Fairfax County Public Schools

School Improvement Plan (Model B)
2013 – 2014

Centre Ridge Elementary

Cluster VII
Margo Dias-Pareja, Principal
BELIEFS, MISSION AND VISION STATEMENTS

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS
Each student is entitled to an excellent education that meets his or her individual needs.
Effective educators are essential to student success.
We thrive in a vibrant, healthful, safe, enriching, and respectful environment.
A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives.
A successful education system fosters effective communication, critical thinking, creativity and collaboration.
A dynamic partnership among students, parents, educators and with the community is critical to meet student needs and provide enriching experiences.
Families play a fundamental role in their children’s education.
Our diversity is a strength that creates resilient, open and innovative global citizens.
High expectations inspire high performance.
An educated citizenry sustains our economy and our system of self-governance.
Self-motivation and personal responsibility are keys to future success.
Early childhood education is crucial to school readiness and future success.
Reading proficiency by third grade is critical for the academic success of all students.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT
Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead ethical lives, and be responsible and innovative global citizens.

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT
Looking to the Future
FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity
FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support
Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement
Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability
FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.
CENTRE RIDGE—Core Values/Beliefs

We believe in our students.

- We believe that each student has the ability and desire to be a successful learner through accessing their different learning styles and reaching their individual potential.
- We believe that each student can be a successful learner by continuously collaborating with the teacher to set, work towards, and reflect on personal academic goals.
- We believe that the social, emotional and academic needs of every student are equally important in the development of the whole student.

We believe in our community.

- We respect, honor, and celebrate the cultural and educational diversity of our school community with the expansion of our Family Center and use of parent liaisons.
- We acknowledge families and community volunteers as partners in the educational process.
- We collaborate and communicate with families and the community to support student achievement in all areas of the student’s growth.

We believe in ourselves.

- We provide a positive, safe learning environment in which all students are motivated to succeed and to develop as ethical citizens through the increased implementation of Responsive Classroom and community service.
- We model continuous learning by continually seeking to improve our practices through a shared understanding of Best Practices including a One on One Personalized Support Plan.
- As a Collaborative Learning Team, through various strategies such as small group instruction and use of pre/post assessment data, we create differentiated, engaging learning experiences based on knowledge of each student’s academic development.

CENTRE RIDGE—Mission Statement

Centre Ridge is a professional learning community which uses research-based best practices and data-informed instruction to promote exceptional achievement for every student in academics, life skills, and citizenship.

CENTRE RIDGE—Vision Statement

Centre Ridge is a supportive learning community of students, staff, and families who actively engage in dynamic learning experiences designed to exceed FCPS academic expectations and develop well-rounded citizens.

For information on special programs at Centre Ridge, please refer to the School Profile:
http://commweb.fcps.edu/schoolprofile/profile.cfm?profile_id=436

COMMITTEE MEMBERS
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margo Dias-Pareja</td>
<td>Principal</td>
<td>Amanda Hunsucker</td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>Janice Suitte</td>
<td>Asst Principal-Co-Chair</td>
<td>Debbie Little</td>
<td>Reading Resource Teacher</td>
</tr>
<tr>
<td>Chip Deliee</td>
<td>Asst Principal-Co-Chair</td>
<td>Jennifer Bower</td>
<td>Teacher</td>
</tr>
<tr>
<td>Brittany Bird</td>
<td>Instructional Coach</td>
<td>Tammy Fick</td>
<td>Teacher</td>
</tr>
<tr>
<td>Cindy Sealy</td>
<td>Math Resource</td>
<td>Tasha Climo</td>
<td>ESOL Lead Teacher</td>
</tr>
<tr>
<td>Angie Whaley</td>
<td>Math Resource</td>
<td>Amy Brown</td>
<td>SPED Co-Lead Teacher</td>
</tr>
<tr>
<td>Beth Roeske</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Josh Mintus</td>
<td>Teacher</td>
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<tr>
<td>Kirstie Davis</td>
<td>Teacher</td>
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<tr>
<td>David Smalley</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Anne Flanagan</td>
<td>Counselor</td>
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<tr>
<td>Maggie Spingler</td>
<td>Counselor</td>
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<tr>
<td>Brian Hollingsworth</td>
<td>Teacher</td>
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<tr>
<td>David Martinez</td>
<td>Teacher</td>
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<tr>
<td>Cathy Stephis</td>
<td>Teacher</td>
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<tr>
<td>Jody Heffley</td>
<td>Teacher</td>
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<tr>
<td>Natalie Pickett</td>
<td>SPED Co-Lead Teacher</td>
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<tr>
<td>Maureen Buckland</td>
<td>Teacher</td>
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</tbody>
</table>
# TIMELINE OF SIP COMMITTEE MEETINGS

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Committee/Subcommittee</th>
<th>Administrator Scheduled to Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/20/2013</td>
<td>Math/Language Arts</td>
<td>Pareja/Deliee/Suite</td>
</tr>
<tr>
<td>8/30/2013</td>
<td>Language Arts</td>
<td>Pareja/Deliee/Suite</td>
</tr>
<tr>
<td>9/16/2013</td>
<td>Language Arts</td>
<td>Pareja/Deliee/Suite</td>
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<tr>
<td>9/19/2013</td>
<td>Math</td>
<td>Pareja/Deliee/Suite</td>
</tr>
<tr>
<td>9/27/2013</td>
<td>Math</td>
<td>Pareja/Deliee/Suite</td>
</tr>
<tr>
<td>9/30/2013</td>
<td>Language Arts</td>
<td>Pareja/Deliee/Suite</td>
</tr>
</tbody>
</table>
Results and Reflections from 2012-2013 School Year

<table>
<thead>
<tr>
<th>SIP Outcome</th>
<th>Data results related to End-of-Year SMARTR Outcomes</th>
<th>Reflection on critical factors that supported and inhibited success</th>
<th>Implications for ongoing improvement efforts</th>
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<tbody>
<tr>
<td><strong>Academics</strong></td>
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<tr>
<td><strong>Outcome:</strong> Math:</td>
<td></td>
<td></td>
<td><strong>• Completely revamp the professional development program to focus on an individualized coaching model (to include classroom observations) in both reading and math</strong></td>
</tr>
<tr>
<td><strong>Kindergarten</strong>: increase from 90% in June 2012 to 91% in June 2013.</td>
<td><strong>End-of-Year SMARTR Outcome(s):</strong></td>
<td><strong>• Reconfigure the way that resource teachers are utilized to maximize their instructional impact</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1st grade</strong>: increase from 90% in June 2012 (as kindergarten students) to 91% in June 2013.</td>
<td><strong>MATH:</strong></td>
<td><strong>• Utilize a common planning template for math workshop and guided reading for collaborative teams to utilize to improve instruction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2nd grade</strong>: increase from 77% in June 2012 (as 1st grade students) to 87% in June 2013.</td>
<td><strong>Kindergarten:</strong> 96% Pass Rate (Surpassed their goal)</td>
<td><strong>• Create a resource room to house the reading and math materials with a check-out system to ensure ease of access for teachers and to systematically identify needs for additional materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3rd to 6th grade</strong>: increase from 71% in June 2012 to 81% in June 2013.</td>
<td><strong>1st Grade:</strong> 88% Pass Rate -from 68% in the Fall. (Did not meet goal of 90%)</td>
<td></td>
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</tr>
<tr>
<td><strong>Language Arts:</strong></td>
<td><strong>2nd Grade:</strong> 80% Pass Rate (Did not meet goal of 87%)</td>
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</tr>
<tr>
<td><strong>Kindergarten:</strong> increase from 91% in June 2012 to 92% in June 2013.</td>
<td><strong>3rd Grade:</strong> 68.82% Pass Rate (Did not meet goal of 81%)</td>
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</tr>
<tr>
<td><strong>1st grade:</strong> increase from 83% at Level 3 or above in June 2012 (as kindergarten students) to 85% at Level 16 or above in June 2013.</td>
<td><strong>4th Grade:</strong> 76.92% Pass Rate (Did not meet goal of 81%)</td>
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</tr>
<tr>
<td><strong>2nd grade:</strong> increase from 59% at Level 16 or above in June 2012 (as 1st grade students) to 69% at Level 28 or above in June 2013.</td>
<td><strong>5th Grade:</strong> 68.49% Pass Rate (Did not meet goal of 81%)</td>
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</tr>
<tr>
<td><strong>3rd to 6th grade (DRA):</strong> increase from 58% in June 2012 to 68% in June 2013.</td>
<td><strong>6th Grade:</strong> 82.14% Pass Rate Surpassed goal of 81%</td>
<td></td>
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</tr>
<tr>
<td><strong>3rd to 6th grade (SOL):</strong> increase from 90.5% in June 2012 to 91.4% in June 2013.</td>
<td><strong>3rd to 6th Grade:</strong> 73.5% Pass Rate</td>
<td></td>
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</tr>
<tr>
<td><strong>Language Arts:</strong></td>
<td><strong>Kindergarten:</strong> 89% students passed DRAWA</td>
<td><strong>Inhibited:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1st Grade:</strong> 70% on or above Grade Level on DRA2</td>
<td><strong>1st Grade:</strong> 80.2% Pass Rate (Did not meet goals of 91.5%)</td>
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<tr>
<td><strong>2nd Grade:</strong> 52% on or above Grade Level on the DRA2</td>
<td><strong>2nd Grade:</strong> 66.3% Pass Rate (Did not meet goals of 91.5%)</td>
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</tr>
<tr>
<td><strong>3rd Grade:</strong> 81% Pass Rate (Did not meet goals of 91.5%)</td>
<td><strong>5th Grade:</strong> 74.3% Pass Rate (Did not meet goals of 91.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Grade:</strong> 66.3% Pass Rate (Did not meet goals of 91.5%)</td>
<td><strong>6th Grade:</strong> 80.2% Pass Rate (Did not meet goals of 91.5%)</td>
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</table>

**Supported:**

- Teachers were more comfortable with the new math standards and the pacing guide that was new to everyone last year.
- 6th Grade Math Club focused on Enrichment
- Kindergarten and 1st Grade both had more performance tasks in their assessments.
- LLI
- Continued focus on Guided Reading instruction
- Book introductions
- Teachers implementing “LLI-Like” lessons (8-10)
- PSPs
- Practice with TestNav

**Inhibited:**

- Math Resource was used for other areas of need in the school (Long-term Substitute and pulling LLI groups to support the reading team)
- New Online Math Textbook took time to navigate.
- Math Block was shortened and math intervention took place during instruction of current material.
- The 5th grade advanced math students’ scores counted for 6th grade.
- Continue to become more comfortable with online testing, TEI, and more rigorous assessment
- Still getting comfortable with pre-assessing to determine student needs and plan instruction to match those needs

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<tr>
<td>Essential Life Skills</td>
<td>End-of-Year SMARTR Outcome(s): The number of PBIS referrals/behavioral incidents for grades K-6 would be no more than 25 referrals per month. Quantitative/Qualitative Data: Total Number of Referrals by Month: September : 4 October : 6 November : 6 December : 6 January : 8 February : 12 March : 12 April : 12 May : 10 Office referrals/behavioral incidents were entered into the PBA database. The data was compiled monthly and was shared with the staff. The monthly data indicated less than 25 referrals/behavioral incidents in all grade levels.</td>
<td>Supported:  • Devised a new discipline referral process for teachers Level 1, Level 2, and Level 3.  • The PBIS Handbook was updated for parents and students regarding the levels for behavioral incidents.  • Responsive Classroom morning meetings implemented by all teachers along with Responsive Classroom learning opportunities on Monday afternoons for staff throughout the year.  • Weekly PBIS reminders on the morning news program  • Monthly reminders to teachers to review PBIS expectations with students.  • PBIS data shared monthly with staff.  • Progress Monitoring Behavior Team (PBMT) implemented to address behavioral concerns. Inhibited:  • New discipline process was not fully implemented until February.  • Teachers did not fully understand the new discipline process  • Electronic forms were not working properly and being submitted to the counselors and principals.  • PBMT was not initiated until April and only provided time to address a few behavioral concerns.</td>
<td>Implications for ongoing efforts:  • The discipline referral process needs to be explained clearly to all staff at the beginning of the school year.  • Create a share folder for teachers to record the number of Think Sheets given to students on a monthly basis.  • Teachers need to have a clear understanding of what behaviors are managed by the teachers, counselors and principals.  • All teachers trained in Responsive Classroom and having consistent daily morning meetings.  • Progress Monitoring Behavior Team needs to select the committee members and be prepared to meet with teachers by the end of September.  • Teachers need to have a clear understanding of PMBT and the necessary steps that should be taken to refer a student.</td>
</tr>
<tr>
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<tr>
<td><strong>Responsibility to the Community</strong></td>
<td>End-of-Year SMARTR Outcome(s):</td>
<td>Supported:</td>
<td>• Community service projects should continue and teachers should provide more opportunities for reflection.</td>
</tr>
<tr>
<td><strong>Outcome:</strong></td>
<td>• 100% of the students at each grade level participated and completed a service learning project.</td>
<td>• The Guidance counselors initiated and implemented the community Service Learning Project at each grade level. They provided the teachers with information on various projects and gave grade-level teams ideas for their in projects. The counselors gave the teachers a checklist that supported the protocol for the Service Learning Projects.</td>
<td>• The Literacy event should be planned for spring or have a back-up date in case of inclement weather.</td>
</tr>
<tr>
<td>The school participated in a community Service Learning project in support of our school and community.</td>
<td>• 10% of our school community showed up to participate in the Literacy event at the public library.(see Inhibitor)</td>
<td>• The Art education teachers connected literature to the arts by providing stories and books that supported parallel concepts both Art and Language Arts.</td>
<td>• Students and staff need to be made aware of recycling procedures in classrooms. Schools should implement “Green Teams” to promote awareness among students and staff.</td>
</tr>
<tr>
<td>The school planned and prepared for an event at the public library to promote literacy for our students, their families and the community.</td>
<td>• 100% of the students participated in the school’s recycling program.</td>
<td>• The schools “Going Green” initiative.</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

Check all sub-goal(s) that apply to this school improvement plan objective.

☐ 1.1. Achieve their full academic potential in the core disciplines of:  
   □ 1.1.1. English language arts  
   □ 1.1.2. Mathematics  
   □ 1.1.3. Science  
   □ 1.1.4. Social studies  
☐ 1.2. Communicate in at least two languages.
☐ 1.3. Explore, understand, and value the fine and practical arts.
☐ 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world.

SUMMARY OF SMARTR OUTCOMES

Academic Area: Mathematics

RAISE THE BAR

LEVEL: SCHOOL

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome - As Needed</th>
<th>End of Year SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 80% of students in grades K-2 will meet benchmark for first quarter MRA or KMRA tasks.</td>
<td></td>
<td></td>
<td>The percentage of students in grades K-2 who achieve a passing score on the KMRA or Mathematics Reasoning Assessment will increase the average from 88% to 92%.</td>
</tr>
<tr>
<td>By end of first quarter, using a school developed grade level specific common assessment, 75% of students in Grades 3-6 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>The percentage of 3rd to 6th grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.</td>
</tr>
</tbody>
</table>
### Raise the Bar Strategies

1. Math workshop  
2. Exit tickets  
3. Common planning templates  
4. Pre and Post assessments per unit  
5. Performance tasks  
6. Interactive notebook/ Learning Guide  
7. Do the Math groups  
8. Skills Tutor  
9. Grade-level common intervention time  
10. All teams have a weekly math CLT  
11. Utilize technology to enhance student engagement  
12. PSP coaching model for teacher (weekly coaching meeting and observations)

### Actions for Implementation

1. Establish effective math workshop models at each grade-level  
2. Continuously assess student progress to guide instruction  
3. Implementation of common planning templates in each grade level  
4. Analyze data from pre and post assessments to continually establish groups for math instruction  
5. Assess student performance to accommodate a variety of learning styles  
6. Teams will create interactive notebooks pages and/or learning guides for each unit  
7. Analyze baseline data to identify Tier 3 intervention groups  
8. Enroll students in Skills Tutor and assign appropriate activities  
9. Create a master schedule to ensure that specialists can support multiple grade-level teams  
10. Create a master schedule to allow for intervention blocks  
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.  
12. Establish coach/teacher partnerships to include weekly goal-setting, observations and reflection meetings  
13. Create advanced math classes based on assessment data  
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
Academic Area: Lang. Arts

RAISE THE BAR

<table>
<thead>
<tr>
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<th>Interim Outcome - As Needed</th>
<th>End of Year SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of November, 75% of students in grades K-2 will make benchmark for the DRA2 word analysis (WA) or DRA2.</td>
<td></td>
<td></td>
<td>The percentage of K thru 2nd grade students who make DRA2 Word Analysis or DRA2 benchmark will increase from 73% in June 2013 to 80% in June 2014.</td>
</tr>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 80% of students in grades 3 thru 6 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The percentage of 3rd thru 6th grade students passing the Reading SOL will increase from 77% in June 2013 to 89% in June 2014. (This equates to an average of 3 students per class.)</td>
</tr>
</tbody>
</table>

Raise the Bar Strategies

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons
8. Skills Tutor program
9. LLI groups

Actions for Implementation

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—weekly coaching observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. Create LLI groups
8. All team members actively participate in CLTs
<table>
<thead>
<tr>
<th>STRENGTHS FOR GROWTH</th>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
</tr>
<tr>
<td>Date:</td>
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Level: SCHOOL (Math)

CLOSE THE GAP

<table>
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<tr>
<td>By the end of quarter one, 60% of students with disabilities in grades K-2 will make benchmark for first quarter MRA or KMRA tasks.</td>
<td></td>
<td></td>
<td>K-2: By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and white students will reduce by increasing the pass rate for students with disabilities by 20%.</td>
</tr>
<tr>
<td>By end of first quarter, using a school developed grade level specific common assessment, 60% of students with disabilities in Grades 3-6 will be proficient or advanced.</td>
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<td></td>
<td>Grades 3-6: By the end of the 2013-2014 school year the achievement gap between Students with Disabilities and Asian students will reduce by increasing the pass rate for Students with Disabilities by 20%.</td>
</tr>
</tbody>
</table>

Close the Gap Strategies

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model for teachers (weekly coaching meetings and observations)

Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
# Level: SCHOOL (Language Arts)

## CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the Fall DRA2 assessment period, using the DRA2 Word Analysis, DRA2 or PMT, 52% of students with disabilities in grades K-2 will make benchmark.</td>
<td></td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in K-2 will increase from 45% to 74% on the DRA2 Word Analysis or DRA2. (This equates to about 4 students per grade level.)</td>
</tr>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 61% of students with disabilities in grades 3 thru 6 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The pass rate for students with disabilities in grades 3-6 will increase from 54% in June 2013 to 82% in June, 2014. This equates to about 5 students per grade level.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull students for groups)
5. Reading Resource Teacher, Reading Teacher and/or Instructional coach attending CLTs
6. Common assessments with multiple answer choices or other T.E.I. test items (gr. 3-6)
7. Direct instruction on test language and test-taking skills

### Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Promoting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter
6. Being purposeful about the planning of interventions and the timing of the interventions for students-at-risk
7. Create learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
9. Active engagement and participation of team members at CLTs
<table>
<thead>
<tr>
<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18
## INDIVIDUAL GROWTH (Mathematics)

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 77% of students in Gap group 2 in grades K-2 will meet benchmark for first quarter MRA or KMRA tasks.</td>
<td></td>
<td></td>
<td>K-2 Individual students within Gap group 2 will show an increase of at least 15% on the MRA or KMRA assessments.</td>
</tr>
<tr>
<td>Students in Gap group 2 will show an increase of 10% from the beginning of the year assessment and the first quarter grade level assessment.</td>
<td></td>
<td></td>
<td>Individual students within Gap group 2 will show an increase of at least 20 points on the 2014 mathematics SOL assessment.</td>
</tr>
</tbody>
</table>

### Individual Growth Strategies

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model for teachers (weekly coaching meetings and observations)

### Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
<table>
<thead>
<tr>
<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Summarize your SMART Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
</tr>
<tr>
<td></td>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
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</tbody>
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<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>WHAT?</th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Summarize your SMART Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
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<td></td>
</tr>
</tbody>
</table>
The percentage of students in grades K-2 who achieve a passing score on the KMRA or Mathematics Reasoning Assessment will increase the average from 88% to 92%.

### SUMMARY OF SMARTR OUTCOMES

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 70% of students in Kindergarten will make benchmark for first quarter MRA.</td>
<td></td>
<td></td>
<td>92% of students in kindergarten will achieve a passing score on the Mathematics Reasoning Assessment</td>
</tr>
</tbody>
</table>

### RAISE THE BAR

**Raise the Bar Strategies**

1. Math workshop (Guided Math Groups)
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Math Journals
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model
13. Calendar Math
14. LEARN model lessons

### Actions for Implementation

1. Establish effective math workshop models
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Enroll students in Skills Tutor and assign appropriate activities
7. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
8. Establish partnerships to include weekly goal-setting, observations and reflection meetings
9. Utilize resources in the RAM room to support current content

**Academic Area:** MATH
**Level:** Multiage

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of students in grades K-2 who achieve a passing score on the KMRA or Mathematics Reasoning Assessment will increase the average from 88% to 92%.

**SUMMARY OF SMARTR OUTCOMES**

**RAISE THE BAR**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>K: 90% of Kindergarteners will meet benchmark (at least at grade level) on KMRA tasks by the end of the first quarter.</td>
<td></td>
<td></td>
<td>92% of students in K-1 Multiage will pass the KMRA or MRA at the end of June 2014.</td>
</tr>
<tr>
<td>1: 60% of First Graders will make benchmark (on or above grade level) on the MRA by the end of the first quarter.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Raise the Bar Strategies**

1. Math workshop—utilize IAs
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model
13. Wolf Trap artist

**Actions for Implementation**

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
15. Meet and plan with Wolf Trap artist

**Academic Area: MATH**

**Level: First Grade**

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of students in grades K-2 who achieve a passing score on the KMRA or Mathematics Reasoning Assessment will increase the average from 88% to 92%.

**SUMMARY OF SMARTR OUTCOMES**

**RAISE THE BAR**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome - As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 60% of students in grade 1 will make benchmark for first quarter MRA.</td>
<td></td>
<td></td>
<td>92% of students in grade 1 who achieve a passing score on the Mathematics Reasoning Assessment</td>
</tr>
</tbody>
</table>

**Raise the Bar Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement

**Actions for Implementation**

1. Establish effective math workshop model
2. Continuously assess student progress to guide instruction
3. Implementation of common planning template
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Assign appropriate activities
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
10. Use enVision, VDOE, and eCart resources

**Academic Area:** MATH  
**Level:** Second Grade

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of students in grades K-2 who achieve a passing score on the KMRA or Mathematics Reasoning Assessment will increase the average from 88% to 92%.

**SUMMARY OF SMARTR OUTCOMES**

**RAISE THE BAR**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
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<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 88% of students in 2nd grade will make benchmark (on or above grade level) for first quarter MRA.</td>
<td>![Arrow]</td>
<td>![Arrow]</td>
<td>The percentage of students in 2nd grade who achieved a passing score on the Mathematics Reasoning Assessment (MRA) will increase from 88% to 94%.</td>
</tr>
</tbody>
</table>

**Raise the Bar Strategies**

1. Math workshop  
2. Exit tickets  
3. Common planning templates  
4. Pre and Post assessments per unit  
5. Performance tasks  
6. Interactive notebook/ Learning Guide  
7. Do the Math groups  
8. Skills Tutor  
9. Grade-level common intervention time  
10. Utilize technology to enhance student engagement  
11. Incorporate higher level thinking strategies  
12. Weekly math CLT

**Actions for Implementation**

1. Establish effective math workshop model  
2. Continuously assess student progress to guide instruction  
3. Implementation of common planning template  
4. Analyze data from pre and post assessments to continually establish groups for math instruction  
5. Assess student performance to accommodate a variety of learning styles  
6. Create interactive notebooks pages and/or learning guides for each unit  
7. Analyze baseline data to identify Tier 3 intervention groups  
8. Assign appropriate activities  
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
Academic Area: MATH  
Level: Third Grade

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of 3rd to 6th grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.

**SUMMARY OF SMARTR OUTCOMES**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome - As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By end of first quarter, using a school developed grade level specific common assessment, 70% of students in Grade 3 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>The percentage of 3rd grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Raise the Bar Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. Utilize technology to enhance student engagement
11. Incorporate higher level thinking strategies
12. Weekly math CLT

**Actions for Implementation**

1. Establish effective math workshop model
2. Continuously assess student progress to guide instruction
3. Implementation of common planning template
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Assign appropriate activities
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
10. Use enVision, VDOE, and eCart resources
11. AART will model Critical and Creative Thinking strategies
12. Attend and participate in weekly Math CLT

<table>
<thead>
<tr>
<th>Academic Area: MATH</th>
<th>Level: Fourth Grade</th>
</tr>
</thead>
</table>

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of 3rd to 6th grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.

**SUMMARY OF SMARTR OUTCOMES**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome - As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the first quarter, using a grade level specific common assessment, 75% of students in Grade 4 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>The percentage of 4th grade students passing the SOL Math test will increase from 68% in June 2013 to 86% in June 2014.</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Raise the Bar Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. Utilize technology to enhance student engagement
11. Weekly math CLT

**Actions for Implementation**

1. Establish effective math workshop model (to include a focus lesson, work stations, and spiraling back activities)
2. Continuously assess student progress to guide instruction
3. Implementation of common planning template
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Assign appropriate activities
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
10. Use enVision, VDOE, and eCart resources
11. Attend and participate in weekly Math CLT

Academic Area:  MATH  
Level:  Fifth Grade

INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

The percentage of 3rd to 6th grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.

SUMMARY OF SMARTR OUTCOMES

RAISE THE BAR

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By end of first quarter, using a grade level specific common assessment, 80% of students in Grade 5 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>The percentage of 5th grade students passing the SOL Math test will increase from 77% in June 2013 to 86% in June 2014.</td>
</tr>
</tbody>
</table>

Raise the Bar Strategies

1. Math workshop  
2. Exit tickets  
3. Common planning templates  
4. Pre and Post assessments per unit  
5. Performance tasks  
6. Interactive notebook/ Learning Guide  
7. Do the Math groups  
8. Skills Tutor  
9. Grade-level common intervention time  
10. Utilize technology to enhance student engagement  
11. Weekly math CLT

Actions for Implementation

1. Establish effective math workshop model  
2. Continuously assess student progress to guide instruction  
3. Implementation of common planning template  
4. Analyze data from pre and post assessments to continually establish groups for math instruction  
5. Assess student performance to accommodate a variety of learning styles  
6. Create interactive notebooks pages and/or learning guides for each unit  
7. Analyze baseline data to identify Tier 3 intervention groups  
8. Assign appropriate activities
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
10. Use enVision, VDOE, and eCart resources
11. Attend and participate in weekly Math CLT

**Academic Area:** MATH

**Level:** Sixth Grade

**INSERT END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME**

The percentage of 3rd to 6th grade students passing the SOL Math test will increase from 76% in June 2013 to 86% in June 2014.

**SUMMARY OF SMARTR OUTCOMES**

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<thead>
<tr>
<th>Initial Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>By end of first quarter, using a grade level specific common assessment, 80% of students in Grade 6 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>The percentage of 6th grade students passing the SOL Math test will increase from 74% in June 2013 to 86% in June 2014.</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Raise the Bar Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. Utilize technology to enhance student engagement
11. Weekly math CLT

**Actions for Implementation**

1. Establish effective math workshop model
2. Continuously assess student progress to guide instruction
3. Implementation of common planning template
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Assign appropriate activities
9. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
10. Use enVision, VDOE, and eCart resources
11. Attend and participate in weekly Math CLT
## CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
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<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 50% of students with disabilities in kindergarten will meet benchmark for first quarter KMRA tasks.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and white students in Kindergarten will reduce by increasing the pass rate for students with disabilities by 20%.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Math workshop  
2. Exit tickets  
3. Common planning templates  
4. Pre and Post assessments per unit  
5. Performance tasks  
6. Interactive notebook/ Learning Guide  
7. Do the Math groups  
8. Skills Tutor  
9. Grade-level common intervention time  
10. All teams have a weekly math CLT  
11. Utilize technology to enhance student engagement  
12. PSP coaching model  
13. LEARN model lessons

### Actions for Implementation

1. Establish effective math workshop models at each grade-level  
2. Continuously assess student progress to guide instruction  
3. Implementation of common planning templates in each grade level  
4. Analyze data from pre and post assessments to continually establish groups for math instruction  
5. Assess student performance to accommodate a variety of learning styles  
6. Teams will create interactive notebooks pages and/or learning guides for each unit  
7. Analyze baseline data to identify Tier 3 intervention groups  
8. Enroll students in Skills Tutor and assign appropriate activities  
9. Create a master schedule to ensure that specialists can support multiple grade-level teams  
10. Create a master schedule to allow for intervention blocks  
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.  
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings  
13. Create advanced math classes based on assessment data  
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
## Level: Multiage

### CLOSE THE GAP

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</tr>
</thead>
<tbody>
<tr>
<td><strong>K:</strong> By the end of quarter one, 95% of LEP students in Kindergarten will meet benchmark for first quarter KMRA tasks (patterning and sorting)</td>
<td></td>
<td></td>
<td>K: By the end of 2013-2014 school year, 95% of LEP students will make benchmark on the KMRA.</td>
</tr>
<tr>
<td><strong>1:</strong> By the end of quarter one, 60% of LEP students in 1st grade will meet benchmark for first quarter on the MRA (Fall pre-assessment)</td>
<td></td>
<td></td>
<td>1st: By the end of the 2013-2014 school year, the achievement gap between LEP students and white students will reduce by increasing the pass rate for LEP students by 20%.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Math workshop—utilize IAs
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model
13. Wolf Trap artist

### Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
15. Meet and plan with Wolf Trap artist
<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 40% of students with disabilities in first grade will make benchmark for first quarter MRA.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and white students in first grade will reduce by increasing the pass rate for students with disabilities by 20%.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model

**Actions for Implementation**

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
Level: Second Grade

CLOSE THE GAP

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</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter one, 70% of Hispanic students in grade 2 will make benchmark for first quarter MRA tasks.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Hispanic and Asian students in second grade will reduce by increasing the pass rate for Hispanic students by 20%. (Equates to 88% of Hispanic students passing).</td>
</tr>
</tbody>
</table>

Close the Gap Strategies

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model

Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
15. Be more mindful of Hispanic students for intervention and enrichment
**CLOSE THE GAP**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>By end of first quarter, using a school developed grade level specific common assessment, 35% of students with disabilities in Grade 3 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and Asian students in third grade will reduce by increasing the pass rate for Students with Disabilities by 20%.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Math workshop  
2. Exit tickets  
3. Common planning templates  
4. Pre and Post assessments per unit  
5. Performance tasks  
6. Interactive notebook/ Learning Guide  
7. Do the Math groups  
8. Skills Tutor  
9. Grade-level common intervention time  
10. All teams have a weekly math CLT  
11. Utilize technology to enhance student engagement  
12. PSP coaching model

**Actions for Implementation**

1. Establish effective math workshop models at each grade-level  
2. Continuously assess student progress to guide instruction  
3. Implementation of common planning templates in each grade level  
4. Analyze data from pre and post assessments to continually establish groups for math instruction  
5. Assess student performance to accommodate a variety of learning styles  
6. Teams will create interactive notebooks pages and/or learning guides for each unit  
7. Analyze baseline data to identify Tier 3 intervention groups  
8. Enroll students in Skills Tutor and assign appropriate activities  
9. Create a master schedule to ensure that specialists can support multiple grade-level teams  
10. Create a master schedule to allow for intervention blocks  
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.  
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings  
13. Create advanced math classes based on assessment data  
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level  
15. Create testing groups for SWD across the grade level
### Level: Fourth Grade

**CLOSE THE GAP**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>By the end of the first quarter, using a school developed grade level specific common assessment, 60% of students with disabilities in Grade 4 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and Asian students in fourth grade will reduce by increasing the pass rate for Students with Disabilities by 20%.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model

**Actions for Implementation**

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
### CLOSE THE GAP

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<tbody>
<tr>
<td>By end of first quarter, using a school developed grade level specific common assessment, 58% of students with disabilities in Grade 5 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and White students in fifth grade will reduce by increasing the pass rate for Students with Disabilities by 20%.</td>
</tr>
</tbody>
</table>

#### Close the Gap Strategies

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model

#### Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
CLOSE THE GAP

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<tbody>
<tr>
<td>By end of first of quarter, using a school developed grade level specific common assessment, 60% of students with disabilities in Grade 6 will be proficient or advanced.</td>
<td></td>
<td></td>
<td>By the end of the 2013-2014 school year, the achievement gap between Students with Disabilities and Asian students in sixth grade will reduce by increasing the pass rate for Students with Disabilities by 20%.</td>
</tr>
</tbody>
</table>

Close the Gap Strategies

1. Math workshop
2. Exit tickets
3. Common planning templates
4. Pre and Post assessments per unit
5. Performance tasks
6. Interactive notebook/ Learning Guide
7. Do the Math groups
8. Skills Tutor
9. Grade-level common intervention time
10. All teams have a weekly math CLT
11. Utilize technology to enhance student engagement
12. PSP coaching model

Actions for Implementation

1. Establish effective math workshop models at each grade-level
2. Continuously assess student progress to guide instruction
3. Implementation of common planning templates in each grade level
4. Analyze data from pre and post assessments to continually establish groups for math instruction
5. Assess student performance to accommodate a variety of learning styles
6. Teams will create interactive notebooks pages and/or learning guides for each unit
7. Analyze baseline data to identify Tier 3 intervention groups
8. Enroll students in Skills Tutor and assign appropriate activities
9. Create a master schedule to ensure that specialists can support multiple grade-level teams
10. Create a master schedule to allow for intervention blocks
11. Utilize various technology resources to include: enVision, eCart, VDOE, etc.
12. Establish partnerships to include weekly goal-setting, observations and reflection meetings
13. Create advanced math classes based on assessment data
14. Create initial outcome grade level common assessment including first quarter standards and baseline standards from previous grade level
15. Give 7th grade BOY to 6th grade advanced math students
**Academic Area:** Lang. Arts  
**Level:** Kindergarten

The percentage of K thru 2\textsuperscript{nd} grade students who met DRA benchmark will increase from 73\% in June 2013 to 80\% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

**RAISE THE BAR**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>By the end of November, 60% of students will make the benchmark for the Fall DRA2 WA.</td>
<td></td>
<td></td>
<td>The percentage of Kindergarten students who will make the DRA2 WA benchmark will be 80% in June 2014.</td>
</tr>
</tbody>
</table>

### Raise the Bar Strategies
1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons
8. FCPS letter tracing books (handwriting and letter/sound recognition)

### Actions for Implementation
1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—weekly coaching observations and meetings)
6. More formal instructional plans for writing during CLT in 2\textsuperscript{nd} quarter
7. FCPS Letter Tracing books (handwriting and letter/sound recognition)
8. Using Instructional Assistants to pull groups for intervention
### SUMMARY OF SMARTR OUTCOMES

#### RAISE THE BAR

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>By the end of November, 80% of K students will make or exceed the Fall benchmark on the DRA 2 Word Analysis Assessment.</td>
<td>By the end of February, 90% of K students will pass the Fall benchmark on the DRA 2 Word Analysis Assessment.</td>
<td>The percentage of kindergarten students making benchmark on the DRA2 Word Analysis will remain 100% from June 2013 to 100% in June 2014.</td>
<td>In June 2014, 95% of kindergarten students will read at a Level 3, as measured by the DRA2.</td>
</tr>
<tr>
<td>By the end November, 68% of 1st grade students will be reading at a DRA2 level 6 or above.</td>
<td>By the end of February, 75% of 1st grade students will be reading at a DRA2 level 10 or above.</td>
<td>The percentage of 1st grade students making end-of-the-year benchmark on the DRA2 will increase from 66% at Level 3 or above in June 2013 (as kindergarten students) to 85% at Level 16 or above in June 2014.</td>
<td></td>
</tr>
</tbody>
</table>

#### Raise the Bar Strategies

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct strategy instruction of reading strategies in mini lessons
8. FCPS letter tracing books (handwriting and letter/sound recognition)
9. Orange and Green LLI system

#### Actions for Implementation

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—weekly coaching observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. FCPS Letter Tracing books
8. Using Instructional Assistants to pull groups for intervention
9. Continued use of Orange and Green LLI system by teachers and instructional assistants
The percentage of K thru 2nd grade students who met DRA benchmark will increase from 73% in June 2013 to 80% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

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<thead>
<tr>
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<tbody>
<tr>
<td>By the end of November, 60% of 1st grade students will be reading at a DRA2 level 6 or above. (Q1 benchmark for first grade is 6-14)</td>
<td>By the end of February, 70% of 1st grade students will be reading at a DRA2 level 10 or above</td>
<td></td>
<td>By May 2014, 80% of 1st grade students will make or exceed a DRA 16F benchmark (~3 students/class will not meet benchmark)</td>
</tr>
</tbody>
</table>

### RAISE THE BAR

#### Raise the Bar Strategies

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons
8. FCPS letter tracing books (handwriting and letter/sound recognition)

### Actions for Implementation

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—weekly coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. FCPS Letter Tracing books (handwriting and letter/sound recognition)
8. Add LLI groups – 2nd quarter
9. Double dip students by ESOL and SPED teachers
**Academic Area:**  Lang. Arts  

**Level:**  Second Grade

The percentage of K thru 2nd grade students who met DRA benchmark will increase from 73% in June 2013 to 80% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

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<tbody>
<tr>
<td>By the end of quarter 1, 75% of students will make the quarter 1 benchmark for the DRA2. (benchmark for 2nd grade at end of Q1:DRA 16-24) about 18 students per class</td>
<td></td>
<td></td>
<td>The percentage of 2nd grade students who will make DRA2 benchmark will be 80% in June 2014. (about 19-20 students/class)</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Raise the Bar Strategies**

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons

**Actions for Implementation**

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter
7. Students participate in LLI groups
**Academic Area:** Lang. Arts  
**Level:** Third Grade

The percentage of 3rd thru 6th grade students passing the Reading SOL will increase from 77% in June 2013 to 89% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

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</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 60% of students in grade 3 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The percentage of 3rd grade students passing the reading SOL will be 89% in June 2014.</td>
</tr>
</tbody>
</table>

#### RAISE THE BAR

**Raise the Bar Strategies**

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons
8. Skills Tutor program

**Actions for Implementation**

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. Students participate in LLI groups
The percentage of 3rd thru 6th grade students passing the Reading SOL will increase from 77% in June 2013 to 89% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

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<tr>
<td>By the end of quarter 1, using a grade level common assessment, 82% of students in grade 4 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The percentage of 4th grade students passing the Reading SOL will increase from 81% in June 2013 to 89% in June 2014. (This equates to an average of 3 students per class.)</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Raise the Bar Strategies**

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of decoding and comprehension strategies in mini lessons

**Actions for Implementation**

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. Students participate in LLI groups
The percentage of 3rd thru 6th grade students passing the Reading SOL will increase from 77% in June 2013 to 89% in June 2014.

### SUMMARY OF SMARTR OUTCOMES

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<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 75% of students in grade 5 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The percentage of 5th grade students passing the Reading SOL will increase from 66% in June 2013 to 89% in June 2014. (about 5 more students per class need to pass)</td>
</tr>
</tbody>
</table>

### RAISE THE BAR Strategies

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of comprehension strategies in mini lessons
8. Use test-taking strategies in instruction and assessments
9. Use Being A Writer program
10. Skills Tutor program

### Actions for Implementation

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
7. Students participate in LLI groups
SUMMARY OF SMARTR OUTCOMES

RAISE THE BAR

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</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 80% of students in grade 6 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>The percentage of 6th grade students passing the Reading SOL will increase from 74% in June 2013 to 89% in June 2014.</td>
</tr>
</tbody>
</table>

Raise the Bar Strategies

1. Guided Reading on a consistent basis (plan collaboratively in CLTs using templates)
2. Daily 5 on a consistent basis
3. Use the LLI Prompting Guide for consistent “reading strategy language”
4. Informal assessments (exit tickets, rubrics, student conversations, etc.)
5. Specific DRA strategies (picture preview, making connections, etc.) during guided reading
6. Consistent use of anecdotal notes and running records
7. Direct instruction of comprehension strategies in mini lessons
8. Use test-taking strategies during instruction and on assessments
9. Skills Tutor program

Actions for Implementation

1. DRA all new students to Centre Ridge to determine guided reading groups and student needs
2. Implement school wide Jan Richardson templates to plan Guided Reading as a team
3. Spend CLT time looking at how to use the LLI Prompting Guide and creating a common language/structure for guided reading
4. Discuss in CLT how to use anecdotal notes, running records, and informal assessments to inform instruction
5. PSP (personalized support plan—coach observations and meetings)
6. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
Level: Kindergarten

CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the Fall DRA assessment period I (end of November), using the DRA2 WA, 22% of students with disabilities in Kindergarten will make benchmark.</td>
<td></td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in Kindergarten will be 74% on the DRA2 WA.</td>
</tr>
</tbody>
</table>

Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Reading Teacher, Reading Resource Teacher, and/or Instructional Coach attending CLTs to support instruction of language arts
6. Waterford computers
7. FCPS Tracing Book (for handwriting, letter and sound recognition)
8. Take-home reading

Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
**Level: Multiage**

**CLOSE THE GAP**

<table>
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<tr>
<th>Initial Outcome</th>
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</thead>
<tbody>
<tr>
<td>By the end of November, 60% of Multiage LEP students will meet or exceed the Fall benchmark on the DRA 2 Word Analysis or DRA2 Level 3.</td>
<td>By the end of February, 70% of Multiage LEP students will meet or exceed the DRA WA Fall Benchmark or DRA2 Level 6.</td>
<td></td>
<td>By the end of June 2014, the passing rate for LEP students in Multiage will increase from 60% to 80% on the DRA WA spring benchmark or will be a Level 12 or above on the DRA2.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Direct instruction on test language and test-taking skills (DRA language)
6. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts

**Actions for Implementation**

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter
6. Being purposeful for planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
**Level: First Grade**

**CLOSE THE GAP**

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</thead>
<tbody>
<tr>
<td>By the end November, using the DRA2 or PMT, 30% of students with disabilities in grade 1 will make benchmark.</td>
<td>By the end of February, using the DRA2 or PMT, 50% of students with disabilities in grade 1, will meet benchmark.</td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in 1st grade will be 74% on the DRA2.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Reading Resource Teacher and coach attending CLTs
6. Reading Teacher, Reading Resource Teacher and/or Instructional Coach attending CLTs to support instruction of language arts

**Actions for Implementation**

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
9. Double dip students for reading by ESOL and SPED teachers
Level: Second Grade

CLOSE THE GAP

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<tbody>
<tr>
<td>By the end of the Full DRA assessment period 1, using the DRA or PMT, 52% of students with disabilities in grade 2, will make benchmark. (DRA 16-24)</td>
<td></td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in grade 2 will increase from 38% to 74% on the DRA2. (equates to 10/grade level of SWD that need to make benchmark of a DRA 28)</td>
</tr>
</tbody>
</table>

Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts
6. Direct instruction on test language (DRA language)

Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coach meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
## Level: Third Grade

### CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
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<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 50% of students with disabilities in grades 3 will be proficient or advanced. (proficient = 70 – 84; advanced= 85+)</td>
<td></td>
<td></td>
<td>By the end of June, 2014 the passing rate for students with disabilities in third grade will be 82% in June, 2014 (this equates to about 4 students in the grade level)</td>
</tr>
</tbody>
</table>

#### Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Common assessments with multiple answer choices or other T.E.I. test items (gr. 3-6)
6. Direct instruction on test language and test-taking skills
7. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts
8. Skills Tutor program

#### Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Promting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
## Level: Fourth Grade

### CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
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<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 61% of students with disabilities in grade 4 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>By the end of June, 2014 the passing rate for students with disabilities will increase from 54% in June, 2013 to 82% in June, 2014.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull students for groups)
5. Common assessments with multiple answer choices or other T.E.I. test items (gr. 3-6)
6. Direct instruction on test language and test-taking skills
7. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts

### Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
## Level: Fifth Grade

### CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 50% of students with disabilities in grade 5 will be proficient or advanced. (proficient = 70 – 84; advanced= 85+)</td>
<td></td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in fifth grade will increase from 36% in June 2013 to 82% in June 2014 (12/15 SWD need to pass)</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Common assessments with multiple answer choices or other T.E.I. test items (gr. 3-6)
6. Direct instruction on test language and test-taking skills
7. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts

### Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meetings and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
## CLOSE THE GAP

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome – As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of quarter 1, using a grade level common assessment, 67% of students with disabilities in grade 6 will be proficient or advanced. (proficient = 70 – 84 ; advanced= 85+)</td>
<td></td>
<td></td>
<td>By the end of June 2014, the passing rate for students with disabilities in sixth grade will increase from 61% in June 2013 to 82% in June 2014.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Guided Reading on a consistent basis
2. Daily 5 on a consistent basis
3. Common LLI prompts (decoding and comprehension)
4. LLI (specialists will pull kids for groups)
5. Common assessments with multiple answer choices or other T.E.I. test items (gr. 3-6)
6. Direct instruction on test language and test-taking skills
7. Reading Teacher, Reading Resource Teacher and Instructional Coach attending CLTs to support instruction of language arts

### Actions for Implementation

1. DRA all new students to Centre Ridge
2. Implement school wide guided reading Jan Richardson planning sheets
3. Spend CLT time looking at how to use the LLI Prompting Guide
4. PSP (personalized support plan for teachers—weekly coaching meeting and observations)
5. More formal instructional plans for writing during CLT in 2nd quarter and/or 3rd quarter
6. Being purposeful about planning the interventions and the timing of the interventions for students-at-risk
7. Use learning labs for intervention groups
8. Progress monitoring for students with disabilities through SPED and Gen. Ed. CLTs (PMT data, anecdotal notes, etc.)
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPPORTUNITIES FOR GROWTH</td>
<td>Summarize your SMART Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
</tr>
</tbody>
</table>

Date:
Goal Area: Professional Learning Communities  Level: SCHOOL

In FCPS, all schools will build professional learning communities that employ best practices to raise the bar and close achievement gaps. All educators will use the Program of Studies to ensure all students reach their full potential with an expectation that students will read on grade level and graduate on time.

SUMMARY OF SMARTR OUTCOMES

<table>
<thead>
<tr>
<th>Professional Learning Communities Cycle</th>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-level CLTs will be solidly in Level 3 (Beginning Implementation) for the Team cycle element “share Instructional Strategies and Commit to Action” by the end of Quarter 1.</td>
<td>Grade-level CLTs will implement the Team cycle element “Share Instructional Strategies and Commit to Action” at the “Deeply Embedded” level (Level 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Learning Communities Cycle Strategies

1. common planning templates (LA and Math)
2. PSP coaching
3. team reflection on effectiveness of strategies
4. Utilize CLT time for common planning and sharing resources

Actions for Implementation

1. switched LA and Math CLT times in order to allow all specialists (ESOL and SpED) to attend
2. continue CLT cycle
3. teams discuss/implement best practices to meet the needs of students
4. utilize resources in RAM room
### WHAT?
Summarize your SMART Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?

### WHY?
Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?

### SO WHAT?
For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?

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<th>Date:</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

SCHOOL IMPROVEMENT PLAN OBJECTIVE FOR GOAL 2: Check all that apply to this school improvement plan objective.

- 2.1. Demonstrate honesty, responsibility, and leadership.
- 2.2. Courageously identify and pursue their personal goals.
- 2.3. Develop the resilience and self-confidence required to deal effectively with life’s challenges.
- 2.4. Possess the skills to manage and resolve conflict.
- 2.5. Work effectively within a group dynamic.
- 2.6. Demonstrate respect for cross-cultural differences and perspectives.
- 2.7. Develop practical life skills including but not limited to:
  - 2.7.1 Time management.
  - 2.7.2 Work habits.
  - 2.7.3 Problem solving/critical thinking.
  - 2.7.4 Financial competency.
  - 2.7.5 Self-sufficiency.
- 2.8. Effectively use technology to access, communicate, and apply knowledge, and foster creativity.
- 2.9. Make healthy and safe life choices.
- 2.10. Be inspired to learn throughout life.

SUMMARY OF SMARTR OUTCOMES

<table>
<thead>
<tr>
<th>Essential Life Skills</th>
<th>LEVEL: SCHOOL/TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Outcome</strong></td>
<td><strong>Interim Outcome</strong></td>
</tr>
<tr>
<td>By the end of the first quarter, the attendance committee will be established, will review procedures, and discuss ongoing attendance concerns.</td>
<td>By the end of the first quarter, teachers will be trained in the discipline referral process and the Progress Monitoring Behavior Team will be established. By the end of the first quarter, PBIS expectations will be established for students and staff. By the end of the first quarter, an anti-bullying week will be established by our pyramid with a designated daily activity for students and staff.</td>
</tr>
</tbody>
</table>
## Strategies

1. Attendance Committee  
2. Progress Monitoring Behavior Team (PMBT)  
3. Discipline Referral Process  
4. PBIS  
5. Responsive Classroom  
6. Promote anti-bullying week  
7. Classroom guidance lessons on bullying and goal-setting

## Actions for Implementation

1. Establish Attendance Committee  
2. Establish PMBT team  
3. Train teachers in discipline referral process  
4. Revise PBIS Handbook and review for teachers and students  
5. Implement positive cafeteria framework  
6. Bullying lessons and goal-setting classroom lessons  
7. Implement anti-bullying week school-wide

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
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</table>

57
STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that contribute to the community and the common good.

SCHOOL IMPROVEMENT PLAN OBJECTIVE FOR GOAL 3: Check all that apply to this school improvement plan objective.

☐ 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
X 3.2 Be respectful and contributing participants in their school, community, country, and world.
☐ 3.3 Understand the purpose, role, and means of engaging and advocating with the different levels and types of government.
X 3.4 Exercise good stewardship of the environment.

SUMMARY OF SMARTR OUTCOMES

Responsibility to the Community

LEVEL: SCHOOL/TEAM

<table>
<thead>
<tr>
<th>Initial Outcome</th>
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<th>End of Year SMARTR Outcome</th>
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</thead>
<tbody>
<tr>
<td>By the end of the first quarter, we will find a location and find resources to prepare for the green team.</td>
<td></td>
<td></td>
<td>By June 2014, 100% of our students will participate in school/environmental projects that create awareness on learning and the environment.</td>
</tr>
<tr>
<td>By the end of the first quarter, 100% of our students will participate in the Boosterthon fundraiser.</td>
<td></td>
<td></td>
<td>By June 2014, 100% of our students will participate in activities directed by the green team.</td>
</tr>
<tr>
<td>By the end of the first quarter, PBIS will be implemented for 100% of our students. The number of PBIS reports and referrals for grades K-6 will be no more than 20 per month.</td>
<td></td>
<td></td>
<td>By June 2014, the total percentage of students that are reported via referral will decrease 5% or more.</td>
</tr>
</tbody>
</table>

Strategies

1. Food Bank
2. Recycling
3. Raise the Garden Project
4. Blood Drive
5. Grade Level Community Service Projects
6. PBIS
7. Responsive Classroom
8. SCA
9. Art and Literacy
10. Boosterthon
**Actions for Implementation**

1. Recruit upper elementary students, parents, and community members to be CRES Green Team
2. Organize a Food Bank program
3. Revise and Revamp our recycling program
4. Continue with school-wide PBIS
5. Continue to support grade levels in organizing and facilitating community service projects

<table>
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