*Administrator* Mary Begley/Barbara Jones *School Year(s)* 2016-2017

*Position* Principal/Assistant Principal *Location* Arlington Science Focus School

**Division Strategic Plan Goal Areas: 2011-2017**

**1. Ensure That Every Student is Challenged and Engaged:** *APS will provide all students with the knowledge and skills to succeed in the 21st century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.*

**2. Eliminate Achievement Gaps:** *All APS students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.*

**3. Recruit, Retain, and Develop High Quality Staff:** *APS will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.*

**4. Provide Optimal Learning Environments:** *APS provides the necessary resources and facilities to sustain excellence.*

**5. Meet the Needs of the Whole Child:** *APS will nurture students’ intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.*

**Section I. SMART Goals\***

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|  | **Goals** | Alignment with Strategic Plan |
| **SMART Goal 1** | In 5th grade, 15 of the 92 students (16.3%) scored 44% or below on the BOY math assessment. Of the 15, 6 were students with disabilities, and 3 were LEP students (2 were dual identified). Of the 15, 6 students (40%) did not pass the math SOL in the previous school year.  GOAL: During the current school year, no 5th grade student will score below 50% on the 3rd quarter math Power test. | 1. Challenging/Engaging Program  2. Eliminating Gaps  3. High Quality Staff  4. Optimal Learning Environments  5. The Whole Child |
| **SMART**  **Goal 2** | In 4th grade, 14 of the 110 students (12.7%) scored 50% or below on the BOY reading assessment. Of the 14, 4 were students with disabilities, and 7 were LEP students (2 were dual identified). Of the 14 students, 7 students (50%) did not pass the reading SOL in the previous school year.  GOAL: During the current school year, no 4th grade student will score below 50% on the 3rd quarter math Power test. | 1. Challenging/Engaging Program  2. Eliminating Gaps  3. High Quality Staff  4. Optimal Learning Environments  5. The Whole Child |
| **SMART Goal 3 (Optional)** | Using the BOY data and SOL data from spring 2015, 9 students were identified as performing below grade level in reading that fit in Gap group 2 and Gap group 1. During the current school year, these students will be offered before school tutorial and ‘Lightening Round’ remediation. These 9 students will have a 1-1 mentor to monitor their progress throughout the year.  GOAL: 77% (7 out of 9) of the identified 5th grade students from proficiency gap 1 and 2 will achieve at least 400 on their reading SOL in spring 2017. | 1. Challenging/Engaging Program  2. Eliminating Gaps  3. High Quality Staff  4. Optimal Learning Environments  5. The Whole Child |

For each management plan (MP) goal, complete the “SMART Goal Detail” below:

**Section II Detail**

**SMART Goal 1**

**During the current school year, no 5th grade student will score below 50% on the 3rd quarter math Power test**

**Evidence**:

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| **Interventions** |
| ATSS, Reflex, MobyMax, Mentor, Special Education services, ESOL/HILT services |

**Rationale:**

* In 5th grade, 15 of the 92 students (16.3%) scored 44% or below on the BOY math assessment. Of the 15, 6 were students with disabilities, and 3 were LEP students (2 were dual identified). Of the 15, 6 students (40%) did not pass the math SOL in the previous school year.
* Data was analyzed from the SOL results and BOY data. More data will be collected with the quarterly Power tests. Scores and skill analysis will be the focus of CTM meetings. Scores will be recorded on grade level specific spreadsheets. Focused instruction on needed skills will be reviewed during ATSS instruction ‘Lightening Round’.
* The SMART Goal relates to goals and objects for the APS strategic in the areas of creating a challenging/engaging program, eliminating gaps, optimal learning environments, and the whole child as well as state requirements for the SOL assessment.

**SMART Goal 2**

**During the current school year, no 4th grade student will score below 50% on the 3rd quarter reading Power test.**

**Evidence**:

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| **Interventions** |
| ATSS, LLI, Hilt services, YES Club, MVRC, Special Education services, ESOL/HILT services, co-taught ELA |

**Rationale:**

* In 4th grade, 14 of the 110 students (12.7%) scored 50% or below on the BOY reading assessment. Of the 14, 4 were students with disabilities, and 7 were LEP students (2 were dual identified). Of the 14 students, 7 students (50%) did not pass the reading SOL in the previous school year.
* Data was analyzed from the SOL results and BOY data. More data will be collected with the quarterly Power tests. Scores and skill analysis will be the focus of CTM meetings. Scores will be recorded on grade level specific spreadsheets. Focused instruction on needed skills will be reviewed during ATSS instruction ‘Lightening Round’.
* The SMART Goal relates to goals and objects for the APS strategic in the areas of creating a challenging/engaging program, eliminating gaps, optimal learning environments, and the whole child as well as state requirements for the SOL assessment.

**SMART Goal 3**

**GOAL: 77% (7 out of 9) of the identified 5th grade students from proficiency gaps 1 and 2 will achieve at least 400 on their reading SOL in spring 2017.**

**Evidence**:

|  |
| --- |
| **Interventions** |
| ATSS, MVRC, MobyMax, Mentor, Special Education services, ESOL/HILT services |

**Rationale:**

* Using the BOY data and SOL data from spring 2015, 9 students were identified as performing below grade level in reading that fit in Gap group 2 and Gap group 1. During the current school year, these students will be offered before school tutorial and ‘Lightening Round’ remediation. These 9 students will have a 1-1 mentor to monitor their progress throughout the year.
* Data was analyzed from the SOL results and BOY data. More data will be collected with the quarterly Power tests. Scores and skill analysis will be the focus of CTM meetings. Scores will be recorded on grade level specific spreadsheets. Focused instruction on needed skills will be reviewed during ATSS instruction ‘Lightening Round’.
* The SMART Goal relates to goals and objects for the APS strategic in the areas of creating a challenging/engaging program, eliminating gaps, optimal learning environments, and the whole child as well as state requirements for the SOL assessment.

**Section III. 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

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| **Strategies/Activities** | **Time Frame** | **Person(s) Responsible** |
| 1.  Develop lists of students to form target groups for supplemental instruction and monitoring for grades 3-5 in the area of reading. Inform parents of the plan for implementation. Secure transportation for before school tutoring (Red Top Cab) & late bus for Mon/Tues. Personnel will be assigned to the morning computer lab time to monitor student progress. The morning program will include Reflex and MobyMax. The after school program will focus on small group instruction and homework assistance. | September- April | Administration, Math Coach, Teachers, ATSS instructors, Volunteer Cab Drivers |
| 2.  All quarterly scores will be entered into the ASFS spreadsheet and shared with grade level colleagues, administration, and literacy specialists. These scores and skill analysis will be the focus of CTM meetings. Scores will be recorded in the quarterly report card comments identifying 3 strengths and 3 weaknesses (if indicated) and sent home to parents each quarter. Team disaggregates data and shares at CTM meetings.  Twice a year, extended CTM sessions will be offered for grade-levels to develop lists/plan for groups in need or reinforcement/extension. All staff that work with the grade level will attend these meetings. | September and quarterly | Administration, Math Coach, Teachers, ATSS instructors |
| 3.  The grade level CTMs will spend sessions creating pre-assessments, analyzing data, and creating activities for small group instruction. Utilize special area staff that have extra time in their schedules to form small tutorial groups during ATSS (Lightening Round). | Monthly | Administration, Math Coach, Teachers, ATSS instructors |
| 4.  All students in grades 1-5 will be given accounts in Reflex and MobyMax to access at school and home. Teachers will monitor usage and progress of this prescriptive programs. Students in third and fourth grade are implementing differentiated math homework through MobyMax. | September- EOY | Administration, Math Coach, Teachers, ATSS instructors |

SMART Goal 2

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| **Strategies/Activities** | **Time Frame** | **Person(s) Responsible** |
| 1.  Develop lists of students to form target groups for supplemental instruction and monitoring for grades 3-5 in the area of reading. Inform parents of the plan for implementation. Secure transportation for before school tutoring (Red Top Cab) & late bus for Mon/Tues. Personnel will be assigned to the morning computer lab time to monitor student progress. The morning program will include My Virtual Reading Coach (MVRC) and MobyMax. The after school program will focus on small group instruction and homework assistance. | September- April | Administration, Literacy Specialists, Teachers, ATSS instructors, Volunteer Cab Drivers |
| 2.  All quarterly scores will be entered into the ASFS spreadsheet and shared with grade level colleagues, administration, and literacy specialists. These scores and skill analysis will be the focus of CTM meetings. Scores will be recorded in the quarterly report card comments identifying 3 strengths and 3 weaknesses (if indicated) and sent home to parents each quarter. Team disaggregates data and shares at CTM meetings.  Twice a year, extended CTM sessions will be offered for grade-levels to develop lists/plan for groups in need or reinforcement/extension. All staff that work with the grade level will attend these meetings. | September and quarterly | Administration, Literacy Specialists, Teachers, ATSS instructors |
| 3.  The grade level CTMs will spend sessions creating pre-assessments, analyzing data, and creating activities for small group instruction. Utilize special area staff that have extra time in their schedules to form small tutorial groups during ATSS (Lightening Round). | Monthly | Administration, Literacy Specialists, Teachers, ATSS instructors |
| 4.  Implement many forms of interventions:   * ATSS (Lightening Round) based on grade level common assessments * MVRC based on BOY data * LLI intervention groups based on reading levels * Small group instruction for HILT students during ELA blocks * Read Naturally (a research based intervention for students in need of improving fluency) * YES Club enrollment and participation * MobyMax- access at school and home | September- May | Administration, Teachers, Literacy Specialists, ATSS instructors |

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SMART Goal 3

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| **Strategies/Activities** | **Time Frame** | **Person(s) Responsible** |
| 1.  Develop lists of students to form target groups for supplemental instruction and monitoring for grade 5 in the areas of mathematics & ELA. Inform parents of the plan for implementation. Secure transportation for before school tutoring (Red Top Cab) & late bus for Mon/Tues. Personnel will be assigned to the morning computer lab time to monitor student progress. | September- April | Administration, Math Coach, Teachers, Literacy Specialists, Teachers, Volunteer Cab Drivers |
| 2.  Develop mentorships with staff to meet regularly and check on student progress. | October through June | Administration, Counselor, Staff, Mentor Volunteers |
| 3.  Implement many forms of interventions:   * ATSS (Lightening Round) based on grade level common assessments * MVRC based on BOY data * LLI intervention groups based on reading levels * Small group instruction for HILT students during ELA blocks * MobyMax- access at school and home | October through May | Administration, Teachers, Literacy Specialists, ATSS instructors |