2017	Lead: Rachel Blumenthal & Juliette Kopp	To drive instruction and improve academic performance using data. Measured by intervention monitoring logs and

			classroom, district, and state assessments.
4. Fifteen identified Gap 1 and Gap 2 students will participate in skill/test prep with the Data Interventionist (grades 3-5). (Alignment with Strategic Plan: Academic Excellence and Educational Equity)	Twice weekly from January 2017 – June 2017	Lead: Rachel Seymore	Provide students with more direct instruction and practice applying reading/ test taking strategies. Measured by classroom, district, and state assessments.
5. Data interventionist will create a school wide sharable document displaying on-going interventions (academic and behavioral). (Alignment with Strategic Plan: Academic Excellence and Education Equity, Exemplary Staff, Effective and Efficient Operations)	September 2016 – June 2017	Lead: Rachel Seymore	To give teachers insight on interventions that have been successful with their students and provide documentation for IEP, SIT, 504, and Child Study meetings. Measured by teacher survey.
6. Create a reference sheet on procedures, protocols, and staff roles/ responsibilities for navigating the SIT, Child Study, 504, and IEP processes. (Alignment with Strategic Plan: Exemplary Staff, Effective and Efficient Operations)	October 2016 – June 2017	Lead: Yvonne Pickett, Lisa Falleronie and Janelle Freeman	To communicate expectations and procedures to staff in order to establish consistency. Measured by teacher survey.

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: