



School Education Plan

Principal PreeAnn Johnson

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	During the 2016-17 school year, all students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s Math SOL.	<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 2 Reading	During the 2016-17 school year, all students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their reading skills as measured by a 5 point increase in the percentage of students passing this year’s Reading SOL.	<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 3 Science	During the 2016-17 school year, all 5 th Grade students will make measurable progress, including students who are Hispanic, LEP, or economically disadvantaged, students will improve their science knowledge as measured by a 5 point increase in the percentage of students passing this year’s Science SOL.	<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 4 TELL	Improve systems related to reporting, recording, and analyzing discipline data to inform the effectiveness of MTSS processes and the PBIS program implementation.	<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 checked="" type="checkbox"/> 4. Facilities and the Learning Environment <input checked="" type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

SMART Goal 5 Special Education	During the 2016-17 school year, students with disabilities will improve their math and reading skills as measured by a 5 point increase in the percentage of SWD students passing this year’s Math and Reading SOL.	<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 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

During the 2016-17 school year, all students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s Math SOL.

Evidence: *Evidence used to demonstrate progress will include Think Through Math Assessments, unit assessments, fluency checks, and Quick Checks from Math Expressions. SOL data will be used as a measure for goal completion.*

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	73	75	73	78
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64	71	68	73
Proficiency Gap Group 2: Black	65	68	70	75
Proficiency Gap Group 3: Hispanic	68	70	68	73
Asian		100	88	93
Economically Disadvantaged		72	69	74
Limited English Proficient (LEP)		68	66	71
Students with Disabilities (SWD)	38	39	41	46
White		85	78	83

Rationale:

- *There was a slight decrease in all math pass rates except SWD and Gap Group 2 (Black) students. Our math plan will therefore place an emphasis on core instruction to support a school wide increase in achievement.*

Professional Learning Needs:

- *We need professional development to learn “Guided Math” “Balanced Math” strategies. We need ways to incorporate these kinds of differentiation while using the ACPS curriculum and resources.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Use multiple data sources, including data collected through the MTSS processes to identify skill deficits. Throughout each unit of study, provide targeted remediation to small groups based identified skill need. Provide opportunities for guided practice and enrichment to students who are approaching or show mastery. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.</p>	<p>2 to 3 days a week</p>	<p>Classroom teachers, and support staff.</p>	<p>Provide in progress intervention by skill as a part of the core instruction. As a result, gains will be evidenced by a gain of at least 10% on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.</p>
<p>2. Use multiple data sources, and data collected through the MTSS processes to identify Tier 2 and 3 students. Starting in October, we will provide targeted skill based intervention and remediation during I/E with students who do not receive reading services at that time. For those who are Tier 2 and 3 in both math and reading, we will provide targeted intervention via afterschool remediation. The tutors will be a current grade level content teacher. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.</p>	<p>2 days a week</p>	<p>Classroom teachers and support staff</p>	<p>By identifying Tier 2 and 3 students, and applying targeted intervention during I/E and afterschool a gain will be evidenced by 80% pass rate on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.</p>
<p>3. Provide differentiation during the core math block through a guided Math approach in which students who require a bit more teacher directed practice would receive that in a smaller group for 20-30 minutes while students who are progressing toward mastery will have time for independent practice and/cooperative learning of real life application of skills.</p>	<p>2 to 4 days a week.</p>	<p>Classroom teachers and support staff</p>	<p>By identifying school based staff/resources, support will be provided during the math block to create smaller groups for targeted reteaching within the unit resulting in a greater number of students receiving mastery (80%) on unit assessments the first time they are given.</p>

SMART Goal 2 - Reading

During the 2016-17 school year, all students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their reading skills as measured by a 5 point increase in the percentage of students passing this year’s SOL reading test.

Evidence: *Evidence used to demonstrate progress will include grade level benchmark assessments and running records. The Fountas and Pinnell assessment kits will also be used quarterly and the SOL results will be used to measure completion of the goal.*

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	60%	69%	71%	76%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	48%	63%	65%	70%
Proficiency Gap Group 2: Black	54%	65%	68%	73%
Proficiency Gap Group 3: Hispanic	51%	61%	64%	69%
Asian	87%	100%	81%	86%
Economically Disadvantaged	48%	65%	65%	70%
Limited English Proficient (LEP)	42%	62%	61%	66%
Students with Disabilities (SWD)	18%	18%	32%	37%
White	84%	82%	78%	83%

Rationale:

- *Students in all Gap groups made slight gains, however there is a need to continue closing the gap.*
- *Data from SRI, Running Records and Benchmark assessments show continued progress, however not at rates necessary to meet expected outcomes.*

Professional Learning Needs:

- *We need to identify a schoolwide approach to teaching reading that supports continuous growth at tier 1 and accelerated growth for tier 2 and 3 students. We will need to have every teacher trained and familiar with Reading Workshop and determine how we can implement it effectively at each grade level.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1 Each grade level team will become familiar with the reading workshop framework. Working with central office specialist, administrators, and instructional coaches, teams will implement strategies from the reading workshop that are aligned with current curriculum expectations as we move toward a more targeted approach to balanced literacy.</p>	<p>Weekly meetings with instructional coaches and administration Monthly meeting with curriculum specialist</p>	<p>Kathy Harrington Suzanne Lank</p>	<p>To come up with a grade level implementation plan for reading workshop to prepare for full implementation with fidelity in the 2017-18 school year.</p>
<p>2. Collaborate with office of curriculum and instruction to provide ongoing professional development, observations, and guidance on the core 1 instructional practices as well as possible remediation strategies and interventions that would be in line with the reading guidelines and support accelerated growth for Tier 2 and 3 students.</p>	<p>Ongoing</p>	<p>Administrators and Reading Goal Team Leaders</p>	<p>Determine appropriate intervention options to implement during the MTSS process as we implement targeted strategies and complete ongoing progress monitoring that shows significant gains as measured by expected gains on <i>Fountas and Pinnell</i></p>
<p>3. Using the MTSS framework, meet regularly to review data to guide instructional practices. Establish a consistent schedule for progress monitoring, benchmark assessments and universal screenings that can be used in the MTSS progress meetings to identify gap areas and provide immediate remediation strategies and intervention programs.</p>	<p>Monthly</p>	<p>SEP Literacy Team/Reading Specialists</p>	<p>By doing fidelity checks through observations we can identify, replicate and model effective teaching strategies to ensure that all teachers, at a given grade level, are using sound instructional practices that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, SRI and the SOL.</p>

SMART Goal 3 - Science

During the 2016-17 school year, all 5th grade students will make measurable progress, including students who are Hispanic, LEP, or economically disadvantaged, students will improve their science knowledge as measured by a 5 point increase in the percentage of students passing this year’s SOL test.

Evidence: *Evidence used to demonstrate progress will include unit transfer task, formative assessments and project based learning using rubrics for evaluation. The 5th grade SOL will be used to measure the completion of the goal.*

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	71	67	78	83
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	62	62	73	78
Proficiency Gap Group 2: Black	61	53	73	78
Proficiency Gap Group 3: Hispanic	66	64	80	85
Economically Disadvantaged		61	73	78
Limited English Proficient (LEP)	57	47	68	73
Students with Disabilities (SWD)	48	38	42	47
White		100	69	74

Rationale:

- *Science scores made significant gains across all gap groups with gain of at least 10% for All Students, Gap Group 1, and Economically Disadvantaged, and 15-20% for Black, Hispanic, and LEP students.*
- *Based on the current 5th grade teachers’ analysis of the past SOL we recognize that the missed skills are generally those that are taught in grade 3rd and 4th. This requires a re-teaching in 5th grade in addition to the content required at that grade level. Therefore, action steps will continue to focus on science instruction in grades 3-5.*

Professional Learning Needs:

- *Goal Team will work on cross grade level planning opportunities and through this process they will identify any PL needs. We will then continue to work with Daniel Alcazar-Roman, Science Curriculum Specialist, to identify and implement strategies that support our student’s needs.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Teams will analyze prior year data paying particular attention to areas that require explicit instruction and reteaching. Teachers will create SchoolNet assessments that target these areas and use them for progress monitoring and to guide instruction.</p>	<p>September review of data Bi-weekly progress monitoring Nov., Jan., and March benchmarking</p>	<p>Science Teachers Science Goal Teams Administration</p>	<p>By identifying and providing targeted explicit instruction to specific deficit areas, we will ensure that students master content that builds on scientific understanding and results in a greater percentage of students mastering areas that are typically overlooked. Thus, we will see a continued increase in pass rates.</p>
<p>2. Continue to teach, practice and create songs and non-traditional strategies that have been successful in helping Black, Hispanic, LEP and students with limited experiences to gain and retain information related to science concepts and terms.</p>	<p>For Each Unit of Study</p>	<p>Science Teachers</p>	<p>By teaching songs and creating projects based hands on learning opportunities, we expect to see a continual decrease in the gap for our minority students evidenced by continued increase in pass rates of no less than 5%.</p>
<p>3. Teachers will be held accountable for pacing and covering the Big Ideas and Essential Questions for each unit of study at that grade level.</p>	<p>School year</p>	<p>Classroom teachers, support staff and principals</p>	<p>By ensuring science concepts are taught at all levels, we will ensure that the content of the 5th grade SOL (cumulative 3-5) will not have to be re-taught and students will have a better chance of meeting master and increase the SOL by 5% points each year.</p>
<p>4. Team planning to address science across the Content Areas.</p>	<p>Weekly and quarterly team planning</p>	<p>Classroom teachers and support staff</p>	<p>Content integrated lesson plans will ensure that common strategies are used and will allow teachers to make connections between grades increasing the likelihood of master and success on grade level and SOL assessments.</p>

SMART Goal 4 - TELL

Improve systems related to reporting, recording, and analyzing discipline data to inform the effectiveness of MTSS processes and the PBIS program implementation.

Evidence: A clear, established set of expectations will be evident in all settings. Positive praise and reinforcement will be consistent within each grade level and will follow the schoolwide structure at every level.

Rationale:

- The TELL survey indicated gains in all areas, however an in-depth discussion of the results with staff indicated a desire to get a better handle on patterns of behavior and effects of PBIS on decreasing referrals.
- We have made significant improvements in the way we report, document, and deal with discipline at all tiers. We feel the need to make sure that tier 1 interventions instituted in the classroom by the teacher are documented and considered as such in the MTSS process as it relates to behavior.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Implement the use of an internal Google Document in which teachers document interventions provided for tier 1 and 2 infractions in the classroom and that the school support team and administrators document interventions and consequences given for Tier 2 and 3 infractions outside of the classroom.	By September 15, 2016	Treba Henderson, Guidance Counselor SST Administrators	This action will provide the school staff with a clearer understanding of where behaviors occur, what interventions are successful in which setting. It will also allow the school to ensure consistency across grade levels and with similar infractions school wide.
2. Record all Tier 2 and 3 infractions that require intervention from an SST member or Administrator in PowerSchool.	October – June	Registrar SST Administrators	By inputting this data in PowerSchool, we will be able to more readily access and analyze data both at the school level and in the context of division wide data.
3. Continue to implement the PBIS school based program with fidelity and consistency. Establish individual, grade level and school wide practices that are clear and connect to the overall expectations of PBIS	Oct 1, 2016	PBIS Goal Team: Treba Henderson, Krystal Webster, Rachel Lorintz, Kaylah Williams, Olivia Kirby-Smith, John Curran, Diana DeSano	Daily, weekly, monthly recognition and reinforcement of positive behaviors Decrease in discipline referrals from SY 14-15

SMART Goal 5 – Special Education

During the 2016-17 school year, students with disabilities will improve their math and reading skills as measured by a 5 point increase in the percentage of SWD students passing this year’s SOL math and reading test.

Evidence: *Evidence used to demonstrate progress will include grade level benchmark assessments and running records. Evidence of measurable progress as outlined in the reading program guidelines (Fast Forward and Read Assistant). The Fountas and Pinnell assessment kits will also be used quarterly and the SOL results will be used to measure completion of the goal.*

Student Group	2012-13	2013-14	2014-15	2015-16 (Target)
Math All Students	73	75	73	77
Math Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64	71	68	73
Math Students with Disabilities (SWD)	38	39	41	46
Reading				
Reading All Students	60	69	71	76
Reading Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	48	63	65	70
Reading Students with Disabilities (SWD)	18	18	32	37

Rationale:

- *Although our special education students made a 14% gain in reading, they continue to fall behind the division and state in this area.*
- *Math scores are more in line with division averages but still significantly below other division subgroups and the state.*
- *Data from SRI, Running Records and Benchmark assessments show progress, but support the SOL results indicating that they are not yet at expected levels to reach the SOL pass rates.*

Professional Learning Needs:

- *We will continue to work with Special Education to implement research based instruction including but not limited to Reading Mastery, Corrective Reading, Achieve 3000, Fast Forward, Smarty Antz, KidBiz and Number Worlds.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1 Through MTSS, teachers, administrators and resource teachers and goal teams will look at instructional delivery models such as co-teaching and best practices in Specially Designed Instruction to ensuring that students with disabilities receive researched based interventions in addition to the core Tier 1 instruction.	September/October 2016	Carla Carter PreeAnn Johnson Cynthia McDougal	To establish a schedule of supports that provides for additional services to students in tiers 2 and 3 above the core instruction. Implement interventions and ensure consistent progress monitoring in an effort to make sure that interventions are being reviewed and changes are being made early if students are not showing adequate progress toward as measured by growth from one reading level to the next.
2. Collaborate with Office of Specialized Instruction to provide licenses and training for selected reading intervention programs.	October 30, 2016	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	Students receive consistent instruction through a research proven method. Be provided with data collection that guides instructional grouping and services to ensure that the 5% expected improvement on this SOL gained through targeted teaching of areas of need identified in the by question/standard reports.
3. Work with school administration to provide professional development to implement the chosen research based programs, ensure frequent checks for fidelity of implementation, and provide support for progress monitoring, data analysis and adjustments.	By November 2016 Monthly	Instructional Specialist Administrators	By doing fidelity checks through observations we can identify, replicate and model effective teaching strategies to ensure that all teachers at a given grade level are using sound instructional practices that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, SRI and the SOL.
4. Coordinate with the Office of Specialized Instruction to train in the use of data collection tools such as Aimsweb and 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 needs.	December 2016 February 2017 May 2017 (in preparation for transition IEP's)	Special Education Teachers Administrators Instructional Specialist (Cynthia McDougal)	By providing training related to IEP alignment, IEP's will appropriately address targeted needs, provide clear measurable data with which to guide instruction, and result in providing appropriate supports that are evidenced by increases in student performance measures such as running records, benchmark assessments, and the SOL.

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?



School Education Plan

Math:

Reading:

Science:

TELL: