



School Education Plan

Principal Jesse Mazur

School/ School Year 2016 - 2017

Division Strategic Plan Goal Areas: 2016-2020

- 1. Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.
- 2. Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria’s youth. The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.
- 3. An Exemplary Staff:** ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.
- 4. Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.
- 5. Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such “developmental assets” as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.
- 6. Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

SMART Goals

	Goals	Alignment with Strategic Plan
SMART Goal 1 Math	By June 2017, George Washington Middle School students will achieve mathematics proficiency at 80% or higher as measured by VA SOL. This represents an increase of 5% as measured by state accreditation standards and an 8% increase in Federal AMO performance. GAP Group 1 will improve mathematic proficiency by 17% represented by 65% of the population demonstrating math proficiency as measured by the SOL. GAP Group 2 will improve mathematic proficiency by 16% represented by 65% of the population demonstrating math proficiency as measured by the SOL. GAP Group 3 will improve mathematic proficiency by 12% represented by 65% of the population demonstrating math proficiency as measured by the SOL. LEP students will improve mathematic proficiency by 20% represented by 54% of the population demonstrating math proficiency as measured by the SOL. FRL students will improve mathematic proficiency by 17% represented by 65% of the population demonstrating math proficiency as measured by the SOL.	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2 Family and Community Engagement. X 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 combined will achieve an 80% pass rate on this year’s SOL Reading Assessment. Gap Group 1 students will achieve a 60% pass rate on this year’s reading SOL test. Gap Group 2 students will achieve a 60% pass rate on this year’s reading SOL test. Gap Group 3 students will achieve a 62% pass rate on this year’s reading SOL test.	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. X 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, we will increase the overall SOL pass rate to 80% recouping a 3% loss in 2016 and an additional gain of 2% in 2017. We will accomplish this goal by focusing on gap groups using vocabulary strategies (e.g. word parts, word games, science text cards, word sorts, etc.) as well as reading and writing strategies such as AVID Reflective Journaling and Cornell Notes.	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. X 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	During the 2016-2017 school year, 90% of George Washington Middle School students will demonstrate an understanding of expected behaviors in accordance with the PBIS matrix as evidenced by Quarterly Student Self-assessments, data collected from our online referral system and overall suspensions.	<input type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff X 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness X 6. Effective and Efficient Operations
SMART Goal 5 Special Education	By June 2017, we will increase the pass rate of SWD to 40% or better on the Reading SOL. By June 2017, we will increase the pass rate of SWD to 40% or better on the Math SOL	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. X 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

Evidence:

The SMART goal will be measured using standards-based common assessments, Think Through Math assessment data, and Mock SOL testing.

Student Group (This data represents VDOE State AMO detailed report)	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students	72	77	72	80
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	53	57	48	65
Proficiency Gap Group 2: Black	53	58	49	65
Proficiency Gap Group 3: Hispanic	58	62	53	65
Asian	TS	TS	TS	TS
Economically Disadvantaged	52	57	48	65
Limited English Proficient (LEP)	48	43	34	54
Students with Disabilities (SWD)	38	30	26	45
White	92	96	94	98

Rationale:

All students met the target State Accreditation pass rate of 75% however; losses across the board including GAP Groups were noted. GWMS has not met the AMOs in math for students in each of the three Gap Groups over the last three years. These segments of the population have not demonstrated the progress we would expect to see. Therefore, we have set appropriate goals in order to meet these targets.

Professional Learning Needs:

- Peer observations to model best practices and to share strategies that are yielding results based on pure data both formative and summative.
- Differentiated Instruction using flexible grouping, homogenous grouping, and other small groupings to provide instructional flexibility based on on-going collections of student data to determine grouping needs.
- How to effectively re-teach using assessment data throughout the year.

Action Plan: Math

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Math 1. Standards Based Pre-assessment assessing the Unit Standards (3-5 standards) 2. Use Excel Spreadsheet to load data	6 weeks or length of a unit Short Cycle Assessment 2-3	Math Teachers Academic Principal Math coach acts as interventionist Principal	Focused instruction for re-teaching standards Enhanced student

<ul style="list-style-type: none"> 3. Disaggregate data (color coded) 4. Develop Instructional Strategy based on student pass rate 5. Lesson plan study in PLC 6. Common Short Cycle Assessments 	weeks into a lesson based off of pre-assessment data		achievement
Refine our current school-wide MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring, following the ACPS MTSS Handbook.	Four Week Cycle	SST Members Team Leads (Teacher) Administration	Resources for teachers to utilize and increase student achievement
Develop teacher training on differentiated teaching included but not limited to compacting, pre-testing and tiered lessons based on small flexible groupings. This will allow us to target instruction based on the data and student academic needs.	1 st quarter/3 rd quarter	Instructional Coach TAG Coordinator Principal/Academic Principals	Professional development and increased strategies for improving achievement for students with exceptionalities Analysis of student assessment data
Focused observations and feedback on differentiated math instruction in the classrooms	Ongoing	Instructional Coach Academic Principals Peers	Increased alignment of VDOE curricular standards and improved instructional delivery
Facilitate peer observations to observe best practices in action and to share strategies that are yielding results based on data both formative and summative.	Ongoing	Spector Instructional Coaches Principal/Academic Principals New Teacher Mentor Coordinator	Constructive feedback to increase student achievement and instructional resources Better utilization of student data to inform instruction
Implement continuous standards-based instructional supports such as spiral reviews, progress monitoring math, and after school math support	Ongoing	Math CLT/Math Coach	Increased student achievement

SMART Goal 2: Language Arts

Evidence: *Improvement of students reading skills from all gap groups will ultimately be measured by SOL tests and VGLA at the end of the year. Progress towards this goal will be measured during the school year using multiple measures including SRI Benchmark assessments, released SOL tests, data from*

ongoing formative and summative assessments as well as targeted academic interventions from the ACPS MTSS handbook.

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	69%	76%	76%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	45%	52%	53%	68%
Proficiency Gap Group 2: Black	49%	56%	58%	60%
Proficiency Gap Group 3: Hispanic	50%	58%	58%	62%
Asian	TS	TS	TS	TS
Economically Disadvantaged	44%	52%	53%	68%
Limited English Proficient (LEP)	25%	31%	35%	45%
Students with Disabilities (SWD)	24%	26%	27%	37%
White	93%	97%	95%	97%

Rationale:

- *Based on our results from 2015-2016, we identified that our Gap Group students did not meet the targets but demonstrated growth. Therefore we have set appropriate goals in order to meet these targets.*

Professional Learning Needs:

- *Strategic vocabulary instruction*
- *Marzano’s high-yield instructional strategies*
- *Teacher observations*
- *Reading across the curriculum- WICOR- AVID weekly*

Action Plan: Language Arts

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Utilize SRI data to inform instructional decision-making.	Three times a year	ELA Teachers	Data-driven decision making
Use SRI and SOL scores to determine appropriate placement and tier of interventions for all students such as Flex, Great Leaps, Teen Biz, Fast ForWord, and Reading Assistant, followed by an appropriate progress monitoring timeline.	Tier 2/every 4 weeks; Tier 3/every 2 weeks	ELA Teachers, SST Members, Administration, Team Leads	Differentiated instruction
Provide universal access to Tier 1 instruction and standards-based instruction to all students.	Ongoing	ELA Teachers; Literacy Coach	Universal access to curriculum

Utilize frequent and common unit assessments with a minimum of 3 common assessments per unit (pre-assessment, formative assessment, and summative assessment) in each grade level to monitor student progress and identify students for intervention or extension.	3 common assessments per unit (pre-, formative, summative) Ongoing	ELA Teachers, SST Members, Administration, Team Leads	Common grade level assessments Data collection for intervention
Implement continuous unit data analysis to identify student strengths, areas for improvement, and inconsistencies.	Ongoing	ELA PLCs, Literacy Coach	Shared accountability Frequent data use
Implement MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring.	Short Cycle Assessment 2-3 weeks into a lesson based off of pre-assessment data	ELA Teachers, TAG Coordinator, Reading Specialist, SST Members, Administration, Team Leaders	
Implement extended learning day to identified students with targeted/direct instruction and complementary material to support students in exceeding the minimum SOL standards.	3 days a week	Select ELA Teachers	Extended/enhanced student learning
Engage in teacher observation and reflection to enhance teaching and improve student learning.	Quarterly	ELA Teachers/Literacy Coach	Embedded professional development
Facilitate and engage in instructional dialogue and collaboration on evidence-based best practices that are tied to the year's academic focus.	Ongoing	Literacy Coach/ELA PLCs	Embedded professional development
<p>Instructional Strategy Focus: <i>Through explicit instruction, modeling, gradual release, and differentiated instruction based on the needs of the students, the following five instructional focuses will be applied in Language Arts classes to move students towards mastery.</i></p> <p>1. Vocabulary - Strategic vocabulary instruction of specific word acquisition strategies in order to move all students, including students in the three Gap Groups, from the identification stage to the independent application of the appropriate vocabulary strategy.</p>	Ongoing	ELA Teachers	Focused instruction in reaching targets; Enhanced student achievement

<p>2. Marzano - Strategic and purposeful implementation of Marzano’s 9 high yield instructional strategies to move all students to higher levels in achievement - with a focus on those tied to students’ current needs.</p> <p>3. Inferences – Strategic instruction of inferencing skills in order to improve all students’, including Gap Group students’, ability to comprehend and analyze fiction and nonfiction on a sentence and text level.</p> <p>4. Nonfiction – Increased exposure to nonfiction text in order to improve the students’ familiarity, ability, and stamina to analyze comprehend nonfiction text.</p> <p>5. Cause and Effect- Strategic instruction of cause and effect skills in order to improve all students’, including Gap Group students’, ability to comprehend and analyze fiction and nonfiction text.</p>			
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SMART Goal 3: Science

Evidence:

Improvement of science proficiency will ultimately be measured by the 8th grade SOL test at the end of the year. Progress towards this goal will be measured during the school year using multiple measures including pre-tests, unit assessments across grade levels, released SOL tests, and data from ongoing interventions.

Student Group	2013-14	2014-15	2015-16	2016-2017 (Target)
All Students	71%	71%	78%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	28%	46%	48%	65%
Proficiency Gap Group 2: Black	46%	67%	57%	70%
Proficiency Gap Group 3: Hispanic	43%	43%	46%	55%
Asian			TS	
Economically Disadvantaged	42%	45%	45%	50%

Limited English Proficient (LEP)	27%	10%	17%	30%
Students with Disabilities (SWD)	14%	33%	39%	45%
White	97%	96%	96%	98%

Rationale:

George Washington Middle School has seen a loss of 3% across the school illustrated by a 75% pass rate in the area of science. Achievement except for our ELL students which produced a 17% drop and we continue to have a significant gaps for all of our Gap Groups as well as ED, LEP and SWD groups.

Professional Learning Needs:

- *Marzano’s direct vocabulary instruction*
- *AVID Strategies: Cornell Notes, Interactive Notebooks, AVID Binder, Quick Write,*

Action Plan: Science

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Utilize frequent common grade-level assessments to monitor student progress and identify students for intervention.	Quarterly	Science Teachers	Access student data to inform instruction and tiered interventions and supports
Refine our current school-wide MTSS system to include the identification of students by tier, record of academic interventions, and progress monitoring.	Four Week Cycle	SST Members Team Leads (Teacher) Administration	Increased student support based on data indicators
Common assessments for each unit to determine what standards have been mastered and those that need to be re-taught	Unit	Science Teachers	Data to inform instruction and student support
Develop teacher training on AVID strategies specific to science	1 st quarter/3 rd quarter	Science Dept/ AVID site team	Professional development of science teachers and WICOR utilization
AVID strategies (Cornell Notes, interactive notebook, Lab Lenses, and AVID binder)	Ongoing	All science teachers Administrative support	Utilization of WICOR strategies to increase science content knowledge
Expand SOL review activities to include 6 th , 7 th , and 8 th grade throughout the year.	Ongoing	All science teachers Administrators support	Increased mastery of 6-8 science curriculum standards through scaffolded reviews

SMART Goal 4: TELL Survey

Evidence:

2016 TELL Survey Result data was reviewed below is the % of staff members who agreed with the following statements:

TELL Survey Question	GW1	GW2	Avg
Students at this school understand expectations for their conduct	42.9%	68.3%	55.6%
Students at this school follow rules of conduct.	20.6%	26.8%	47.4%
Policies and procedures about student conduct are clearly understood by faculty.	62.9%	80.5%	71.7%
School Administrators consistently enforce rules for student conduct.	34.3%	65.9%	50.1%
School administrators support teachers' efforts to maintain discipline in the classroom.	54.5%	80.5%	67.5%
Teachers consistently enforce rules for student conduct.	52.9%	68.3%	60.6%
The faculty works in a school environment that is safe.	74.3%	82.9%	78.6%

Rationale:

A review and comparison was made between the ACPS Strategic Plan and the following documents:

- ACPS MTSS Guidance Document
- 2016-17 Student Code of Conduct
- GW PBIS Handbook
- **2016 TELL Survey Results and**
- National School Climate Standards

The universal ideal that each document highlighted, which is a focus for George Washington Middle School, is the promotion of a positive school climate through a culture of respect between ALL stakeholders (staff, students, parents and community members).

Professional Learning Needs:

- PBIS
- MTSS training

Action Plan: TELL

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
School-wide Behavioral Expectations and Procedures will be taught weekly in Homeroom based on the Prexie Pride Matrix.	Weekly	All advisory teachers	Awareness of behavioral



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			expectations based on Prexie Pride matrix
All grade level teams will develop universal procedures and expectations. Team procedures will be taught to students and explained to parents.	Ongoing	All grade level teams, Electives and Physical Education Departments	Increased responsiveness and adherence to school expectations exhibited by students in all settings
All classroom teachers will align their classroom rules and expectations with the GW PBIS Pride Matrix.	Ongoing	All classroom teachers	Increased responsiveness and adherence to school expectations exhibited by students in all settings
Grade Level Expectations Assemblies	Quarterly	All Teachers Students Admin Police Officer	Acknowledgement of students exhibiting Prexie PRIDE pillars
“Walk to the Right Campaign” – Teachers on the electives floor are working together to help maintain a safe environment in which all students walk to the right and use appropriate hallway behavior.	Ongoing	Elective Teachers ALL Teachers Administration Students	Safe and orderly learning environment

SMART Goal 5: Special Education

Evidence:

The data over the last three years shows our special education.

Student Group	2010-2011	2011-2012	2012-13	2013-14	2014-2105	2015-2016	2016-2017 (Target)
SWD Math	32%	21.5%	32.5%	37.5%	30%	26%	45%%
SWD LA	52%	46%	21%%	23%	26%%	27%	45%

Rationale:

GWMS has not met the AMOs in English or Math for all of our Gap Group students over the last 5 years. As a result of unsatisfactory growth among our Special Education population, Tier 3 intervention classes have been designed and implemented to disrupt this trend. The current Tier 3 model includes the addition of 14 new sections of specially designed instruction to meet the needs of students in math and reading.

Professional Learning Needs:

- *Use of instructional technology requires additional Professional Development for Flex and Numbers World.*
- *Writing standards based IEPs to delivery specially designed instruction.*
- *Use of assessment data to monitor student growth.*

Action Plan:

All strategies and activities represent specific specialized instructional program aligned to ACPS expectations.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Creation of 14 Tier III Sections	Year Long	Sped Teachers	Enhanced student achievement of gap groups
7 Sections of Flex have been created for 67 Tier III Students	Year Long	Special Education Teachers	Increased math content knowledge and student achievement
7 Sections of Numbers World have been created for 77 Tier III students	Year long	Special Education Teachers	Increased lexile scores and better performance on standardized tests
Extended Learning after school and Saturday School	¾ year long	Special education teachers and core content, after school and Saturday	Increased access to content to support student achievement
Participation in the Co-Teaching Cadre	½ year long	Special education teachers and general education	Opportunity for teacher growth



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		teachers	and to share instructional strategies
Incorporation of Achieve 3000 (Team Biz) within the reading, social studies, and science instruction	Year long	Special education teachers	Students' access to leveled text to improve literacy skills across the content areas

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: