

# School Education Plan--Charles Barrett

Seth Kennard, Principal Nancy Ritter, Assistant Principal

Charles Barrett, 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 nonfamily 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
<b>SMART Goal 1</b> Math	During the 2016-17 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their math skills as measured by SOL mathematics performance to meet or exceed the targets listed.	X 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
<b>SMART Goal 2</b> Reading	During the 2016-17 school year, third through fifth grade students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities, will improve reading skills to meet or exceed the targets listed.	X 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
<b>SMART Goal 3</b> Science	During the 2016-2017 school year, all 5 <sup>th</sup> grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the end of year SOL test as listed below.	X 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
<b>SMART Goal 4</b> TELL	By the end of the 2016-2017 school year, at least 90% of teachers will agree or strongly agree that teachers have knowledge of the content covered and	X 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

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	instructional methods used by other teachers at this school.	<input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
<b>SMART Goal 5</b> Special Education	By the end of the 2016-2017 school year Charles Barrett teachers will increase their knowledge in and application of Specially Designed Instruction (SDI) strategies, resulting in the following levels of achievement by Students with Disabilities, as measured by the SOL Test: Reading 64.90% and Math 65.00%.	X 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations

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## SMART Goal 1 (Math)

During the 2016-17 school year, all 3rd - 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, and students with disabilities will improve their math skills as measured by SOL mathematics performance to meet or exceed the targets listed.

### Evidence:

*Summarize how the SMART Goal will be measured and the evidence you'll use to demonstrate progress on or completion of the SMART Goal.*

Student Group	2013-14	2014-15	2015-16	2016-17 (Target)
All Students	82.46%	90.45%	87.37%	88.63%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	60.52%	78.57%	73.03%	75.72%
Proficiency Gap Group 2: Black	64.7%	81.81%	77.5%	79.75%
Proficiency Gap Group 3: Hispanic	62.16%	81.39%	78.26%	80.43%
Asian	NA	NA	NA	NA
Economically Disadvantaged	55.76%	78.94%	69.84%	72.85%
Limited English Proficient (LEP)	52.77%	75.75%	70.73%	73.65%
Students with Disabilities (SWD)	58.06%	58.33%	61.11%	65%
White	93.81%	97.24%	95.14%	95.62%

### Rationale:

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in mathematics for the past six years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. We have also done extensive research on current best practices in math, in areas such as language acquisition, fact fluency, student discourse, and executive function skills. Our professional development is always based upon the balance among the student needs, research, and best practices.*
- *Given our data and the anticipated changes to our annual measurable objectives (AMOs) through the Every Student Succeeds Act (ESSA), our 2016-2017 targets will be for all students and students within each subgroup to meet or exceed the AMOs. During the 2015-2016 school year, third grade students took a new format of the Mathematics Standards of Learning, the Computer Adaptive Test (CAT), which increases or decreases the difficulty of each item based upon students' individual responses, which may have accounted for the slight drop in scores from last year.*
- *Our data sources include the SOLs for grades 3 - 5, and AIMSweb data for grades K - 1. Grade 2 data includes the Math Diagnostic Assessment (from Math Expressions). Pre- and post-tests are used throughout the year to measure ongoing progress of all students.*

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## Professional Learning Needs:

- *Our main professional learning focus is two-fold. First, we will focus on ways of streamlining the mathematics block to more effectively support differentiated instruction for the varying needs of our students. Additionally, we plan to build upon our work from last year to integrate more problem-based tasks that require higher levels of cognitive demand into our mathematics instruction so that students acquire and apply executive functioning skills and strategies.*
- *Professional learning needs include supporting teachers as they determine the necessary prior knowledge for a particular unit of study, revise pre-tests to include that information, and analyze pretest data to pre-teach any necessary background knowledge.*

**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. Use ongoing assessments and targeted instruction for continuous improvement. Each quarter, students in need of background knowledge from the previous grade level will receive direct instruction prior to the start of the new unit. The goal is for them to fully grasp the new grade level content once they have acquired the necessary background knowledge. This will occur once per quarter in grades K - 2, and in the first 3 quarters for grades 3 - 5. Reteaching also occurs for any students who do not pass their unit post-test. All grade levels use daily cumulative reviews in math as ongoing assessments. Additionally, teachers use number talks and games to support and build reasoning strategies for fact fluency development.	on-going	Administrators Math SEP team Math classroom teachers	Teachers will have comprehensive skills mastery information on each of their students so that they make accurately address instructional or learning gaps from previous years or instructional units prior to teaching new content that relies on these skills.
2. Support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on streamlining the mathematics block to more effectively support students with disabilities as well as students with varying needs.	Oct. - June	Math SEP team Math classroom teachers	Lessons will be designed with embedded supports for students with executive functioning needs.
3. Provide professional development on the levels of cognitive demand related to problem-based tasks and introduce instructional strategies to support this instruction. Resources may include <i>Exemplars</i> and <i>Groundworks</i> .	Oct. - June	Math SEP team	Teachers will teach lessons with a focus on problem-based tasks that have a higher level

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			of cognitive demand. These lessons will be differentiated to meet all students needs.
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## SMART Goal 2 (Reading)

During the 2015-16 school year, third through fifth grade students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities, will improve reading skills by an increase of 2% to 5% pass rate on the reading SOL or to meet or exceed the targets listed.

### Evidence:

Student Group	2013-14	2014-15	2015-16	2016-17 Target
All Students	75.84	86.93	88.78%	89.90%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	55%	70%	75%	75.50%
Proficiency Gap Group 2: Black	55%	67%	78%	80.20%
Proficiency Gap Group 3: Hispanic	59%	70%	78%	80.20%
Asian	NA	NA	100%	NA
Economically Disadvantaged	53%	68%	73%	75.70%
Limited English Proficient (LEP)	43%	64%	78%	80.20%
Students with Disabilities (SWD)	68%	61%	61%	64.90%
White	91%	98%	97%	97.03%

### Rationale:

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in reading for the past five years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. We have also done extensive research on current best practices in reading, in areas such as comprehension, fluency, accuracy, vocabulary development, and student discourse, and created professional development around our findings. Every year, we have been able to build on the best practices and expand our repertoire of strategies for students and teachers alike. and refine our use of data collection to refine instruction.*
- *Our data sources are the Teachers College reading assessment, the Fountas and Pinnell Benchmark assessments and the SOLs.*

### Professional Learning Needs:

- Analyzing assessments to guide instruction and strategies for intervention with struggling readers in the classroom:
- *Building Based: Professional development was provided during Teacher work week to review correct and standardized administration and analysis of Teacher's College Reading Assessment Data. Reading Corner Meetings will be held four times throughout the school year and will provide ongoing professional development on research-based reading intervention strategies to further support Tier 2 and Tier 3 students. Professional development will also provide general strategies to support strengthening Tier 1/Core instruction.*

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- *ACPS Provided: We are requesting that our new teachers be provided with the professional resources our current teachers are using, specifically The Reading Strategies Book, The Continuum of Literacy Learning, Word Journeys, and Words Their Way.*

**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
<p>1. Hold four Reading Corner staff development meetings to include professional learning objectives for strategy development in the different components of word study that support fluency, comprehension, vocabulary, and writing. Staff will be surveyed for additional areas of need throughout the school year. Reading Corner topics will also be developed based on on-going review of students' TC reading assessments.</p>	<p>October 10, November 21, January 23, and March 13</p>	<p>Reading Team</p>	<p>Lesson observations will reflect a greater awareness of best practices and broader repertoire of intervention strategies for all students, resulting in increased student achievement.</p>
<p>2. Family Literacy and Engagement: A Family Literacy Night will be held on December 1, 2016 to provide information to all families in how to support readers at home. The reading team will set up a table at the Open House and/or Back-to-School Night to help families sign up for library cards. The SEP team will put an article related to literacy in the school newsletter each month.</p>	<p>September - June</p>	<p>Reading Team, SST and Classroom Teachers</p>	<p>Families will better be able to support their child's literacy development outside of school through the application of skills learned at these events and the use of the materials provided.</p>
<p>3. TC Leveling, Data Analysis, Management, and Decision Making: Selected teachers will be trained or retrained on TC reading assessment and analysis prior to the beginning of the 2016-17 school year and receive support during the initial administration. Teachers will be retrained on use of Data Cover Sheet, the Retelling Rubric, and Data entry into Reading Levels Google Doc. Teachers will report data based on reading assessments between 3-7 times based on grade level and reading level. Administrators will periodically monitor reading assessments for fidelity by having students retested by another instructor. TC Data analysis findings will be shared in October and February to review school-wide TC data and address grade level percentages of students in Tiers 1, 2, and 3. Tier 2/3 Reading Meetings will be held on December 14, March 1 and May 3 to review Tier 2 and 3 student</p>	<p>September-June</p>	<p>Reading Team and Classroom Teachers</p>	<p>All reading students will have tailored instruction based on their reading levels and needs.</p>

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needs and progress, as well as modify current interventions as necessary.			

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## SMART Goal 3 (Science)

During the 2015-16 school year, all 5<sup>th</sup> grade students, including students who are Hispanic, LEP, or economically disadvantaged, will increase their science performance as measured by the end of year SOL test as listed below.

### Evidence:

Student Group	2013-14	2014-15	2015-16	2016-2017 target
All Students	83%	88%	88%	89.2%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	64%	72%	76%	78.4%
Proficiency Gap Group 2: Black	65%	67%	83%	84.7%
Proficiency Gap Group 3: Hispanic	68%	64%	58%	62.2%
Asian	TS	TS	TS	TS
Economically Disadvantaged	67%	67%	68%	71.2%
Limited English Proficient (LEP)	58%	55%	64%	67.6%
Students with Disabilities (SWD)	50%	TS	TS	TS
White	97%	100%	100%	100%

### Rationale:

- *At Charles Barrett Elementary School, the leadership team and staff have been working on continuous improvement of student achievement in science for the past five years. Each year, we reflect upon our practices, analyze instructional strategies, and determine how to implement instruction that supports student growth and development. Every year, we have been able to build on the best practices and expand our repertoire of strategies for students and teachers alike. With the elimination of the Science SOL in grade 3, our plan strives to ensure quality science instruction in grades 3-5.*
- *Data sources include grade 5 Science SOLs and the 3-5 Barrett Quarterly Science Test results.*

### Professional Learning Needs:

- *Analyzing assessments to guide instruction and strategies for science intervention in the classroom.*
- *Building Based: Science SEP team meets quarterly to review analysis of student results on Quarterly Science Test.*
- *ACPS Provided: Continued coordination and support between Daniel Alkazar Roman and Barrett staff to provide materials, instructional strategies and outside Professional Development opportunities.*

**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.

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Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
<p>1. Tutoring and SOL remediation: Outside tutors will be recruited to work with identified 4th and 5th grade students during Intervention/enrichment time two times per week throughout the year. SOL remediation will occur during writing class 6 weeks leading up to science SOL. Work with tutor from American Association for the Advancement of Science who will provide science tutoring for our students as well as other potential volunteers.</p>	Oct-June	Tutors, Mya Akin, Susan Price	Students who are in need of remedial support with science instruction will receive this support and increase their achievement levels.
<p>2. Quarterly testing for fidelity: Quarterly computerized science tests will be developed by school personnel to assess students on grade level science standards. These tests will ensure that students are mastering science concepts at non-sol tests grade levels. Fourth grade assessments will focus on photosynthesis, behavioral adaptations, life cycles and Virginia resources with explicit instruction in related/key vocabulary. Principal will continue to observe to ensure that lessons are taught with fidelity.</p>	Nov-May	3-5th science teachers, Susan Price	The school will teach all required science content with fidelity at all grade levels, including those upper grade levels no longer assessed through the SOLs in this area.
<p>3. Science Integration: Focus on ELL language acquisition strategies in co-taught/co-planned classroom. Through professional development sessions led by the SEP team and building level leaders, and ELL co-teaching/planning, students in science class will receive explicit vocabulary instruction and other language acquisition strategies in a co-taught science setting. These students will also have tutoring and SOL remediation opportunities. Provide planning time during PD session in August for 4th and 5th grade teachers to discuss how to integrate science concepts.</p>	Sept-June	5th grade team, 4th grade teachers, ELL teacher	4th and 5th grade students will experience science instruction embedded with highly effective language acquisition

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			strategies which will increase their access to the curriculum presented and their vocabulary development in this content area.
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## SMART Goal 4 (TELL)

By the end of the 2016-2017 school year, at least 90% of teachers will agree or strongly agree that teachers have knowledge of the content covered and instructional methods used by other teachers at this school.

### Evidence:

Reading and Math Corner meetings will continue during the 2016-2017 school year to continue vertical planning and dialogue and reflection of content covered and instructional methods used by other teachers at Barrett as evidenced by meeting agendas and schedules. All certified staff will also be given two opportunities to observe a teacher from another grade level teaching and/or observe another grade level planning meeting during the school year. Evidence that this practice has increased their knowledge of the content covered and instructional methods used by other teachers at Charles Barrett will be evaluated through a schedule of observations collected by administration as well as a reflection survey given at a staff meeting that focuses on their observations, what they have learned, and how they will embed this knowledge into their own instructional practices.

### Rationale:

- TELL Survey from the 2015-2016 school year: 85.7% of Charles Barrett Staff agree or strongly agree that teachers have knowledge of the content covered and instructional methods used by other teachers at this school.

### Professional Learning Needs:

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**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

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<p>Hold four Reading Corner staff development meetings to include professional learning objectives for strategy development in the different components of word study that support fluency, comprehension, vocabulary, and writing. Staff will be surveyed for additional areas of need throughout the school year. Reading Corner topics will also be developed based on on-going review of students' TC reading assessments.</p>	<p>September-May</p>	<p>Reading specialists, SEP reading Team</p>	<p>Reading teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels.</p>
<p>Math Corner Meetings will be held five times through the year. Based on SOL results and teacher feedback, the focus of these meetings will be how to support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on identifying the executive functioning strategies students with disabilities need to be successful in mathematics.</p>	<p>September-May</p>	<p>Math Interventionist, SEP Math Team, Special Education Team</p>	<p>Math teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels..</p>
<p>All certified staff will also be given two opportunities to observe a teacher from another grade level teaching and/or observe another grade level planning meeting during the school year.</p>	<p>Sept-June</p>	<p>All Certified Staff</p>	<p>Observations of planning/instruction will increase teachers' knowledge of the content and instructional strategies used by other teachers at this school.</p>

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## SMART Goal 5 (Special Education)

By the end of the 2016-2017 school year Charles Barrett teachers will increase their knowledge in and application of Specially Designed Instruction (SDI) strategies, resulting in the following levels of achievement by Students with Disabilities, as measured by the SOL Test: Reading 64.90% and Math 65.00%.

### Evidence:

Test Subject	2013-14	2014-15	2015-16	2016-2017 target
Mathematics	58.0%	58.33%	61.11%	65%
Reading	68%	61%	61%	64.90%

### Rationale:

- Charles Barrett Staff have engaged in purposeful professional development in the area of Special Education for several years. While data shows we are exceeding state and division averages in this area, gaps still remain between All Students and Students with Disabilities as measured by SOL tests. We believe that a focus on using Specially Designed Instruction (SDI) will aid us in closing this gap further.

### Professional Learning Needs:

- School administration will develop and deliver a series of 4-6 two-hour sessions (dependent on teacher professional time days lost to weather) utilizing Inclusive Instruction text. Staff accountability for application of these strategies will take place through regular instructional walk-throughs.
- School administration has been working closely with the Office of Specialized Instruction to ensure that the professional development they are creating is appropriate, and are requesting additional support from inclusion specialists during walk throughs throughout the school year.

**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
Staff complete summer read of SDI Strategies book, "Inclusive Instruction." Follow up Professional development sessions on SDI, Accomplished Learners, Models of co-teaching and student file reviews will be delivered during August Orientation for staff. Additional professional development modules will be created and delivered throughout the school year based on other SDI themes. Staff will be supported and held accountable through regular instructional walkthroughs, and future sessions will be tailored based on these same observations.	August-June	Principal, Assistant Principal	
Staff will observe different co-teaching models in colleagues' classrooms twice during the school year,	October-May	Principal, Assistant Principal	

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<p>and will observe co-planning to increase the effectiveness of co-teaching and use of SDI strategies.</p>			
<p>Math Corner Meetings will be held five times through the year. Based on SOL results and teacher feedback, the focus of these meetings will be how to support students with disabilities by incorporating executive functioning strategies and skills into mathematics instruction. Professional development for teachers will focus on identifying the executive functioning strategies students with disabilities need to be successful in mathematics.</p>	<p>September-May</p>	<p>Math Interventionist, SEP Math Team, SPED Team</p>	<p>Math teachers will have an opportunity to collaborate as a vertical planning team across grade levels to discuss and learn new instructional strategies used at other grade levels.</p>

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## Mid-Year Review

### 1. What are the strengths of the implementation of your strategies? (Include Data)

#### *Math Goal:*

- Math Corner meetings remain the cornerstone of our Math Plan. They serve as a stronghold for professional development at our school. Math teachers report that the Math Corner meetings are extremely useful and help them work toward meeting our school goals for Math. In a survey administered between February 1st, 2017 and February 6th, 2017, teachers responded to the following question: "How have Math Corner meetings informed your instruction this year?" Responses follow:
- "It reminded me to do more problem-solving type activities with my students, as well as give them more time to work together before I jump in with the answers. They have all been helpful, thanks! :)"
- "They have been useful in terms of thinking about how to incorporate more problem solving in our instruction so that the students reach the conclusions themselves rather than being told this is how math works."
- "The meetings have given me strategies to reach all students and give them chances for discourse. I plan to use the problem-solving problem in class next week to build collaborative thinking and problem-solving skills."
- "I enjoy the collaboration of ideas. I also appreciated walking through a sample lesson which helped me understand how I can use that strategy in my own classroom! Thanks for all you are doing :)"
- "They have given me practical and meaningful lesson plans and ideas. They have made me analyze my own teaching practices as well as hear good practices from other teachers to help improve my math instruction. I love math corner!"
- "I was out for a good chunk of the year and so have only attended one, however enjoyed the lesson on sequencing content. I'd like to implement the chart technique but need to find time to do it!"
- "I think the vertical discussions have been the most useful, especially with one grade below and one grade above. These let us know about previous areas of focus and where they need to be for the next year."

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- "I've had the opportunity to briefly reflect and discuss strategy with teammates/vertical teams."
- "I found the article about problem solving useful. I recently gave an exemplar to my class. It was interesting to try to come up with possible incorrect answers students would get, and helped me to determine who should share their thinking and in which order. I was impressed at my students' ability to think of multiple combinations and show their thinking through this process."
- "Given me ideas on different strategies I can implement in my classroom."
- "Yes. The meetings provide a new idea or perspective to consider and bring to the classroom."
- "The collaboration with colleagues sharing vocabulary strategies and the vertical conversations are most beneficial in informing my instruction. This also carries over to our team planning and conversations about instructional strategies and vocabulary development."
- "Math Corner meetings have helped me and my co-teacher be more thoughtful when planning lessons. We now have the "5 practices" model from the "Orchestrating Discussions" article in the back of our minds as we plan."
- "Having the chance to meet with grade levels above and below to provide feedback as to what the kids are coming in with and get feedback of what they would like the kids to come in with. The most important information I have gathered from the meetings is what and how 3rd grade is teaching the strategies I am expanding upon."
- "The meetings have reminded me to be more reflective and to use the tools we have already been given to work on many skills, especially problem solving. They have also reminded me of the power of student discourse and number talks. They have helped me with planning, I have added more collaborative activities that are built on discourse, including the use of the old exemplar resources, which I used to use very frequently and will implement much more now. It has given me more ideas on how to better prepare/anticipate for students' answers and in turn both guide and deepen their thinking!"
- "Looking through our text has given me some new ideas on how to better shape my expectations and lesson differentiation. Our population has changed and although numbers usually transcend language the vocabulary is key so they know how to use numbers.. It reminds me to look at the math word wall and re-explain the words and operations I am using."
- "It helps me think about what i need to do as a primary grade teacher to prepare my students for the upper grades."

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- “The time to plan with vertical teams and share ideas with them has been the most beneficial thing for my instruction. Discussing what skills the students in first grade are lacking helps our k team drive our instruction and/or change our focus on some of our lessons.”

The Math Team plans Math Corner to correlate directly to the SEP. Each Math Corner session is designed to develop the collaboration and skills of our math faculty to address our school-wide goals. This year’s Math Corners have focused on strategies for streamlining the mathematics block to more effectively support differentiated instruction for the varying needs of our students, revising and continuing to implement our math fact fluency plan, and building upon our work from last year to integrate more problem-based tasks that require higher levels of cognitive demand. The survey responses above indicate a strong collective belief among math teachers that the professional development needs for this goal are being met. Teachers have also communicated that they feel well-equipped to implement the strategies they have learned/are learning in order to address areas of need in mathematics for our students. Our school-wide focus and professional development on STI and co-teaching has served to further support our Math goals by providing teachers with greater knowledge and additional strategies for differentiating instruction for students with disabilities.

## *Reading Goal:*

1. Three of four Reading Corner meetings have been held, each of which has addressed specific reading instructional strategies. In particular, Reading Corner meetings have been based on teacher feedback of instructional needs, as well as student skills deficits as seen through Teachers College running records.
2. Family Literacy Night was held on December 1, 2016. Over 100 families attended, more than tripling the attendance from the 2015-2016 school year. There were eight rooms, with various literacy activities that could be duplicated at home. Alexandria Library and Alexandria Bookshelf were on hand to educate families regarding community resources.
3. All students were assessed on Teacher’s College in September and January. In October, all data were analyzed and tiered, and given to teachers through email, Google Docs, and in their boxes. Tier 2 meetings were held in December, and additional strategies and interventions were developed to support Tier 2 groups of students based on skill deficits. Random Teacher’s College assessments have been readministered to check fidelity, and have been monitored continuously by administration.

## *Science Goal:*

1. Our tutor, who is a retired physicist, from AAAS (American Association for the Advancement of Science) started as planned in October. Due to overwhelming demand he is currently working with 5th graders only. While we do not have any other outside tutors, our AAS volunteer is making great progress with many students. We have formed a lasting partnership with Dr. Chodos. SOL remediation is going to begin on Feb. 20, and students have already been identified.

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2. Quarterly testing was administered at the end of first quarter. All 3rd, 4th, and 5th grade students participated. The window for second quarter tests is February 6 through February 17.
3. The 5th grade science teacher and 5th grade ELL teacher had one co-planning session in early December. More sessions are anticipated. A PD planned session was held in August for 4th and 5th grade teachers to discuss how to integrate science concepts. As a result, 5th grade writing teachers have taught writing lessons incorporating experiments done in the science classroom.

## *Special Education Goal:*

Four professional development sessions were authored and delivered based on the assigned summer read, "Inclusive Instruction." PD focuses centered on various components of Specially Designed Instruction, including a focus on student agency and various co-teaching models and their appropriate usage. Additional PD was created and delivered based on the book, "How to Teach so Kids Can Learn," based on teacher feedback regarding student agency and feedback. As written in our plan, staff has been held accountable through walkthroughs and formal observations. All staff, whether required or not, have had at least a formal and walkthrough observation to assist in tailoring professional development offerings at Barrett. Teachers all participated in one observation of another colleague, with a focus on the co-teaching model used for the lesson and the SDI strategies used during instruction. This information was then discussed and reflected upon at a staff meeting. Per our plan, there have been three math corner meetings held where there was a focus on supporting students with disabilities through various executive functioning strategies. During these meetings teachers also had the opportunity to collaborate as vertical planning teams to discuss and learn new instructional strategies used at different grade levels.

## *Tell Survey Goal:*

All certified staff completed their first observation of another co-teaching team by December 21st. By observing their colleagues co-teaching a lesson or co-planning, the staff were able to increase their knowledge of the content covered and instructional methods used by other teachers at this school. Feedback was logged in a Google Form document after each observation and submitted to administration. Staff were given an opportunity to share their observations at the January staff meeting. Formal observations and walkthroughs indicate that staff are implementing observed co-teaching strategies into their instruction.

Examples of reflection survey on first observation:

"Each teacher takes equal part in the lesson - both give praise, give directions, redirection, reminders, and overall instruction. A natural team teaching at it's finest! I want to work more on better using both adults in the classroom during whole group mini lessons!"

"I will use more content into cooperation challenge and have students show the vocab word in their facial expression when creating tableaux."

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“Rotations/Stations - They work like a well oiled machine! Instead of doing whole group teaching and then breaking into stations to reinforce skills, they did a quick review whole group (number writing skills) and then taught their objectives in stations. I liked this approach to station teaching because you are much more able to differentiate and address the needs of students better. Classroom management was supreme and you can also address more than one standard at a time. We have since attempted and practiced this in math with entrance tickets as our only whole group and teaching our objectives in 2 stations and it has improved our math tremendously so far!!”

Reading and Math Corner Meeting Updates (Copied from Math and Reading Goal updates):

Three of four Reading Corner meetings have been held, each of which has addressed specific reading instructional strategies. In particular, Reading Corner meetings have been based on teacher feedback of instructional needs, as well as student skills deficits as seen through Teachers College running records.

Math Corner meetings have been held during August Orientation, October 10, and January 9. Math Corner meetings remain the cornerstone of our Math Plan. They serve as a stronghold for professional development at our school. Math teachers report that the Math Corner meetings are extremely useful and help them work toward meeting our school goals for Math. In a survey administered between February 1st, 2017 and February 6th, 2017, teachers responded to the following question: “How have Math Corner meetings informed your instruction this year?” Two of the responses below indicate how this practice has helped our staff increase their knowledge of the content covered and instructional methods used by other teachers at this school.

“They have given me practical and meaningful lesson plans and ideas. They have made me analyze my own teaching practices as well as hear good practices from other teachers to help improve my math instruction. I love math corner!”

“Having the chance to meet with grade levels above and below to provide feedback as to what the kids are coming in with and get feedback of what they would like the kids to come in with. The most important information I have gathered from the meetings is what and how 3rd grade is teaching the strategies I am expanding upon.”

## **2. What are the weaknesses in the implementation of your strategies? (Include Data)**

*Math Goal:*

For strategy 1, we have met with each team in grades 1 - 5. One change we made this year was to ask teachers to analyze their prior knowledge data before their data meeting. At this point there are still a couple of grade levels that have not analyzed their data prior to the meeting, which in turn, leaves little time for actually planning the differentiated instruction. Our problem solving professional development (Strategy 3) was delayed several times. While we’ve

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introduced problem solving, we still need to familiarize teachers with the levels of cognitive demand. This will occur during our April math corner meeting.

We are also still working for full vertical implementation of our fact fluency plan. Fact fluency is inconsistent across grade levels, which affects upper grade levels. We are also still looking for effective and efficient ways of progress monitoring the fact fluency plan for faithful implementation and student growth.

*Reading Goal:* Reading articles were not shared through the school newsletter, due to strategies and student supports being shared through Parent-Teacher Conferences in November and Family Literacy Night in December. Strategies will be share in the newsletter for the second half of the year.

*Science Goal:* Due to the influx of new ELL students, our ELL team has less flexibility to co-teach and/or co-plan in science classrooms.

*Special Education Goal:* While our strategies have been effective at increasing instructional efficacy, our school has had a large influx of new students with disabilities raising teacher caseload point levels to their maximum level. We are continuing to work with The Office of Specialized Instruction to address this and study our schedule. Our professional development sessions have been well-received and the strategies are noted through walkthrough and formal observations. More time for professional development is needed, however, to deliver professional development at the pace desired by the staff. With math and reading corner, in addition to division-based PD and limited professional days, time is always a struggle.

*Tell Survey Goal:* One weakness in the implementation of the strategies for the TELL Goal is the limited professional development time we have as a staff to discuss these observations at a deeper level.

### **3. Based on data, are you making measurable progress towards achieving your SMART goal? (Include Evidence)**

*Math Goal:* Based on our school progress monitoring data: In third grade 89% of students are making adequate progress based on post-test data. In fourth grade 91% of students are making adequate progress based on post-test data. In fifth grade the data has not been updated at this point.

*Reading Goal:* Based on SRI Fall and Mid-year data, 3rd through 5th grade students are making gains. Specifically, fewer students fell in the Below Basic range and a greater number of students are meeting Basic skill levels. Teacher's College Reading Assessments data demonstrate that students continue to progress in reading levels, with some students closing the gap between their reading level and grade level expectations.

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*Science Goal:* Based on unit and vocabulary post-tests, 80% of 5th grade students are demonstrating mastery (as defined by a score of 70% or higher) on formal assessments.

*Special Education Goal:* Student performance on mid-year math benchmarks will be available for analysis at the beginning of March 2017. Student performance on Mathematics post-tests, Teacher's College Reading Assessment and Think Through Math suggests that we are progressing towards our SMART goal.

*Tell Survey Goal:* One of our weaknesses in implementing this plan is the lack of professional development time we have as a staff to deeply discuss the observations that were completed prior to winter break. Our problem solving professional development (Strategy 3) was delayed several times. While we've introduced problem solving, we still need to familiarize teachers with the levels of cognitive demand. This will occur during our April math corner meeting.

#### **4. Based on the above, what is your second semester plan for achieving your SMART goals?**

*Math Goal:* We will continue implementing our set schedule for Math Corner and Math Progress Monitoring meetings. We will continue to address our goals of vertically integrating problem-solving skills and differentiated instruction in the upcoming Math Corner meeting, which is scheduled to be held in April. Teams will hold two more progress monitoring meetings each. Additionally, all grade levels will continue to utilize pre- and post-assessments to gauge students needs for pre-teaching, remediation, and differentiation. For fact fluency, we have a new intervention that we will pilot with students who still need additional support to learn their basic facts.

In early March, we will give a benchmark test to gauge students' progress toward mastery of the math Standards of Learning. We will analyzed the data to determine who needs additional support, which may include additional instruction during IE, and/or after school tutoring.

*Reading Goal:* We will include reading strategy information or reading facts in the school newsletter during the second semester. Two additional days of Tier 2 meetings will be held in March and May, as well as one more Reading Corner in March. Additionally, Teacher's College reading data analysis will also be conducted in February. Based on student data and needs, after school intervention groups will be formed in the spring to address specific skill deficits.

*Science Goal:* We will continue our tutoring partnership with the physicist from AAAS. Additionally, we will begin teacher-led after school intervention on February 20. We will continue to administer and analyze quarterly tests for 3rd-5th grade students through third quarter.

*Special Education Goal:* We will continue to follow the plan as written and develop and deliver additional professional development modules for Specially Designed Instruction (SDI). We will also be working closely with The Office of Specialized Instruction to analyze our schedule of service delivery and monitor our staffing as we continue to welcome or identify new students with disabilities.

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*Tell Survey Goal:* We will continue to follow this plan as written and build in time at our next staff meeting to continue to share reflections of observations and how new instructional strategies have been implemented into instruction. We will schedule our next round of observations and have the staff complete another reflection survey prior to June. Our problem solving professional development that we planned to have as a math corner focus (Strategy 3) was delayed several times. While we've introduced problem solving, we still need to familiarize teachers with the levels of cognitive demand.

## **5. What support/resources do you need to achieve your goals?**

*Math Goal:* None at this time.

*Reading Goal:* None at this time.

*Science Goal:* None at this time.

*Special Education Goal:* Continued communication with The Office of Specialized instruction regarding scheduling concerns and staffing.

*Tell Survey Goal:* None at this time.

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## End-of-Year Review

1. What were the strengths of the implementation of your strategies? (Include Data)
2. What were the weaknesses in the implementation of your strategies?
3. Based on data, did you achieve your SMART goal?