School Education Plan

Principal: Jill Lee

School/ School Year: John Adams 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 in testing grades will improve their math skills as measured by a 11 point increase in the percentage of students passing this year's SOL math test, (from 59% to 70%).	☒ 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	During the 2016-17 school year, all students in grades 3-5, will improve their reading skills as measured by meeting the federal benchmark of 75% which will be an increase of 1 point in the percentage of students passing this year's SOL reading test, (from 74% to 75%).	☒ 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	During the 2016-17 school year, all students will improve their science knowledge as measured by meeting the federal benchmark of 70% which will be an increase of 7 point increase in the percentage of students passing this year's SOL science test, (from 63% to 70%).	☒ 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

School Education Plan

SMART Goal 4 TELL	During the 2016-2017 school year, 70% of the staff will identify our school as an overall good place to work and learn as measured by a score of 3 or 4 on the School Culture rubric.	☒ 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	During the 2016-17 school year, students with disabilities will increase their pass rate to 50% in math and 67% in reading as measured by the Reading and Math SOL tests, (Math: 38% to 50% and Reading: 53% to 63%).	☒ 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 Math

During the 2016-17 school year, all students in testing grades will improve their math skills as measured by an 11 point increase in the percentage of students passing this year's SOL math test.

Evidence:

Data analysis of all students' performance on quarterly assessments, pre and post assessments, transfer tasks, unit assessments, and MAP tests will determine if adequate progress is being made to reach the end of the year SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	65%	69%	59%	70%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	62%	64%	55%	68%
Proficiency Gap Group 2: Black	70%	78%	72%	77%
Proficiency Gap Group 3: Hispanic	55%	54%	40%	45%
Asian	78%	79%	69%	74%
Economically Disadvantaged	60%	64%	52%	57%
Limited English Proficient (LEP)	63%	59%	51%	56%
Students with Disabilities (SWD)	38%	42%	38%	50%
White	70%	75%	68%	73%

Rationale:

- *We are working on this SMART math goal given our All Students group is currently 11 percentage points below the target with the following student groups below the target as well: Hispanic, Economically Disadvantaged, LEP, and SWD.*

- *Additionally, decreases are evident in each student group with the greatest decreases in the following student groups:*
  - *All Students (-10%)*
  - *Hispanic (-14%)*
  - *Asian (-10%)*
  - *Economically Disadvantaged (-12%)*

Professional Learning Needs:

- ***Professional Learning Time*** *has been allocated to support professional learning:*
  Mondays*: 2 x month Staff Meetings; 2 x month Differentiated PD sessions (Priority Meetings-Sessions offered based on school wide data trends from observations, walkthroughs, and student data points.)*
  Wednesdays*: Collaborative Grade level planning to support curriculum instruction*
  Fridays*: Grade level Data Meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.*

- *Targeted PD to support the math instruction of Gap Group 1 students, including vocabulary and language acquisition as evidenced by visual supports, anchor charts, word walls, journals, sentence stems, and opportunities for academic discourse, (i.e. EL PD 2.0)*
- *Identification of high-impact Gap Group 1 strategies in core and supplemental resources for math instruction.*
- *Targeted PD to support math interventions*

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. Analyze Math data to:
 	
  a. Identify school trends by skill, strengths and weaknesses at each grade level, subgroup level and student level.
  b. Determine appropriate professional development, monitor its effectiveness, and determine next steps.
  c. Next steps: (TBD based on data analysis).
	• Prior to the first day of school
	
	• Quarterly
	
	• Sept. 30, 2016
		Math Coach: Cindy Hamilton: K-5
		
		Administrators
		EL Lead
		SPED Lead
		Grade Level Leads
			• Data analysis of MAP, and SOL reports identifying skill strengths, and weaknesses by grade level and subgroup (Including use of the SDBQ Report).
			• (*E.A.) Created professional development calendar which connects teaching to student learning outcomes in the area of math.
			• Identified tool for monitoring the application and effectiveness of professional development on student learning outcomes.
			• Consistent use implementation of the monitoring tool.

2. Ongoing Data Analysis through weekly Data-based CLT Meetings	• Sept. 30, 2016	Math Coach: Cindy Hamilton: K-5 Administrators EL Lead SPED Lead Grade Level Leads	• Data on the most frequently mastered and the most frequently missed content. • Inferences as to why content was frequently mastered or missed. • Data on which students scored exceptionally high, low, and on the bubble, and inferences as to why students are in each category • A plan for future instruction based on the findings.

3. Interventions:
    a. (TA01) The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
    b. (TA02) The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students, as well as the frequency and duration of interventions for Tier 2 and Tier 3 students.
    c. (TA03) The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness
			● A tiered roster of students, by grade level, in need of interventions
			
			● Students will receive Tier 2 or Tier 3 instruction, meeting their individual needs
			
			● Individual student data will be compiled and reviewed by the multidisciplinary team and next steps determined to ensure student growth

Professional Development: Julia Neufer and site-based coaches will be working with k-5 staff to support professional development in best practices, math expressions, and guided math during identified Priority meeting, and staff planning days.			

SMART Goal 2 Reading

During the 2016-17 school year, all students in grades 3-5, will improve their reading skills as measured by meeting the federal benchmark of 75% which will be an increase of 1 point in the percentage of students passing this year's SOL reading test, (from 74% to 75%)

Evidence:

Data analysis of all students' performance on quarterly assessments, pre and post assessments, transfer tasks, unit assessments, reading levels and MAP tests will determine if adequate progress is being made to reach the end of the year SMART Goal.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	63%	68%	74%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	59%	64%	72%	77%
Proficiency Gap Group 2: Black	58%	71%	76%	81%
Proficiency Gap Group 3: Hispanic	53%	62%	67%	72%
Asian	86%	73%	89%	94%
Economically Disadvantaged	57%	64%	72%	77%
Limited English Proficient (LEP)	61%	61%	70%	75%
Students with Disabilities (SWD)	51%	48%	57%	67%
White	76%	72%	79%	84%

Rationale:
- *While our overall "All" student group increased, we scored 1 percentage point below the Federal AMO benchmark for the upcoming school year. In addition, specific areas of need include students with disabilities and Hispanic students.*
- *Data sources include the past three years of SOL data.*

Professional Learning Needs:
- ***Professional Learning Time*** *has been allocated to support professional learning:*
 Mondays: 2 x month Staff Meetings; 2 x month Differentiated PD sessions (Priority Meetings-Sessions offered based on school wide data trends from observations, walkthroughs, and student data points.)
 Wednesdays: Collaborative Grade level planning to support curriculum instruction
 Fridays: Grade level Data Meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.
- *Creation of PD schedule on roll-out of phonics program*

School Education Plan

- *Provide professional development on a data analysis tool, alignment between lesson plans with the Essential Knowledge and Skills, and unpacking standards.*

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. Analyze Reading data to:
 	
  d. Identify school trends by skill, strengths and weaknesses by grade level, subgroup (and student)
  e. determine appropriate professional development, monitor its effectiveness, and determine next steps.
  f. Next steps: (TBD based on data analysis)
	• Prior to the first day of school
	
	• Quarterly
	
	• Sept. 30, 2016
		Reading Coach: Meredith Fortner
		
		Reading Interventionists: Lisa Patriarca Andrea Drone
		
		Administrators EL Lead SPED Lead Grade Level Leads
			• Data analysis (of reading levels, SOL) report identifying skill strengths, and weaknesses by grade level and subgroup (Including use of the SDBQ Report)
			• (*E.A.) Created professional development calendar which connects teaching to student learning outcomes in the area of reading.
			• Identified tool for monitoring the application and effectiveness of professional development on student learning outcomes
			• Implement consistent use of the monitoring tool

2. Ongoing Data Analysis through weekly Data-based CLT Meetings	• Sept. 30, 2016 • Weekly	Reading Coach: Meredith Fortner Reading Interventionists: Lisa Patriarca Andrea Drone Administrators EL Lead SPED Lead Grade Level Leads	• Provide information on the most frequently mastered and the most frequently missed content • Make inferences as to why content was frequently mastered or missed • Provide information on which students scored exceptionally high, low, and those on the bubble, make inferences as to why students are in each category • Use inferences about the

			content and students to create a plan for future instruction.
3. Interventions: a. (TA01) The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions b. (TA02) The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students, as well as the frequency and duration of interventions for Tier 2 and Tier 3 students c. (TA03) The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness	Oct. 15, 2016	Reading Coach: Meredith Fortner Reading Interventionists: Lisa Patriarca Andrea Drone Administrators EL Lead SPED Lead Grade Level Leads	● A tiered roster of students, by grade level, in need of interventions ● Students will receive Tier 2 or Tier 3 instruction, meeting their individual need ● Individual student data will be compiled and reviewed by the multidisciplinary team and next steps determined to ensure student growth ● Teachers progress monitor students reading levels by conducting running records and updating the reading level progress monitoring tool on google drive monthly or quarterly.
4. Provide professional development on phonics instruction to Kindergarten-Second grade from a research based phonics program and implement the phonics program to Tier 1 instruction. 5. Suzane Link, Jamie Knight and site-based coaches will be working with k-5 staff to support professional development in phonics, reading, and ELL	● Sept. 15, 2016 ● Daily	Reading Coach: Meredith Fortner Reading Interventionists: Lisa Patriarca Andrea Drone Administrators	● Students will receive phonics instruction during Tier 1 instruction, meeting their individual needs. ● Fidelity checks to ensure phonics program is implemented during regular daily instruction for primary grades.

strategies during identified Priority meeting, and staff planning days.			

SMART Goal 3 Science
During the 2016-17 school year, all students will improve their science knowledge as measured by meeting the federal benchmark of 70% which will be an increase of 7 point increase in the percentage of students passing this year's SOL science test, (from 63% to 70%).

Evidence:
The SMART Goal will be measured using the common formative and quarterly summative assessments (transfer tasks and teacher generated assessments), and released SOL assessment.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	47%	62%	63%	70%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	42%	43%	55%	60%
Proficiency Gap Group 2: Black	45%	62%	71%	76%
Proficiency Gap Group 3: Hispanic	35%	37%	41%	47%
Asian	73%	62%	<	72%
Economically Disadvantaged	40%	44%	55%	60%
Limited English Proficient (LEP)	44%	22%	51%	56%
Students with Disabilities (SWD)	17%	<	<	22%
White	50%	57%	<	62%

Rationale:
- *Increase academic focus in science as evidenced by the need of SOL 5th Grade Science scores. At John Adams, there has been a steady decline in science scores from 2012- 2015.*
- *Common formative assessments will be done as pre and post units and the data will be reviewed, analyzed, and applied to drive instruction at the biweekly data meetings.*

Professional Learning Needs:
- ***Professional Learning Time*** *has been allocated to support professional learning:*
Mondays: 2 x month Staff Meetings; 2 x month Differentiated PD sessions (Priority Meetings-Sessions offered based on school wide data trends from observations, walkthroughs and student data points.)
Wednesdays: Collaborative Grade level planning to support curriculum instruction

Fridays: Grade level Data Meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.
- (Essential Action) Create a professional development calendar, which connects teaching to student learning outcomes in the area of science. (See above)
- (Essential Action) Use science data to determine appropriate professional development, monitor its effectiveness, and determine next steps.
- (Essential Action) Provide professional development for teachers on aligning science lesson plans with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both: content and cognitive level (evidence of standard unpacked), links to the unit or curriculum Big Ideas, lesson objectives with condition, behavior, and criteria.
- (Essential Action) Provide professional development on a data analysis tool to be used to: provide information on the most frequently mastered and the most frequently missed content, make inferences as to why content was frequently mastered or missed, provide information on which students scored exceptionally high, low, and those on the bubble, make inferences as to why students are in each category and use inferences about the content and students to create a plan for future instruction.

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.Building professional capacity by working with division science specialists ● Targeted PD to support the math instruction of Gap Group 1 students, including vocabulary and language acquisition as evidenced by visual supports, anchor charts, word walls, journals, sentence stems, and opportunities for academic discourse, (i.e. EL PD 2.0) ● (Essential Action)Review lesson plans bi-weekly in science for alignment components with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both: content and cognitive level. ● (Essential Action)Provide written comments on observations on evidence of facilitating learning	● Sept. 30 , 2016 ● Bi-weekly	Administrators Administrators Division level Science specialists	● Administrators and science specialists will provide teachers written feedback on lesson plan alignment. ● Feedback is provided to grade level teams during "Fine Tune Tuesday" planning CLT by administrators, specialists, and school improvement coordinator. ● Find opportunities to embed math and science connections in lesson plan ● Science lesson observations are conducted by administrators and written feedback is provided to teachers prior and post observations.

experiences that align with the Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive levels, communicates connections between the lesson and unit or curriculum Big Ideas, communicates lesson objective to students including: condition, behavior, and criteria. ● (Essential Action) Provide professional development for teachers on evidence based "Look Fors" (AARPE) during observations. ● (Essential Action) Provide written feedback on assessments in science on alignment with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive levels, alignment with lessons, sufficient items to assess student mastery of state standards' Curriculum Framework Essential Knowledge and Skills and Big Ideas for the unit or lesson taught. 　● Suzane Link, Jamie Knight, Moji Adejumo, Daniel Alcazar and site-based coaches will be working with k-5 staff to support professional development in best teaching practices aligned to the rigor of VDOE during identified Priority meeting, and staff planning days.			
2. (Essential Action) Implement the use of the data analysis tool. ● Implement pre and post science unit assessments and released science SOLs assessments in science to ensure alignment with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive levels, alignment with lessons, sufficient items to assess student mastery of state standards' Curriculum Framework Essential Knowledge and Skills and Big Ideas for the unit or	Oct. 7, 2016 Weekly on every Friday	Administrators Division level Science specialists	● Teachers will submit data tracking sheet for pre and post science unit tests in students individual data binders. ● During "Data based CLT" on Fridays, teachers will analyze data from common & summative assessments. ● Written feedback will be provided to ensure assessments are align to Standards of Learning and Curriculum Framework

lesson taught.

SMART Goal 4 TELL
During the 2016-2017 school year, 70% of the staff will identify our school as an overall good place to work and learn as measured by a score of 3 or 4 on the School Culture rubric.

Evidence:
Pre and post rubric results measuring overall with 70% of respondents agreeing or sometimes agreeing with statements by the post survey.

TELL Data	ACPS	ACPS ES.	John Adams ES.	2016-17 (Target)
The 2015 TELL ACPS survey for school improvement planning had the following results. Overall, my school is a good place to work.	79.5%	81.3%	46.8%	70%

Rationale:
- *Based on prior school year 2015-2016 TELL staff survey, indicated a high need to continue focus in this area.*
- *Data sources: pre and post surveys administered to staff in October and April*

Professional Learning Needs:
- ***Professional Learning Time*** *has been allocated to support professional learning:*
 Mondays: 2 x month Staff Meetings; 2 x month Differentiated PD sessions (Priority Meetings-Sessions offered based on school wide data trends from observations, walkthroughs, and student data points.)
 Wednesdays: Collaborative Grade level planning to support curriculum instruction
 Fridays: Grade level Data Meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.
- *Consult with ASCD to conduct professional development with a focus in culture*
- *Incorporate Responsive Classroom with students, parent engagement with Hispanic students' families, and promote positive school culture with staff.*

School Education Plan

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. Create a focus group #operationsunshine, to develop self-evaluation rubric to determine progress towards our SEP TELL goal. Identify progress monitoring time line.	Aug. 15, 2016	Assistant Principal (Jasibi Crews-West)	● Completion of evaluation rubric provided to the staff 3 times yearly.
2. Create several open forum meetings to discuss school climate and culture.	Aug. 24, 2016	Principal (Jill Lee) Cheryl Robinson	● Schedule of open forum meetings for teachers and principal to meet on 3rd Friday
3a. Create a PD plan to focus on culture and climate. In addition to administrators participating in the Cultural Competency division level meetings. 3b. Attend Responsive classroom professional development for teachers and administrators.	Sept. 5, 2016 Oct. 30, 2016	Principal (Jill Lee) Cheryl Robinson Administrators One grade level representative	● 70% of post survey respondents will agree or somewhat agree that John Adams is a good place to work as measured by survey questions. ● Grade level representatives will attend Responsive classroom training and provide turnaround training for grade level teachers. Administrators will provide support and feedback on Responsive classroom techniques.
4. Evaluate all staff members the first twenty days of schools and focus on positive comments which will be documented in Talent Ed.	Sept. 1-30, 2016	Administrators	● The use of Talent Ed or informal tool to capture positives

SMART Goal 5 Special Education

During the 2016-17 school year, Students with Disabilities will increase pass rate to 50% in math and 67% in reading as measured by the Reading and Math SOL tests, (Math: 38% to 50% and Reading: 57% to 67%)

Evidence:

The SMART Goal will be measured using the common formative and quarterly summative

13

assessments, released SOL assessment, intervention data reports, and SOL assessments.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
Students with Disabilities (Math)		42%	38%	50%
Students with Disabilities (Reading)		48%	57%	67%

Rationale:
- *We are working on this SMART special education goal because we decreased in our All students population group in Math. Students with Disabilities did not meet the Math AMO benchmark by 27 percentage points and Reading AMO benchmark by 13 percentage points.*

Professional Learning Needs:
- ***Professional Learning Time*** *has been allocated to support professional learning:*

Mondays: 2 x month Staff Meetings; 2 x month Differentiated PD sessions (Priority Meetings-Sessions offered based on school wide data trends from observations, walkthroughs, and student data points.)

Wednesdays: Collaborative Grade level planning to support curriculum instruction

Fridays: Grade level Data Meetings to analyze common formative and summative data to address core instructional needs and intervention services for students.

- *Targeted PD on effective implementation and application of math and reading interventions specifically for students with disabilities.*
- *Targeted PD for inclusion special education and homeroom teachers on effective co-teaching strategies and 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. Provide professional development to teachers on effective co-teaching models and require participation in the co-teaching cohort from inclusion special education and general education teachers. ● The cohort will meet monthly to dive deeper into co teaching strategies. Nicole Barrion will be supporting John Adams in the co-teaching PD monthly.	Sept. 15, 2016	Special Education Administrator (Alicia Kingcade)	● Application of the three effective co-teaching models (parallel teaching, station teaching, team teaching) are present during inclusion instructional time.

2.SPED teachers will collaborate with general education teachers during weekly grade level planning meetings to ensure appropriate accommodations and modifications are incorporated in all content area lesson plans.	Oct. 1, 2016 Weekly	Special education lead teacher (Michelle Sandilands) Administrators	• Accommodations and modifications will be identified in lesson plans by a specific color • SPED and Grade level teachers collaborate on lesson plans during Tuesday planning meetings and full day grade level planning meetings.
3.SPED teachers will regularly provide targeted support during reading and math Tier 2 and Tier 3 instruction such as small group lessons and targeted interventions (Number Worlds, Reading Assistant, and Fast Forward). 4. Progress monitoring, data collection and data analysis will be utilized to support student progress on intervention implementation strategies. Nicole Barrion will be supporting inclusion special education teachers in data analysis discussions around the implementation of interventions during monthly meetings.	Oct. 15, 2016 Daily	Special Education lead teacher (Michelle Sandilands) Inclusion Special Ed. Teachers Inclusion Specialist (Nicole Barrion) Special Education Administrator (Alicia Kingcade)	• Data analysis of interventions to determine students' progress • Create intervention schedule that includes time frame of intervention, person delivering intervention, progress monitoring dates, and identified students. • Interventions are provided before, during, and after school in the areas of math and reading.

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: