



School Education Plan

Peter Balas

Mount Vernon / 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 the end of the 2016-2017 school year, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 58% to 63% as measured by the VA Standards of Learning assessment in grades 3, 4, 5. <ul style="list-style-type: none"> • LEP from 52% to 57% or higher • SWD from 42% to 47% or higher • FRL from 56% to 61% or higher 	<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 the end of the 2016-17 school year, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 50% to 55% as measured by the VA Standards of Learning assessment in grades 3, 4, 5. <ul style="list-style-type: none"> • LEP from 44% to 49% or higher. • SWD from 50% to 55% or higher. • FRL from 48% to 53% or higher. 	<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 the end of the 2016-2017 school year, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 44% to 49% as measured by the SOL assessment. <ul style="list-style-type: none"> • LEP from 34%-39% or higher • SWD from 38% to 43% or higher • FRL from 42% to 47% or higher Overall, MVCS will increase from 63% to 70% using the state accreditation formula.	<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 4 TELL	By the next administration of the TELL survey, MVCS will increase its results in professional development in 5 subcategories by at least 10%.	<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 5 Special Education	By the end of the 2016-2017 school year, all MVCS students with disabilities (SWD), will make measurable progress in the areas of reading and math. SWD will increase their reading performance from 48% to 53% on the reading SOL SWD will increase their math performance from 40% to 45% on the math 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

SMART Goal 1 Math -

By the end of the 2016-2017 school year, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 58% to 63% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.

- LEP from 52% to 57% or higher
- SWD from 42% to 47% or higher
- FRL from 56% to 61% or higher

Evidence:

Progress will be measured by formal and informal math assessments in grades K-5. The types of assessments that will be administered are Unit Pre/Post Tests, Think Through Math Benchmark Assessments, Math Expressions Benchmark Assessments, and the Math Strategic Assessment (SA).

Teachers will review data after each unit to develop re-teaching plans.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	67	69	70	75
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	53	55	58	63
Proficiency Gap Group 2: Black	TS	TS	TS	TS
Proficiency Gap Group 3: Hispanic	53	56	55	60
Asian	TS	TS	TS	TS
Economically Disadvantaged	51	55	56	61
Limited English Proficient (LEP)	49	50	52	57
Students with Disabilities (SWD)	38	35	40	45
White	94	93	93	95

Rationale:

- *Our data shows that while Gap Group 1 is increasing it still remains our biggest area of opportunity for student achievement.*
- *The data that is gathered and analyzed will be the Unit Pre/Post tests given at the beginning and the end of each unit and the Strategic Assessment, which is given quarterly. These assessments will be used to create reteaching plans for individual students who are not reaching grade level goals.*

Teachers will need:

- *Think Through Math Training*
- *Guided Math Training*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Implement guided math school wide to increase differentiation of resources and groupings.	Daily	Content teacher, SPED teacher, math coach, data coach	Formation of groups based on data, development of differentiated activities that include explicit vocabulary instruction and practice; use of culturally relevant material and real life applicable tasks that support student engagement, and using a variety of manipulatives and activities that support different learning styles.
Use data to implement and differentiate application of the following ACPS provided resources for targeted intervention and enrichment: Number Worlds, Think Through Math, Moby Max.	Daily After school Tutoring	Content teacher, ELL, Sped where applicable, math coach, data coach	Baseline and progress monitoring data from program assessments. Formative assessment given daily in form of exit slips. Teachers regroup students based on formative assessment. Post tests will be given at the end of every unit on Schoolnet. Students take the Strategic Math Assessment 3 times throughout the year to assess mastery of grade level concepts and as an SOL pass rate indicator; Fall, Mid-Year, Spring

SMART Goal 2 Reading -

By the end of the 2016-17 academic year, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 50% to 55% as measured by the VA Standards of Learning assessment in grades 3, 4, 5.

- LEP from 44% to 49% or higher.

- SWD from 50% to 55% or higher.
- FRL from 48% to 53% or higher.

Evidence:

Progress will be measured by formal and informal reading assessments in grades K-5. The types of assessments that will be administered are the Fountas and Pinnell Benchmark, PALS (K-3), Running Records, Words Their Way Spelling Inventory, SRI, Performance Assessments, and Strategic Reading Assessment.

Teachers will review data after each unit to develop re-teaching plans.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	60	64	65	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	44	46	50	55
Proficiency Gap Group 2: Black	50	50	55	60
Proficiency Gap Group 3: Hispanic	46	47	48	53
Asian	TS	TS	TS	TS
Economically Disadvantaged	43	47	48	53
Limited English Proficient (LEP)	39	40	43	48
Students with Disabilities (SWD)	35	45	50	55
White	89	95	95	98

Rationale:

- *Our data shows that the Hispanic, LEP, and economically disadvantaged students (Gap Group 1) are making the slowest amount of reading growth in grades 3rd-5th.*
- *The data that is gathered and analyzed will be individual students instructional reading levels (fluency, accuracy, comprehension), grade level benchmark assessments using VDOE standards, phonological awareness and literacy screenings.*

Professional Learning Needs:

- *Teachers will need:*
 - *Training on how to administer and analyze formal and informal running records.*
 - *Collaborative coaching to analyze data and subsequently differentiate resources and groupings*
 - *Reading workshop training during school priority meetings*

- *Grade level content planning session for reading and writing*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Reading Workshop Implementation - Small Differentiated Strategy Groups for Reading	Daily	ELA teachers, ELL, SPED, Literacy Coach, Data Coach	Strategy groups meet daily and data is collected based on skill and/or instructional reading level through running records.
Writing Workshop Conferencing (phonics, reading strategy connection)	Daily	ELA teachers, ELL, SPED, Literacy Coach, Data Coach	Strategy groups meet daily and data is collected based on writing skills and on demand assessments. Phonics levels will be monitored word study assessments.
Implementation of new K-5 Spanish Language Arts Curriculum	Daily	SLA teachers, SLA Coach, Data Coach	Students will enhance language skills and the ability to bridge between both languages. Fidelity will be monitored through walk throughs and observations by administrators and coaches. Student progress will be monitored through Fountas and Pinnell levels in both English and Spanish.

SMART Goal 3 Science -

By the end of the 2016-2017 SY, MVCS will increase Gap Group 1 (LEP, SWD, FRL) performance from 44% to 49% as measured by the SOL assessment.

- LEP from 34%-39% or higher
- SWD from 38% to 43% or higher
- FRL from 42% to 47% or higher

Overall, MVCS will increase from 63% to 70% using the state accreditation formula.

Evidence:

- The summative assessment will be SOLs, reviewed both on State formula as well as federal AMO reporting (subgroups).

- Formative assessments will be the Science Strategic Assessment (SSA) and unit tests.
- Teachers will review data after each unit to develop re-teaching plans.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	67%	51%	59%	64%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	43%	33%	44%	49%
Proficiency Gap Group 2: Black	58%	TS	TS	TS
Proficiency Gap Group 3: Hispanic	43%	39%	43%	48%
Asian	TS	TS	TS	TS
Economically Disadvantaged	40%	36%	42%	47%
Limited English Proficient (LEP)	40%	24%	34%	39%
Students with Disabilities (SWD)	47%	25%	TS	30%
White	94%	82%	89%*	94%
Accreditation		58%	63%	70%

***2013-14 scores in the table above reflect the Science SOL as the last year 3rd grade was included in the scores. Beginning in 2014-15 the scores above reflect only grade 5 above.**

Rationale:

- Science overall performance increased by 7%. However, we did not meet the minimum benchmark of 70% using the state accreditation formula.
- Science needs to increase from 63% to 70% using the state accreditation formula.
- While all sub-groups improved, we still need to see greater gains within our Gap Group 1 populations.
- Science teachers need to refine the data progress monitoring.

Professional Learning Needs:

- SOL data analysis (by group, strand and individual by question)
- Collaborate and plan with appropriate staff for teaching and re-teaching plans each unit.
- Vertical planning for grades 4-5.
- Curriculum alignment and mapping using data.
- Unit planning with science coach.
- Cross-curricular planning between reading and science teachers.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
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Using data from the strategic assessment and the unit assessments plans for reteaching of concepts in 3-5 through Moby Max and after school Science Expos.	Weekly	4 th and 5 th grade Science teachers, Science coach, Data coach	Based on Strategic assessment (3x a year), unit assessments, and Moby Max (bi-weekly) students will participate in reteaching and enhance their concept mastery.
Through a partnership with Georgetown graduate student, MVCS teachers and students will engage in science related activities and experiments that link the science curriculum to real world science research.	Quarterly	Science SEP chair, Principal, GLAD coordinator, 5 th grade science teachers	Students mastery of concepts will increase as measured by formative assessments following each session.
Collaboration between reading and science teachers to increase the amount and quality of non-fiction reading and instruction related to the Science curriculum, including the application of reading skills to breaking down test questions.	Per Unit	Science teachers, reading teachers, Science coach, Reading coach	Teachers will increase the amount of non-fiction reading instruction and students will improve in their non-fiction reading comprehension this will be monitored with each unit assessment through school net.

SMART Goal 4 TELL -

By the next administration of the TELL survey, MVCS will increase its results in professional development in 5 subcategories by at least 10%.

Evidence:

Through the administration of the next TELL survey

- Principal will review feedback from teachers after development sessions.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
In this school follow up is provided from professional development		41.5%	43%	53%
Professional development is evaluated and results are communicated to teachers		27.4%	42%	52%
An appropriate amount of time is provided for professional development		58.7%	63.8%	73%
Professional development is differentiated to meet the needs of individual teachers		29%	74.5%	84%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices		43%	73.2%	83%

Rationale:

Despite double-digit increases across the board in the TELL survey professional development remains an area where staff perceive areas of opportunity. Specifically teachers perceived follow up, evaluation, opportunities, time and differentiation as areas for improvement.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Collaboratively develop professional learning strands with instructional teacher leaders based on data and teacher input.	Summer planning	Peter Balas and Instructional Council	Offerings are developed for monthly professional series.
2. Implement two PD sessions per month (after school Monday meetings). One will be based on supporting dual language curriculum the other will offer teachers choice with alignment to SEPs.	Every 2 weeks.	Peter Balas and PD session leaders	Teachers will increase professional learning that supports the dual language instructional model as well as areas that support our SEPs.
3. Administer feedback forms at the end of each PD session through PLMS. Communicate results to staff.	Every 2 weeks.	Peter Balas and PD session leaders	Teachers have opportunity to offer feedback and principal can review effectiveness of PD plan.

SMART Goal 5 Special Education -

By the end of the 2016-2017 SY, all MVCS students with disabilities (SWD), will make measurable progress in the areas of reading and math.

SWD will increase their reading performance from 48% to 53% on the Reading SOL
 SWD will increase their math performance from 40% to 45% on the Math SOL

Evidence:

Progress in reading will be measured by formal and informal reading assessments in grades K-5. The types of assessments that will be administered are the Fountas and Pinnell Benchmark, PALS (K-3), Running Records, Words Their Way Spelling Inventory, SRI, Performance Assessments, and Strategic Reading Assessment.

Progress in math will be measured by formal and informal math assessments in grades K-5. The types of assessments that will be administered are Unit Pre/Post Tests, Think Through Math Benchmark Assessments, Math Expressions Benchmark Assessments, and the Math Strategic Assessment (SA).

Student’s individualized progress will also be monitored using the IEP goals.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
Students with Disabilities (SWD) Reading	40%	46%	48%	53%

Students with Disabilities (SWD) Mathematics	27%	35%	40%	45%
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Rationale:

Our students with disabilities, while showing growth, remain one of our lowest performing groups in the school. Students with disabilities makeup part of Gap Group 1, which is a major focus in all of our MVCS' SEPs.

Professional Learning Needs:

- Special Educators' knowledge of the different interventions and how to implement them
- Special Educators' ability to progress monitor and differentiate based on data
- Work with inclusion specialist to increase co-teaching strategies repertoire
- Co-teaching best practices for general education and special education teachers

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Revamp schedule for push in and pull out services by reviewing use of human resources to ensure alignment with co-teaching best practices.	Summer	Balas, Burrell, Mauro, Kiel	Ensure alignment of core curriculum with IEPs.
Increase collaboration between general education teachers, special educator teachers and case managers in the implementation of effective strategies and co-teaching practices. MVCS staff will work with Inclusion Specialist and coaches through observation and feedback on best co-teaching practices.	Ongoing	Admin Coaches SPED Teachers General Ed Teachers Central Office (Nicole Barrion)	Students will achieve at higher levels with grade level expectations as well as IEP goals.
Training in progress and interventions monitoring with administration, special education teachers and data coach in order to support data driven decisions related to necessary changes in implementation of strategies and planning. This will occur monthly with coaches, Inclusion Specialist, administration and teachers.	Ongoing	Admin SPED Teachers/Paras General Ed Teachers Data Coach	Increased level of accountability for student and teacher performance in both content area and IEP goals.

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: