



James K. Polk Elementary

2015-2016 School Education Plan

Principal *PreeAnn Johnson*

School/ School Year

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 2015-16 school years, all students, including students who are Hispanic, LEP, economically disadvantaged, and students with disabilities will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s SOL math test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 2 Reading	By June 2016, all groups will meet or exceed the following percentages in reading as measured by the SOLs. Gap Group 1 68% Gap Group 2 70% Gap Group 3 66% Students with Disabilities 30% Economically Disadvantaged 70% LEP Students 67%	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 3 Science	During the 2015-16 school years, all 5 th Grade students will make measurable progress, including students who are Hispanic, LEP, or economically disadvantaged, students will improve their science knowledge as measured by a 5 point increase in the percentage of students passing this year’s SOL test.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 4 TELL	Improve feedback and communication with respect to the outcome of discipline referrals between administrators, SST members, and teaching staff. Improve the consistency and adherence to School-wide PBIS Plan.	<input checked="" type="checkbox"/> 1. Academic Excellence and Educational Equity <input checked="" type="checkbox"/> 2. Family and Community Engagement. <input type="checkbox"/> 3. An Exemplary Staff <input type="checkbox"/> 4. Facilities and the Learning Environment <input checked="" type="checkbox"/> 5. Health and Wellness <input checked="" type="checkbox"/> 6. Effective and Efficient Operations

SMART Goal 1

During the 2015-16 school years, all students, including students who are Hispanic, LEP, economically disadvantaged and students with dis, will improve their math skills as measured by a 5 point increase in the percentage of students passing this year’s SOL math test.

Evidence: *Evidence used to demonstrate progress will include grade unit assessments and fluency checks using tools from Math Expressions. Summative assessments in Math Expression as well as the SOL will be used to measure the completion of the goal.*

Student Group	2012-13	2013-14	2014-15	2015-16 (Target)
All Students	71	73	75	80
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	65	64	71	76
Proficiency Gap Group 2: Black	67	65	68	73
Proficiency Gap Group 3: Hispanic	54	68	70	75
Asian			100	100
Economically Disadvantaged			72	77
Limited English Proficient (LEP)			68	73
Students with Disabilities (SWD)	38	38	39	44
White			85	90

Rationale:

- *Although Polk has seen progress in the area of Math, the SWD continues to show minimal increase over the past few years.*
- *Polk has not met AMO in the area of Math as measured by our 2014-15 SOL.*

Professional Learning Needs:

- *We will continue to investigate Math programs that target our Tier 2 and 3 students as identified through the MTSS. Once identified, we will require PD for implementation with fidelity.*

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Use multiple data sources, and data collected through the MTSS processes to identify Tier 3 students. Starting in November, we will provide targeted intervention, particularly with our Students with Disabilities via afterschool remediation. The tutors will be the current grade level content teachers. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.	2 to 3 days a week	Classroom teachers, and support staff.	Identify Tier 3 students, apply targeted intervention after school and as a result consistent gain will be evidenced by a gain of at least 10% on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.

Action Plan (continued):

2. Use multiple data sources, and data collected through the MTSS processes to identify Tier 2 students. Starting in October, we will provide targeted re-teaching and intervention during I/E with students who do not receive reading services at that time. For those who are tier 2 in both Math and Reading, we will provide targeted intervention via afterschool remediation. The tutors will be the current grade level content teachers. This allows for immediate re-teaching of skills to support students in being successful before the class moves to the next unit.	1 time a week	Classroom teachers and support staff	Identify Tier 2 students, apply targeted intervention during I/E and as a result consistent gain will be evidenced by 80% pass rate on unit and fluency assessments (given opportunities for retake) with the final outcome of 5% gain on SOL.
3. Provide Differentiation during the core Math block through a guided Math approach in which students who require a bit more teacher directed practice would receive that in a smaller group for 20-30 minutes while students who are progressing toward mastery will have time for independent practice and/cooperative learning of real life application of skills.	2 to 4 days a week.	Classroom teachers and support staff	By identifying school based staff/resources, support will be provided during the Math block to create smaller groups for targeted reteaching within the unit resulting in a greater number of students receiving master (80%) on unit assessments the first time they are given.

SMART Goal 2 - Reading

By June 2016, all groups will meet or exceed the following percentages in reading as measured by the SOLs.

Gap Group 1 68%

Gap Group 2 70%

Gap Group 3 66%

Students with Disabilities 30%

Economically Disadvantaged 70%

LEP Students 67%

Evidence: Evidence used to demonstrate progress will include grade level benchmark assessments and running records. Evidence of measurable progress as outlined in the reading program guidelines (Fast Forward and Read Assistant). The Fountas and Pinnell assessment kits will also be used quarterly and the SOL results will be used to measure completion of the goal.

Student Group	2012-13	2013-14	2014-15	2015-16 (Target)
All Students	68%	60%	69%	74%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	61%	48%	63%	68%
Proficiency Gap Group 2: Black	61%	54%	65%	70%
Proficiency Gap Group 3: Hispanic	57%	51%	61%	66%
Asian	87%	87%	100%	100%
Economically Disadvantaged	61%	48%	65%	70%

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Limited English Proficient (LEP)	50%	42%	62%	67%
Students with Disabilities (SWD)	43%	18%	18%	30%
White	89%	84%	82%	87%

Rationale:

- *Students in Gap Group 1 and 3 did not meet AMO benchmark. Students with disabilities were significantly below benchmark.*
- *Data from SRI, Running Records and Benchmark assessments show progress, but support the SOL results indicating that are not yet at expected levels to reach the SOL pass rates.*

Professional Learning Needs:

- *We will continue to work with Special Education to implement research based instruction including but not limited to Reading Mastery and Fast Forward.*

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1 Through MTSS, teachers, administrators and resource teachers and goal teams will look at instructional delivery models to ensure that students with disabilities and EL students receive researched based interventions in addition to the core tier one instruction.	September 8, 2015/ October 6, 2015	Carla Carter	To establish a schedule of supports that provides for additional services to students in tiers 2 and 3 above the core instruction. Implement interventions and ensure consistent progress monitoring in an effort to make sure that interventions are being reviewed and changes made early if students are not showing adequate progress toward as measured by growth from one reading level to the next.
2. Collaborate with office of specialized instruction, curriculum department and EL department to provide licenses for Fast Forward (researched based intervention focusing on decoding and fluency) and Read Assistant (provides intervention for students who struggle with comprehension of grade level text) licenses to Students with disabilities, EL students and students who require tier 3 interventions.	September 8, 2015/ November 5, 2015	Classroom Teachers/SEP Literacy Team	Students receive consistent instruction through a research proven method. Be provided with data collection that guides instructional grouping and services to ensure that the 5% expected improvement on this SOL gained through targeted teaching of area of need identified in the by question/standard reports.
3. Central Office work with school administration to provide professional development to implement the chosen research based programs, ensure frequent checks for fidelity of implementation, and provide support for progress monitoring, data analysis and adjustments.	September 8, 2015/November 5, 2015	SEP Literacy Team/Reading Specialists	By doing fidelity checks through observations we can identify, replicate and model effective teaching strategies to ensure that all teachers at a given grade level are using sound instructional practices that will lead to expected gains as outlined by the program guidelines, and ultimately a 5% increase on benchmark assessments, SRI and the SOL.

SMART Goal 3 - Science

During the 2015-16 school years, all 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, will improve their science skills as measured by a 5 point increase in the percentage of students passing this year’s SOL Science test.

Evidence: Evidence used to demonstrate progress will include unit transfer task, formative assessments and project based learning using rubrics for evaluation. The 5th grade SOL will be used to measure the completion of the goal.

Student Group	2012-13	2013-14	2014-15	2015-16 (Target)
All Students	76	71	67	72
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	71	62	62	67
Proficiency Gap Group 2: Black	68	61	53	58
Proficiency Gap Group 3: Hispanic	73	66	64	69
Asian			<	
Economically Disadvantaged			61	66
Limited English Proficient (LEP)	65	57	47	52
Students with Disabilities (SWD)	38	48	38	43
White			100	100

Rationale:

- Science scores have consistently decreased over the past three years.
- SOL data indicates that these scores are declining. Based on the current 5th grade teachers’ analysis of the past SOL we recognize that the missed skills are generally those that are taught in grade 3rd and 4th. This requires a re-teaching in 5th grade in addition to the content required at that grade level. Therefore, action steps will focus on Science instruction in grades 3-5.

Professional Learning Needs:

- Goal Team will work on cross grade level planning opportunities and through this process they will identify any PL needs. We will then continue to work with Daniel Alcazar-Roman, Science Curriculum Specialist to identify and implement strategies that support our student’s needs.



School Education Plan

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Teachers will be held accountable for pacing and covering the Big Ideas and Essential Questions for each unit of study at that grade level.	School year	Classroom teachers, support staff and principals	By ensuring science concepts are taught at all levels, we will ensure that the content of the 5 th grade SOL (cumulative 3-5) will not have to be re-taught and students will have a better chance of meeting master and increase the SOL by 5% points each year.
2. Team planning to address science across the Content Areas.	Weekly and quarterly team planning	Classroom teachers and support staff	Content integrated lesson plans will ensure that common strategies are used and will allow teachers to make connections between grades increasing the likelihood of master and success on grade level and SOL assessments.

SMART Goal 4 - TELL

Improve feedback and communication with respect to the outcome of discipline referrals between administrators, SST members, and teaching staff. Ensure a schoolwide implementation of PBIS with consistent language, reinforces, and structure.

Evidence: A clear, established set of expectations will be evident in all settings. Positive praise and reinforcement will be consistent within each grade level and will follow the schoolwide structure at every level.

Rationale:

- The TELL survey indicated that an area of relative concern for Polk was **Managing Student Conduct**, particularly following rules, administrators enforcing rules and supporting overall discipline in classroom.
- Subsequent discussions and schoolwide review informed us that the PBIS implementation needed to be revisited.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Implement the use of the “Big 5 Generator” data collection tool to aid in the tracking and analysis of all discipline referrals.	NLT Nov 1, 2015	PreeAnn Johnson, Carla Carter, Penny Hairston, Treba Henderson	Stakeholders receive feedback on all discipline referrals
2. Outline and communicate a plan for the equitable distribution of HOOTS (PBIS) within each grade level.	NLT Oct 1, 2015	Treba Henderson, Krystal Webster, Rachel Lorintz, Kaylah Williams, Olivia Kirby-Smith, John Curran, Diana, DeSano	Daily, weekly, monthly recognition and reinforcement of positive behaviors Decrease in discipline referrals from SY 14-15
3. Outline and communicate a plan for HOOT (PBIS) celebrations within each grade level.	NLT Oct 1, 2015	Treba Henderson, Krystal Webster, Rachel Lorintz, Kaylah Williams, Olivia Kirby-Smith, John Curran, Diana DeSano	Daily, weekly, monthly recognition and reinforcement of positive behaviors Decrease in discipline referrals from SY 14-15

Mid-Year Review

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

Math:
Reading:
Science:
TELL:
Operations:

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

Math:
Reading:
Science:
TELL:
Operations:

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

Math:
Reading:
Science:
TELL:
Operations:

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

Math:
Reading:
Science:
TELL:
Operations:

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

Math:
Reading:
Science:
TELL:
Operations: