## End of Year SMARTR Outcome

Using DRA scores (Spring 2017) as the measure of competency, the percent of students in K-2 reaching and/or exceeding grade level benchmark will increase from 80% to 84%.

Using SOL scores (Spring 2017) as the measure of competency, the percent of students in grades 3-6 scoring pass advanced will increase from 20% to 28%.

Using SOL scores (Spring 2017) as the measure of competency, the percent of students in grades 3-6 passing will increase from 82% to 90%.

### Strategy 1
Teachers will utilize Advanced Academic strategies and curriculum. (Access to Rigor)

### Strategy 2
Teachers will engage in Responsive Instruction processes to ensure appropriate time and support for student success. (Academic Support; Relationships)

### Strategy 3
Teachers will implement best practice structures for instruction and collaboration. (Academic Support)

### Strategy 4
Teachers will engage in professional development designed to enhance their practices in collaboration and instruction. (Academic Support)

### Strategy 5
Involve parents/families in supporting their child’s literacy achievement. (Family and Community Engagement)

## End of Year SMARTR Outcome

Using MRA scores (Spring 2017) as the measure of competency, the percentage of students in grades 1-2 reaching and/or exceeding grade level benchmark will increase from 88% to 92%.

Using SOL math scores (Spring 2017) as the measure of competency, the percent of students in grades 3-6 passing will increase from 83% to 90%.

### Strategy 1
Teachers will implement best practice structures for collaboration to support effective instruction. (Academic Support)

### Strategy 2
Teachers will explore and engage students in higher level thinking strategies regarding mathematics. (Creative and Critical Thinker)

### Strategy 3
Involve parents/families in supporting their child’s mathematics achievement. (Family and Community Engagement)
End of Year SMARTR Outcome
Students with disabilities will make measureable progress in reading at the following rates:
- Students who are below beginning of year benchmark by less than a year, will make at least 1.25 years of progress, or meet end of year benchmark.
- Students who are more than a year below beginning of year benchmark will make at least 1.5 years of progress. Students who are on or above beginning of year benchmark, will make at least a year’s progress.

<table>
<thead>
<tr>
<th>Strategy 1</th>
<th>Teachers will engage in professional development and collaborative discussions to learn about, provide, and monitor the impact of interventions for reading for students with disabilities. (Academic Support)</th>
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</thead>
<tbody>
<tr>
<td>Strategy 2</td>
<td>Teachers will implement best practice structures for collaboration to support effective instruction. (Academic Support)</td>
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