



School Education Plan

Principal : Pierrette Peters

School/ School Year Francis C. Hammond 2017-2018

Division Strategic Plan Goal Areas:

2016-2020

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

SMART Goals

	Goals	Alignment with Strategic Plan
SMART Goal 1 Math	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in math as measured by the End Of Course SOL.	<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 the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in Reading as measured by the End of Course SOL.	<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	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or pass advanced in the Science as measured by the End Of Course SOL.	<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	By the end of the 2017-2018 school year, student disciplinary referrals resulting in out of school suspension will decrease by 40%.	<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 type="checkbox"/> 5. Health and Wellness <input type="checkbox"/> 6. Effective and Efficient Operations
SMART Goal 5 Special Education	During the 2017-2018 school years, 35% of FCH students with disabilities will score proficient or advanced on all End of Course SOL tests.	<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 6 ELL	During the 2017-2018 school year, students with limited English proficiency will show a 20% pass rate increase on all End Of Course SOL tests.	<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 1 (Example)

During the 2017-18 school year, all 5th grade students, including students who are Hispanic, LEP, or economically disadvantaged, 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:

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

The SMART Goal for each area of assessment will assist FCH in providing a focus on instruction based upon student results. The measurement of each goal will be student results driven and connected to:

- Teaching and learning
- Improving instructional practice and performance
- Providing feedback for instructional improvement
- Collecting and analyzing data

Each SMART goal will be progress monitored on a quarterly basis. Evidence that demonstrates progress toward or completion of the goal includes:

- A data analysis and review for each goal area which considers school goals, previous data, student need, alignment of the curriculum, and staff development needs.
- Assessment of appropriate measuring tools to assess progress toward each goal.
- Identification of instructional strategies and interventions which assist in goal attainment.

- Data review and analysis of intervention courses.

Overall Analysis

Reading

Student Group	2014-15	2015-16	2016-2017	2017-2018 (Target)
All Students	60%	68%	65%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	74%	79%	74%	83%
Proficiency Gap Group 2: Black	63%	66%	66%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	60%	69%
Asian	74%	85%	76%	86%
Economically Disadvantaged	55%	63%	61%	70%
Limited English Proficient (LEP)	34%	51%	53%	61%
Students with Disabilities (SWD)	27%	28%	28%	35%
White	75%	85%	74%	84%

Math

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	61%	69%	69%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70%	78%	77%	88%
Proficiency Gap Group 2: Black	62%	71%	70%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	61%	66%
Asian	80%	85%	84%	89%
Economically Disadvantaged	55%	66%	65%	70%
Limited English Proficient (LEP)	46%	55%	59%	64%
Students with Disabilities (SWD)	32%	34%	34%	37%
White	80%	82%	78%	83%

Science

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	66%	67%	61%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	79%	82%	73%	81%
Proficiency Gap Group 2: Black	68%	65%	64%	70%
Proficiency Gap Group 3: Hispanic	56%	59%	55%	61%
Asian	85%	88%	63%	72%
Economically Disadvantaged	61%	62%	55%	61%
Limited English Proficient (LEP)	45%	41%	38%	45%
Students with Disabilities (SWD)	39%	44%	33%	36%
White	75%	81%	68%	73%

TELL Data

Discipline Data - Comparison of 2014-2015 and 2016-2017

	2014-2015 Number of Occurrences	2015-2016 Number of Occurrences	2016-2017 Number of Occurrences	2017-2018 (Target)
Overall Discipline Entries	136	232	297	179

TELL Survey Data

The 2015-2016 Tell Survey identifies the following growth areas:

Impact Statement	Percentage
Managing Student Conduct: Students at this school follow the rules.	56%
Teacher Leadership: The faculty has an effective process for making group decisions to solve problems.	63%
Teacher Leadership: Teachers have an appropriate level of influence in decision making.	48%

Rationale:

- Describe why the school is working on the SMART Goal.
- Include data sources and the data collection process.
- Actions that will be taken to achieve this goal should be provided in the next section, Action Plan.

Francis C. Hammond Middle School (FCH) is working on each identified SMART Goal for the reasons detailed below:

- During the 2014-2015 school year, FCH was in academic warning for Math, Reading, and Science.
- During the 2015-2016 school year, FCH was in academic warning for Math and Reading.
- During the 2016-2017 school year, FCH was in academic warning for Reading only.

- During the 2017-2018 school year, FCH continues to be in academic warning for Reading only.
- Although FCH is no longer in warning for Math and Science, these areas are continually being monitored. While reading had an initial gain, it has had stagnant growth over the past 2 years.
- Based upon SOL data, Gap Groups 1, 2, and 3 students are not meeting the benchmark for Reading and Science. Our SOL data also shows that we are not meeting the benchmark in Math for Gap Groups 1 and 3.

Data Sources and data collection process:

Data Sources that will be used to inform, progress monitor and assess goal attainment includes:

Data Sources	Data Collection Process
Previous SOL Data	Yearly
VGLA Data	Yearly
VAAP Data	Yearly
CAAR Data	Yearly
Think Through Math Data	Bi-Annually
SRI	Bi-Annually
Common Assessment Data	By content area and by unit
ACPS Benchmarks	Bi-Annually
Professional Learning Plan	Yearly
Professional Learning Attendance	Monthly
Math/Reading Intervention Class Data	Monthly
READ 180 data	Monthly
Achieve 3000 data	Monthly
Great Leaps Data	Monthly
Flex	Monthly
Number Worlds	Monthly
TELL Survey Data	Every 3 Years
Discipline Referral Data	Monthly
PBIS Incentive Data	Monthly
PLC Participation	Weekly
Overall Content Data Analysis (Governance)	Monthly
Needs Assessment Data	Yearly and Quarterly
Student Attendance Data	Monthly
EAP Class Data	Monthly

Professional Learning Needs:

- Describe your professional learning needs.

Overall Professional Learning Needs

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Kagan Cooperative Learning	August 2017-February 2018	Shonta Robertson	<ul style="list-style-type: none"> • Increased implementation of cooperative learning structures in all classes of trained teachers
2. Literacy Across The Curriculum	October 2017-May 2017	Pierrette Peters Sherri Holmes Kanika Dorsey Dustin Barnes Paul George Kimberly Schell	<ul style="list-style-type: none"> • Increased implementation of AVID Reading and Writing Strategies in all classrooms
3. Special Education/ELL Co-Teaching Cadre	October 2017-May 2017	Pierrette Peters Sherri Holmes Kanika Dorsey Dustin Barnes Paul George Amy Creed Jennifer Hamilton	<ul style="list-style-type: none"> • Increased collaboration among co-teachers. • Increased use of a variety of co-teaching structures

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.

SMART GOAL 1 Math	By the end of the 2017-18 school year, 75% of FCH students will score proficient or pass advanced as measured by the End Of Course SOL.		
Strategies/Activities	Person Responsible	Timeframe	Outcomes – Measure of assessment
Weekly Lesson Plans written in compliance with ACPS curriculum pacing guides	PLC's by grade level Math Coach Admin Math Teachers	Weekly	<ul style="list-style-type: none"> Review of weekly lesson plans that show alignment between the written and taught curriculum Review of weekly lesson plans that show differentiation for gap group students.
Common, Formative, and Summative Assessments	PLC's Admin Math Coach Math Teacher	By Unit	<ul style="list-style-type: none"> Creation, Completion and implementation of common formative and summative assessments
Data Analysis Meeting and Application and reassessment	PLC's Admin Math Coach Math Teachers	By unit	<ul style="list-style-type: none"> Teacher data analysis through the use of the DTI Form. DTI is the data tool used to collect and analyze data. Data analysis of student performance and plans for reassessment/re-teaching/acceleration
SBQT Data Analysis	Math Coach School Improvement Coordinator Math Teachers	September	<ul style="list-style-type: none"> Identification of VDOE Math standards by grade level which require additional focus. Leading and lagging data will be identified

<p>Vertical Articulation Meetings</p>	<p>Admin Math Coach Teachers</p>	<p>Midyear End of The Year During Department Meetings</p>	<ul style="list-style-type: none"> • Midyear – Review of pacing and potential curricular concerns • End of Year – Final Review of Data to communicate units taught, standards assessed. And potential standards of concern
<p>Intervention Classes</p> <ul style="list-style-type: none"> - Small group - Centers - cooperative learning - Review of standards taught in math class 	<p>Intervention Teachers Math Coach Math Teachers Admin</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Teacher review of student performance • Warmup/exit ticket performance analyzed through data collection • Spiraled Assessments • Review of student TTM (growth by proficiency/band)Teacher input • Comparative analysis of student performance vs. intervention course.
<p>All math classes</p> <ul style="list-style-type: none"> - Ongoing Remediation in class small groups, cooperative learning - 	<p>Admin Math Coach Math Teachers</p>	<p>Weekly</p>	<ul style="list-style-type: none"> • Meeting Goal for TTM growth by proficiency band • Increased common assessment performance • Decreased numbers of D's and F's
<ul style="list-style-type: none"> • Professional Development for general education teachers on implementation of delivery of small group instruction aligned to Kagan Strategies. • Professional learning for general education teachers on co-teaching strategies and specially designed instruction. • Professional learning for general education teachers on the implementation of literacy strategies 	<p>Admin Math Coach Math Teacher</p>	<p>Monthly</p>	<p>As assessed by lesson plans and classroom observations</p> <ul style="list-style-type: none"> • Increased use of Kagan Structures across all classrooms • Increased implementation of Specially Designed Instruction • Increased implementation of a variety of co-teaching models • Increased implementation of literacy strategies.

School Education Plan

Lesson Plan reflecting explicit academic vocabulary in support of school wide literacy goals	PLC Math Coach Math Teachers	Weekly	As assessed by lesson plans and classroom observations <ul style="list-style-type: none"> Increased use of academic vocabulary.
Professional Learning for General Education, Special Education and ELL Teachers to support core instruction	Academic Principals, Special Education Teachers Amy Creed Jennifer Hamilton	Monthly	<ul style="list-style-type: none"> Lesson plans reflecting differentiation and modifications for special education students. Lesson plans reflecting the use of language objectives for ELL students Lesson plans reflection differentiation and modification for ELL students. Classroom observations reflecting the implementation of a variety of coteaching models.
SMART GOAL 2 Reading	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or advanced in Reading as measured by the End Of Course SOL.		
Strategies/Activities	Person Responsible	*Timeframe	Outcomes – Measure of assessment
Literacy Plan			
Develop trainings and protocols to implement new PD implementation processes in school year 2017-18	Admin Kimberly Schell Jodie Peters Sherri Holmes Tenika Strown	August 2017- May 2018	<ul style="list-style-type: none"> Planning and development of literacy professional learning for the 2017-2018 school year.
Analyze SY16-17 Reading data to determine areas of need and high impact standards	Admin Sherri Holmes Tenika Strown Teachers Shonta Robertson	August 2017- September 2017	<ul style="list-style-type: none"> Review and comparison of blueprint standards Strategic planning for how areas of need will be remediated and how high impact standards will be implemented.

Research and identify a common approach for teaching reading including strategies for teaching vocabulary, fluency, and comprehension strategies.	Kimberly Schell, Jen Hamilton, Jodie Peters Sherri Holmes	August 2017-September 2017	<ul style="list-style-type: none"> AVID Reading and Writing Strategies will be implemented across all content areas.
Identify Reading SOLs from 6.6, 7.6, 8.6 that all content areas can implement in their lesson plans	Literacy Coach Math Coach FCH Admin	July 2017-September 2017	<ul style="list-style-type: none"> Communicate standards to all teachers Identify evidence of standard implementation through lesson and unit plans.
Identify and publish reading instructional requirements for SS, Science, and Elective Teachers (ex. All Social Studies and Science teachers must have students engaged in a text each week).	Electives, Social Studies and Science Chairs Sherri Holmes	September 2017-October 2017	<p>As evidenced in lesson plans and classroom observations:</p> <ul style="list-style-type: none"> Use of PTO strategy with subject related text can be assess to identify student improvement reading comprehension, cause and effect, compare and contrast, inference, and making predictions bases up text evidence, close reading of the text, and reading with a purpose.
Develop a bank of text sources for teachers by content	Jennifer Lay Sarah Whelan Kimberly Schell Jennifer Marshall Joellen Kriss-Broubalow Danielle Maxwell	September-November 2017	<ul style="list-style-type: none"> NewsELA allows teachers to set up on-line classes and selected text for students to read. For each article, there is a comprehension quiz, and a writing response for students to take. Teachers can students' progress. Teacher use and implementation will be assessed through usage reports. Student performance will be assess through common assessment data.
Plan professional learning session in literacy across all content areas.	Admin Kimberly Schell	October-May 2018	<ul style="list-style-type: none"> Review PTO Reading Strategy (purpose, task, outcome) in through monthly school- wide

	Quanda Fudd Jennifer Marshall Sherri Holmes		<p>PD of ACES – written response to reading (answer, cite, explain, summarize).</p> <ul style="list-style-type: none"> • AVID Reading and Writing Strategies will be used as the basis of professional learning. • Admin and instructional coaches monitor literacy implementation through PLC's, lesson plan review, and classroom observations. • Teachers will be student samples and teacher lesson plans as evidence of literacy implementation • AVID Path training on Literacy will occur on October 20-21.
Development of Professional Learning Calendar	FCH Admin	October 2017- May 2018	<ul style="list-style-type: none"> • Literacy Professional learning will occur once per month. • Evidence of participation will be monitored by attendance. • Evidence of implementation will be monitored by student work samples which have been assessed by the teacher.
Create a peer observation protocol and calendar for teachers to observe each other utilizing these strategies	FCH Admin All core content teachers	January 2018- March 2018	<ul style="list-style-type: none"> • Peer Observations will be used as an additional tool for professional learning. • Peer observation schedule will be used to monitor implementation.
Create an administrative /coaching walkthrough and planning document to evaluate the efficacy of implementation	Timothy Brannon Kimberly Schell Literacy Coach (Dr. Holmes)	September 2017-October 2018	<ul style="list-style-type: none"> • The walkthrough tool will be used to monitor fidelity of implementation of lesson plans

<p>Develop a messaging strategy to explain why we need this plan, how it will be implemented, how teachers will show evidence of implementation, and how it will be evaluated.</p>	<p>FCH Admin Team</p>	<p>August 2017- June 2018</p>	<p>Evidence of implementation will be found through</p> <ul style="list-style-type: none"> • Lesson plans • Emails • Teacher lesson plans • Student work samples • Formative and summative evaluations
<p>Utilize the DTI form to collect Formative and Summative Assessments</p>	<p>FCH Admin All ELA, ELL, SPED-ELA teachers</p>	<p>September- May 2018</p>	<ul style="list-style-type: none"> • Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school. • Evidence of teacher data analysis through completed DTI form
<p>Utilize the DTI to collect quarterly Benchmark data per grade level</p>	<p>FCH Admin All ELA, ELL, SPED-ELA teachers</p>	<p>September- May 2018</p>	<ul style="list-style-type: none"> • Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school. • Evidence of teacher data analysis through completed DTI form
<p>Utilize the Data from grade level DTI and Benchmark assessment to identify growth in blue-print standards.</p>	<p>Language Arts Teachers Kimberly Schell</p> <p>Literacy Coach Admin Team</p> <p>Shonta Robertson</p>	<p>October-May 2018</p>	<ul style="list-style-type: none"> • Evidence of data analysis will be found through: • - PLC Minutes which reflect discussion and analysis. • Evidence of strategy implementation development of support remediation of standards with no or stagnant growth. • Evidence of remediation groups developed by teachers.

SMART GOAL 3 Science	By the end of the 2017-2018 school year, 75% of FCH students will score proficient or advanced in Science as measured by the End Of Course SOL.		
Strategies/Activities	Person Responsible	*Timeframe	Outcomes – Measure of assessment
Develop trainings and protocols to implement new Literacy PD implementation processes in school year 2017-18	Sherri Holmes Tenika Strown Admin Kimberly Schell Jodie Peters	August 2017-May 2018	<ul style="list-style-type: none"> • Planning and development of literacy professional learning for the 2017-2018 school year.
Analyze SY16-17 Science and Reading data to determine areas of need and high impact standards	Shonta Robertson Admin Sherri Holmes Tenika Strown Science Teachers	August 2017-September 2017	<ul style="list-style-type: none"> • Review and comparison of blueprint standards • Strategic planning for how areas of need will be remediated and how high impact standards will be implemented.
Research and identify a common approach for teaching reading including strategies for teaching vocabulary, fluency, and comprehension strategies.	Sherri Holmens Kimberly Schell, Jen Hamilton, Jodie Peters	August 2017-September 2017	<ul style="list-style-type: none"> • AVID Reading and Writing Strategies will be implemented across all content areas.
Identify Reading SOLs from 6.6, 7.6, 8.6 that all content areas can implement in their lesson plans	FCH Admin Literacy Coach Math Coach	July 2017-September 2017	<ul style="list-style-type: none"> • Communicate standards to all teachers • Identify evidence of standard implementation through lesson and unit plans.
Identify SOL's from the Science 8 test that students need additional remediation and support	Admin Science 6, 7, 8 PLC's	September 2017-October 2018	<ul style="list-style-type: none"> • DTI form which shows data analysis of SOL standards.

<p>Identify and publish reading instructional requirements for Science Teachers (ex. All Science teachers must have students engaged in a text each week).</p> <p>Literacy Strategies focused on Summarizing, making inferences, and drawing conclusions, as part of an emphasis on Scientific Method</p> <p>Implementation of literacy strategies to include summarizing, making inference, and drawing conclusions.</p>	<p>Sherri Holmes Danielle Maxwell Science Teachers</p>	<p>September 2017- October 2017</p>	<p>As evidenced in lesson plans and classroom observations:</p> <ul style="list-style-type: none"> • Use of PTO strategy with subject related text can be assess to identify student improvement reading comprehension, cause and effect, compare and contrast, inference, and making predictions bases up text evidence, close reading of the text, and reading with a purpose.
<p>Develop a bank of text sources for teachers by content</p>	<p>Jennifer Lay Kimberly Schell Danielle Maxwell</p>	<p>September- November 2017</p>	<ul style="list-style-type: none"> • NewsELA allows teachers to set up on-line classes and selected text for students to read. For each article, there is a comprehension quiz, and a writing response for students to take. Teachers can students' progress. • Teacher use and implementation will be assessed through usage reports. • Student performance will be assessed through common assessment data.

<p>Attend professional learning sessions on literacy across all content areas.</p>	<p>Admin Sherri Holmes Kimberly Schell Quanda Fudd Jennifer Marshall All Science Teachers</p>	<p>October-May 2018</p>	<ul style="list-style-type: none"> • Review PTO Reading Strategy (purpose, task, outcome) in through monthly school- wide PD of ACES – written response to reading (answer, cite, explain, summarize). • AVID Reading and Writing Strategies will be used as the basis of professional learning. • Admin and instructional coaches monitor literacy implementation through PLC’s, lesson plan review, and classroom observations. • Teachers will be student samples and teacher lesson plans as evidence of literacy implementation • AVID Path training on Literacy will occur on October 20-21.
<p>Create a peer observation protocol and calendar for teachers to observe each other utilizing these strategies</p>	<p>All core content teachers</p>	<p>January 2018-March 2018</p>	<ul style="list-style-type: none"> • Peer Observations will be used as an additional tool for professional learning. • Peer observation schedule will be used to monitor implementation.
<p>Create an administrative /coaching walkthrough and planning document to evaluate the efficacy of implementation</p>	<p>Literacy Coach (Dr. Holmes)</p>	<p>September 2017-October 2018</p>	<p>The walkthrough tool will be used to monitor fidelity of implementation of lesson plans</p>

<p>Develop a messaging strategy to explain why we need this plan, how it will be implemented, how teachers will show evidence of implementation, and how it will be evaluated.</p>	<p>Admin Team</p>	<p>August 2017-June 2018</p>	<p>Evidence of implementation will be found through</p> <ul style="list-style-type: none"> • Lesson plans • Emails • Teacher lesson plans • Student work samples • Formative and summative evaluations
<p>Utilize the DTI form to collect common, Pre, Formative and Summative Assessments</p>	<p>All Science Teachers</p>	<p>September-May 2018</p>	<ul style="list-style-type: none"> • Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school. • Evidence of teacher data analysis through completed DTI form
<p>Utilize the DTI to collect quarterly Benchmark data per grade level</p>	<p>FCH Admin All Science Teachers</p>	<p>September-May 2018</p>	<ul style="list-style-type: none"> • Evidence of PLC minutes which reflect data analysis for DTI form to drive instruction for future lesson plans, remediation in class and after school. • Evidence of teacher data analysis through completed DTI form
<p>Utilize the Data from grade level DTI and Benchmark assessment to identify growth in blue-print standards.</p>	<p>Jennifer Lay FCH Admin Shonta Robertson All Science Teachers</p>	<p>October-May 2018</p>	<ul style="list-style-type: none"> • Evidence of data analysis will be found through: • PLC Minutes which reflect discussion and analysis. • Evidence of strategy implementation and development of support remediation



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			<p>of standards with no or stagnant growth.</p> <ul style="list-style-type: none"> Evidence of remediation groups developed by teachers.
Implementation of Interactive Notebooks and AVID Strategies	Danielle Maxwell Megan Santiago Janelle Kochis	September 2017-June 2018	<ul style="list-style-type: none"> Evidence of student notebook implementation Pre, formative, and summative data comparison
SMART GOAL 4 TELL	<ul style="list-style-type: none"> By the end of the 2017-2018 school year, student discipline referrals resulting in out-of-school suspensions will decrease by 40%. 		
Strategies/Activities	Person Responsible	Timeframe	Outcome Measure of assessment
Full Implementation of PBIS	Michael Diggins Fulton Vinson Kidist Square FCH Admin All Teachers	September 2017-June 2018	<ul style="list-style-type: none"> Identification and development of the PBIS Site Team Identification of specific positive behaviors that students will be taught to apply and practice. PBIS Training for Staff on PBIS implementation
PBIS/Admiral Pride Incentive Activities	All Teachers	September 2017-June 2018	<ul style="list-style-type: none"> Increased student engagement Decreased discipline referrals

<p>Bi-monthly Staff Development during monthly staff or grade level meetings on behavior management, preventive strategies and interventions</p> <p>Ongoing individualized teacher support and coaching on the coach discipline referral process and Tier 2 and 3 interventions</p>	<p>Deans</p> <p>School Counselors</p> <p>PBIS</p>	<p>October December February April</p>	<ul style="list-style-type: none"> • Professional Learning • Agenda • Behavior referral data analysis • Individual teacher support – Meeting notes
<p>SMART GOAL 5 SPED</p>		<p>During the 2017-2018 school years, 35% of FCH students with disabilities will score proficient or advanced on all End of Course SOL tests.</p>	
<p>Strategies/Activities</p>	<p>Person Responsible</p>	<p>Timeframe</p>	<p>Outcomes Measure of assessment</p>
<p>Implement/Monitor Tier 2 math and reading interventions</p>	<p>Ms. Coward Ms. Turner Ms. Mohammad Ms. Atwater-Taylor Ms. Nelson Mr. Terry Ms. Vaughn Ms. Peterson</p>	<p>September 2017- August 2018</p>	<ul style="list-style-type: none"> • Assessment, data analysis, and follow-up support: • Analysis of 2016-17 SOL Data for Sped – item analysis of SDBQ • Identification and placement in Tier 2 and Tier 3 interventions • Qualitative Reading Inventory (QRI) testing for Sped students reading significantly below grade • Reading Inventory (formerly SRI) • Achieve 3000, Flex, Great Leaps • Imagine Math Data • Transition To Algebra Data
<p>Implement/Monitor Tier 3</p>	<p>Ms. Nelson</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Numbers World

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Math and Reading Interventions	Ms. Coward Mr. Terry Ms. Turner Ms. Mohammed Atwater-Taylor		<ul style="list-style-type: none"> • Achieve 3000 • Great Leaps • Flex
Unit Planning/Pacing with Content Teachers	PLC's by Grade Level and Content	Weekly	<ul style="list-style-type: none"> • Lesson plan review with feedback • Evidence of Specially Designed Instruction in the lesson plan
Common Assessment Formative Summative	PLC's Admin Coach	By Unit	<ul style="list-style-type: none"> • Final assessment review by the first day of Unit Instruction. • # of assessment turned in vs. # of units
Data Analysis Meeting – DTI form	PLC's Admin Coach	By unit	<ul style="list-style-type: none"> • # of DTI forms vs. # of units
Collaborative Meetings with Content Teacher/Coteacher	FCH Admin All Coteaching Pairs	September November January March April	<ul style="list-style-type: none"> • Attendance roster • Agenda • Evidence of Lesson planning
Intervention Small group, centers, cooperative learning	Intervention Teachers Coach	Biweekly	<ul style="list-style-type: none"> • Teacher input • Warm up and exit tickets performance • Spiral assessments • In math class performance • Meeting goal of Imagine Math and Numbers World
Remediation In class cooperative learning; blended learning, stations, centers	Math Teachers/Special Education Teachers	Weekly	<ul style="list-style-type: none"> • % of students passing on reassessment
Implementation of Professional Learning and manipulatives to support mathematical Literacy	PLC Sherri Holmes Tenika Strown Suzanne Futrell	Monthly	<ul style="list-style-type: none"> • Lesson Plan • Student Work Samples • Work Samples

<p>-Reading strategies- -Read the last question -Circle and underline -Set up the problem</p>			
<p>Implementation of professional learning to support academic language in the content area</p>	<p>PLC Sheri Holmens Tenika Strown FCH Admin</p>	<p>By unit</p>	<ul style="list-style-type: none"> • Professional learning attendance • Lesson plan implementation • Classroom Observations
<p>Professional Learning for Special Education Teachers to support core instruction</p>	<p>Academic Principals, Special Education Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Professional learning for Sped Teachers: • Coaching Cadre (co-teaching) – 4th Thursday of each month • PLC Support from Sped Instructional Specialist • One-on-one observation and coaching cycles, as requested • Kagan Cooperative Learning Days 4-5 (summer in-service) • Lesson plans reflecting modifications for special education students • Common assessment data for special education students
<p>Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.</p>	<p>Principal Academic Principal Department Chair</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • School Based Governance Meeting • Principals’ and Academic Principals’ data presentation meetings and one-on-one follow-up, as requested • Walk-through support, identification of instructional trends, and follow-up suggestions



School Education Plan

SMART GOAL 6 ELL		During the 2016-2017 school years, students with limited English proficiency will show a 20% gain on all EOC SOL tests.		
Strategies/Activities	Person Responsible	Timeframe	Outcomes Measure of assessment	
Implement Tier 2 math and language arts interventions	ELL Teachers	September 2017-June 2018	<ul style="list-style-type: none"> • Assessment, data analysis, and follow-up support: • Analysis of 2016-17 WIDA ACCESS for ELLs data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions • Qualitative Reading Inventory (QRI) testing for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports • Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource follow-up for EAP and IA teachers • VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings 	
Implement Tier 3 Math and Language Arts Interventions	International Academy Teachers		<ul style="list-style-type: none"> • Assessment, data analysis, and follow-up support: • Analysis of 2016-17 	

			<p>WIDA ACCESS for ELLs data: Development and dissemination of EL Students Off-Target List to support appropriate student identification and placement in Tier 2 and Tier 3 interventions</p> <ul style="list-style-type: none"> • Qualitative Reading Inventory (QRI) testing for EL students reading significantly below grade, as well as consultative services to develop appropriate interventions and instructional supports • Fall and Spring EL Writing Assessment training, holistic scoring, data interpretation, and instructional resource follow-up for EAP and IA teachers • VGLA Reading Assessment support: Creation of assessments, review of teacher-created assessments, participation in monthly monitoring meetings • Principals' and Academic Principals' data presentation meetings and one-on-one follow-up, as requested • Walk-through support, identification of instructional trends, and follow-up suggestions
Unit Planning/Pacing with Content Teachers	PLC's by Grade Level and Content		<ul style="list-style-type: none"> • Lesson Plans • Lesson plan feedback
Implementation of	PLC's	By Unit	<ul style="list-style-type: none"> • Use of DTI form to

Common Assessment Formative Summative	Admin Coach		<ul style="list-style-type: none"> analyze data Final assessment review by the first day of Unit Instruction.
Data Analysis Meeting and Application and reassessment	PLC's Admin Coach	By unit	<ul style="list-style-type: none"> Meeting agenda Data analysis of student performance
Intervention Small group, centers, cooperative learning	Intervention Teachers Coach		<ul style="list-style-type: none"> Teacher input Warm up and exit tickets performance Spiral assessments In math class performance Meeting goal of TTM
Remediation In class cooperative learning; blended learning, stations, centers	Math Teachers/Language Arts Teachers	Weekly	<ul style="list-style-type: none"> % of students passing on reassessment
Implementation of professional learning to support Mathematical Literacy -Reading strategies- -Read the last question -Circle and underline -Set up the problem	PLC Coach	Monthly	<ul style="list-style-type: none"> Meeting agenda Attendance Lesson plans
Implementation of strategies to support academic language attainment	PLC Coach	By unit	<ul style="list-style-type: none"> Development of vocabulary graphic organizer Lesson Plans
Professional Learning for ELL Teachers to support core instruction	Academic Principals, ELL and International Academy Teachers Jennifer Hamilton	Ongoing	<ul style="list-style-type: none"> Lesson plans reflecting modifications for ELL Students Common assessment data for ELL Students Literacy Professional Learning AVID Professional Learning

			<ul style="list-style-type: none"> • International Academy Training • Co-teaching support in classrooms and PLCs • Professional learning for English for Academic Purposes (EAP) teachers: • EAP Instructional Leadership Cohort: Effective unit and lesson planning (all EAP language arts teachers) • Coaching and support at weekly EAP language arts PLC meetings • One-on-one observation and coaching cycles, as requested • Professional learning for teachers of ELs: • Kagan Cooperative Learning Days 4-5 <ul style="list-style-type: none"> ○ One-on-one observation and coaching cycles, as requested
Professional Learning for the School Leadership Team on collecting, analyzing and interpreting data elements with consistency.	Principal Academic Principal Department Chair	Ongoing	<ul style="list-style-type: none"> • School Based Governance Meeting • Principals’ and Academic Principals’ data presentation meetings and one-on-one follow-up, as requested • Walk-through support, identification of instructional trends, and follow-up suggestion
Collaborative Meetings with Content Teacher/Co-teacher	FCH Admin All Co-teaching Pairs	September November January March April	<ul style="list-style-type: none"> • Attendance roster • Agenda • Evidence of Lesson planning

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: