

# **McHarg Elementary Academic Plan 2015-2016**

## **Reaching and Maintaining Full Accreditation**

75% of all RCPS students will pass Math SOL assessments.

80% of all RCPS students will pass English SOL assessments.

<p>Units of instruction include standards-based objectives and criteria for mastery.</p>	<ul style="list-style-type: none"> <li>• Through weekly grade-level meetings and instructional decision-making meetings (IDM), MchHarg will align their reading and math-pacing guides with the CIP pacing guides and the Virginia SOL Curriculum Frameworks.</li> <li>• Through weekly instructional decision-making meetings (IDM), MchHarg will review assessments and assessment data to determine student mastery of standard-based objectives in reading and math.</li> </ul>
<p>All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family)</p>	<ul style="list-style-type: none"> <li>• MchHarg classroom teachers will interact with students to build community (class meetings, transition time, snack time, recess).</li> <li>• Other certified staff will interact with and mentor targeted students in gap groups 1 and 2 to build relationships</li> </ul>
<p>The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.</p>	<ul style="list-style-type: none"> <li>• MchHarg will create and maintain a yearlong watch list of students who are at-risk for failing or in need of targeted reading or math interventions including Gap Group 1 students, Gap Group 2 students, and those students who did not pass grade-level identified quarterly assessments in math and reading.</li> <li>• As a part of the identification process, MchHarg teachers will meet weekly in IDM to discuss the progress of students who are on the watch list, and review data.</li> </ul>
<p>The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</p>	<ul style="list-style-type: none"> <li>• MchHarg will assign research-based reading interventions for students (focusing on Gap Group 1 and Gap Group 2 students) in tier 2 or tier 3 status. The frequency and duration of the interventions will be determined by student needs and the data.</li> <li>• MchHarg will assign research-based math interventions for students (focusing on Gap Group 1 and Gap Group 2 students) in tier 2 or tier 3 status. The frequency and duration of the interventions will be determined by student needs and the data.</li> </ul>
<p>The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student</p>	<ul style="list-style-type: none"> <li>• Through instructional decision meetings (IDM), MchHarg will review I station, PALS and/or benchmark data quarterly to</li> </ul>

<p>intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.</p>	<p>monitor the effectiveness of reading and math interventions assigned to tier 2 and tier 3 students (including Gap Group 1 and Gap Group 2).</p> <ul style="list-style-type: none"> <li>• Through instructional decision meetings (IDM), McHarg will replace unsuccessful reading and math interventions or increase successful interventions (as evidenced by quarterly data) assigned to tier 2 and tier 3 students, including students in Gap Group 1 and Gap Group 2.</li> </ul>
<p style="text-align: center;"><b><i>Student Achievement and Impact of Poverty</i></b></p> <p>Student in Gap Groups 1, 2, and 3 will meet federal benchmarks in English &amp; Math. All faculty and staff will continue training in multi-cultural learning and trauma.</p>	
<p>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</p>	<ul style="list-style-type: none"> <li>• The principal will provide professional development on rigor to grade level groups and reading teachers.</li> <li>• All teachers will participate in a book study on the book Mind Set.</li> <li>• Professional Development will continue on childhood trauma / poverty. NRVCS will present in January to the McHarg staff on this subject as a continuance of our division meeting earlier this year.</li> <li>• Professional Development will continue in regards to multi-cultural learning with Dr. Sharon Jones.</li> </ul>