



School Education Plan

Principal: Rene Paschal

Samuel Tucker / 2016-17

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, SWT students will demonstrate increased math proficiency by a minimum of 5% (78%-83%) as measured by the 2017 SOL Math test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 2 Reading	By June 2017, SWT students will demonstrate increased reading proficiency by a minimum of 5% (80%-85%) as measured by the 2017 Reading SOL. All K-5 students will demonstrate achievement in reading as demonstrated by a year’s worth of growth on one of three assessments: PALS, SRI and/or Running Records.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 3 Science	By June 2017, SWT 5 th grade students will demonstrate increased science proficiency by a minimum of 5% (20%-90%) as measured by the 2017 Science SOL.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations



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SMART Goal 4 TELL	By June 2017, the faculty’s response on the TELL survey will improve from 50% agreement to 55% agreement on the following statement: Professional development is differentiated to meet the needs of individual teachers.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input checked="" type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 5 Special Education	By June 2017, the SWD subgroup will show a 5% or greater increase on the spring 2017 Math and Reading SOLs.	<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

By June 2017, SWT students will demonstrate increased math proficiency by a minimum of 5% as measured by the 2017 Math SOL.

Evidence:

SOL scores will be the primary measurement of math proficiency. Think Through Math and pre/post-test unit assessments will be secondary measures of evidence to demonstrate progress on or completion of the Math SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	70	78	78	83
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64	71	71	76
Proficiency Gap Group 2: Black	66	75	75	80
Proficiency Gap Group 3: Hispanic	64	75	74	79
Asian	TS	82	69	75
Economically Disadvantaged	65	65	71	76
Limited English Proficient (LEP)	60	68	69	74
Students with Disabilities (SWD)	38	29	26	50
White	88	86	91	Maintain

Rationale:

- Last year’s growth in the “All Students” category was less than 1%.
- Our SWD subgroup has shown a decrease in achievement each of the last 3 years.

Professional Learning Needs:

- Limited language is a key variable in the learning needs of our LEP and SWD subgroups. Teachers want support in gaining additional instructional strategies that increase access to the math curriculum for students with limited language.
- Time to analyze SOL and benchmark math assessments will help us hone in on key standards of learning.
- Continuous support with the implementation of Think Through Math.

Action Plan: We believe the following strategies will make a difference in achieving our Math SMART Goal.

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Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> All teachers in grades 3-5 will implement Think Through Math and/or Number Worlds as tiered intervention options to ensure students move through the curriculum with the appropriate supports. 	1-Year	Admin., Math Goal Team, Lisa Lin & Dru Fletcher	<i>Providing more individualized lessons for each student will result in an increase in each student's mathematical abilities.</i>
<ul style="list-style-type: none"> Teachers will use math plans warehoused last year in Google docs as a springboard for enhanced common unit plans this year. 	1 - Year	Admin., Math Goal Team, Lisa Lin & Dru Fletcher	<i>Collegial reflection on best practices and ongoing analysis of effective lesson plans will result in increased student achievement.</i>
<ul style="list-style-type: none"> Data notebooks will be used to monitor individual and class progress. Grades 3-5 will create class graphs to show pre/post data for whole group reflection and goal setting. Data notebooks will be used for Child Study and MTSS documentation. 	1 - Year	Admin., Math Goal Team, Lisa Lin & Dru Fletcher	<i>Student ownership of their data and time for reflection will result in students focused on their own achievement.</i>
<ul style="list-style-type: none"> All teachers, grades K-5, will implement Math Interactive Notebooks with students in an effort to create a vehicle for distributed practice of key math skills across the school year. 	1 - Year	Admin., Math Goal Team, Lisa Lin & Dru Fletcher	<i>Spiral review of key concepts will allow students to make connections between math concepts.</i>
<ul style="list-style-type: none"> Tucker staff will recommend that SWD take the standard Math SOL assessment rather than the Plain English SOL Math test during annual IEP Review meetings. 	1-Year	Admin. and Special Education Team	<i>Increased Math SOL scores are expected when there is an alignment between instructional strategies and assessments.</i>
<ul style="list-style-type: none"> Teachers will administer the released SOL Math assessment three times throughout the year to monitor progress toward the Math Standards of Learning. 	1-Year	Admin., Math Goal Team, Lisa Lin & Dru Fletcher	<i>Benchmark data will result in timely and targeted interventions.</i>

SMART Goal 2: Reading

By June 2017, SWT students will demonstrate increased reading proficiency by a minimum of 5% (80% to 85%) as measured by the 2017 Reading SOL.

Additionally, all K-5 students will demonstrate achievement in reading as demonstrated by meeting grade-level expectations on one or more of the following assessments: Running Records (ACPS quarterly chart), PALS (spring benchmark) or SRI (lexile comparison).

Evidence:

SOL Scores will be the primary measurement of reading proficiency at grades 3-5. Running Records, PALS, or SRI will be secondary measures of evidence to demonstrate progress the Reading SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	72	78	80	85
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	63	70	74	79
Proficiency Gap Group 2: Black	67	76	81	86
Proficiency Gap Group 3: Hispanic	66	69	64	69
Asian	93	81	84	89
Economically Disadvantaged	64	71	76	81
Limited English Proficient (LEP)	57	67	65	70
Students with Disabilities (SWD)	52	44	35	50
White	86	93	94	Maintain

Rationale:

- Achievement in reading is the key to success in all other core content areas.
- We want to continue the positive trajectory over the last three years to ensure positive academic outcomes for all of our students.
- Our SWD subgroup was the only subgroup to show a consistent decrease in achievement over the last 3 years.

Professional Learning Needs:

- Professional learning in support of our new reading resource (Teachers College Units of Study) is critical to the achievement of our Reading SMART Goal. PLC and staff meeting agendas will document professional development in support of reading workshop.
- Teachers need support in utilizing reading instructional strategies that increase access to the language arts curriculum for students with disabilities and/or second language learners. (PD: What’s Different About Teaching Reading to ELs: Tentative date in PD Plan is Feb. 17)

- Ongoing professional learning in best practices is needed to continue to ensure that students are reading on grade level. Our Literacy Cadre and Data Cadre representatives will turn-key PD topics based on division-wide priorities emanating from their monthly meetings at professional time days on Nov. 8, Feb. 17 and May 12.

Action Plan: We believe the following strategies will make a difference in achieving our Reading SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> • Students will have extensive time to read high-interest “just-right” books with opportunities to write and talk in response to text during the language arts block. 	1-Year	Admin., Dru, teacher leaders and the Reading Goal Team.	<i>Sufficient time to practice reading in authentic texts will result in increased reading achievement as measured by end of quarter running records.</i>
<ul style="list-style-type: none"> • Teachers will include a “retelling” or comprehension component to every running record administration. in an effort to create a consistent standard across grade levels. 	1 - Year	Dru, Admin. and the Reading Goal Team.	<i>Sharing a common practice of assessing reading levels will aide grouping of students for targeted instruction.</i>
<ul style="list-style-type: none"> • Students will receive explicit instruction in the process and skills of proficient reading. 	1-Year	Admin., Dru, teacher leaders and the Reading Goal Team.	<i>Explicit instruction will result in increased fluency and comprehension as measured by end of quarter running records.</i>
<ul style="list-style-type: none"> • Data notebooks will document student progress on running records and additional unit pre and post reading tests. Data notebooks will serve as IAP documentation. 	1 - Year	Reading Goal Team and Admin.	<i>Parents, teachers and students all benefit from a centralized collection of formative data points to inform instructional next steps.</i>
<ul style="list-style-type: none"> • ELL data identifying students who have not met expected language growth targets to attain English proficiency in a 5-7 year trajectory will guide student placement in Tier 2 and 3 interventions. 	1 - Year	Admin., Dru and the Reading Goal Team.	<i>Data-driven decision making will ensure interventions are maximized for success.</i>

SMART Goal 3: Science

By June 2017, SWT 5th grade students will demonstrate increased science proficiency by a minimum of 5% (76%-81%) as measured by the 2017 Science SOL.

Evidence:

SOL Scores will be the primary measurement of science proficiency. Science unit pre/post assessments will be secondary measures of evidence to demonstrate progress on the Science SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	58	78	79	83
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	50	70	68	73
Proficiency Gap Group 2: Black	62	68	78	83
Proficiency Gap Group 3: Hispanic	48	80	64	75
Asian	TS	TS	TS	
Economically Disadvantaged	50	69	71	76
Limited English Proficient (LEP)	47	63	44	60
Students with Disabilities (SWD)	TS	10	9	15
White	67	94	88	90

Rationale:

- Success in science is valued in and of itself at Tucker as evidenced by our continued use flex positions to host a half-time science teacher.
- Early exposure to Science prepares students for STEM success at the secondary level.

Professional Learning Needs:

- Our half-time science teacher will work in PLCs to support classroom teachers in aligning their Science curriculum to the level of rigor that will lead to SOL success in 5th grade.
- Teachers need support in utilizing instructional strategies that increase access to the science curriculum for students with limited language.

Action Plan: We believe the following strategies will make a difference in achieving our Science SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> The Science teacher (Flex position .5 fte) and 5th grade science teachers (departmentalized) will collaborate on a cross-walk of key standards assessed in 5th grade. 	1 - Year	Chris Waters and Stacey Swickert	<i>A cross walk document will increase attention to the level of rigor (Blooms) inherent in the Science standards.</i>
<ul style="list-style-type: none"> Teachers and 5th grade students will track and analyze progress on pre-tests and post-tests for each science unit. 	1 - Year	Stacey Swickert	<i>Tracking and analyzing pre/post- tests will provide students with clear targets for remediation and growth.</i>
<ul style="list-style-type: none"> 15-16 SOL reporting categories will be analyzed to determine priorities for intersession and after-school programming options. 	1 - Year	Chris Waters, Stacey Swickert and Holly Mosimann	<i>Data driven interventions will result in increased Science achievement.</i>
<ul style="list-style-type: none"> Teachers at all grade levels will increase utilization of Discovery Education resources 	1-Year	Stacey Swickert	<i>Incorporating aligned instructional resources will result in greater academic achievement.</i>
<ul style="list-style-type: none"> The part-time science teacher will meet with K-4 classroom teachers to help them focus K-4th grade science instruction on critical VDOE science standards. 	1-Year	Chris Waters, Admin. and classroom teachers.	<i>Instructional alignment with VDOE standards will prepare students to meet State expectations.</i>

SMART Goal 4: TELL Survey

By June 2017, the faculty’s response on the TELL survey will improve from 50% agreement to 55% agreement on the following statement: Professional development is differentiated to meet the needs of individual teachers.

Evidence:

Data will come from the TELL survey every other spring and from a school-based midyear survey.

TELL Survey: Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	2016	2017 (Target)
Professional development is differentiated to meet the needs of individual teachers.	50%	55%

Rationale:

- Based on the results from the TELL survey this is an area of concern (that is not showing improvement) as identified by faculty members.

Professional Learning Needs:

- Templates in support of exemplary differentiated professional development

Action Plan: We believe the following strategies will make a difference in achieving our TELL SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> • Provide teachers with a menu of options for differentiated PD. For example, online videos, professional readings, faculty lead PD, external opportunities, etc. 	1-Year	Admin., Dru Fletcher and Lisa Lin	<i>To the extent possible, teachers will be able to choose what PD is most beneficial for them.</i>
<ul style="list-style-type: none"> • The Tucker Leadership Team will solicit staff input regarding PD topics and will review staff meeting and professional day agendas prior to publication. 	1-Year	Admin.	<i>Teachers will be provided with PD that is relevant to the work they are doing.</i>

SMART Goal 5: Special Education

By June 2017, the SWD subgroup will show a 5% or greater increase on the Spring 2017 Math and Reading SOLs.

Evidence:

SOL Scores will be the primary measurement of reading and math proficiency. Lexile growth on SRI and teacher administered running records will also be used to document student achievement in literacy. Monthly reports from AimsWeb and Achieve 3000 products will be used to monitor literacy progress monthly. Think Through Math and pre/post-test unit assessments will be secondary measures of evidence to demonstrate progress on or completion of the SWD SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
Students with Disabilities (SWD) – Math	38	29	26	50
Students with Disabilities (SWD) – Reading	52	44	35	50
Students with Disabilities (SWD) – Science	TS	9	10	50

Rationale:

- Scores for students in the SWD subgroup have been trending downward over the past three years in math.

Professional Learning Needs:

- Teachers need more strategies to implement in their general education classrooms in order to support students with disabilities.
- Teachers need more individual feedback and coaching when working with their specific cohort of students.
- Special Education teachers need additional training in proven intervention strategies including the analysis of data and ongoing monitoring of progress.

Action Plan: We believe the following strategies will make a difference in achieving our SWD SMART Goal.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<ul style="list-style-type: none"> Gen. Ed. and Special Ed. teachers will implement tiered interventions such as Number Worlds, Fast ForWord, Reading Assistant, Great Leaps, etc. The specialist (Billie Mullins) will assist with data analysis and progress monitoring. 	Fall 2016	Admin., Billie Mullins, Dru Fletcher, Lisa Lin, and Special Education Team.	<i>Specially designed instruction and implementation of new strategies will reduce literacy and numeracy deficits and boost overall academic achievement.</i>
<ul style="list-style-type: none"> The district specialist will model high-yield instructional strategies in the inclusion setting. 	1-Year	Admin., Billie Mullins, the Special Education Team, and K-5 teachers	<i>Modeling of specific high-yield strategies will create a sustainable impact on teacher performance and student achievement.</i>
<ul style="list-style-type: none"> Our Math Coach and the special education team will work with teachers to align research based strategies with the rigor reflected in the Virginia SOLs. 	1-Year	Lisa Lin, Billie Mullins and Special Education Team	<i>Mathematics instruction that is personalized and effective will result in increased mathematic achievement.</i>

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: