## End of Year SMARTR Outcome – Language Arts

By the end of the 2015-2016 school year, 62% of Students with Disabilities will achieve grade level reading proficiency as measured by the DRA and/or SOL/VGLA/VAAP pass rate. This will reduce the fail rate by 10%.

By the end of the 2015-2016 school year, 91% of all students in grades 3-6 will pass the Reading SOL.

By the end of the 2015-2016 school year, 78% of all K-2 students will meet benchmark as measured by the DRA.

By the end of the 2015-2016 school year, 17% of all students will achieve advanced reading proficiency as measured by the DRA and/or SOL pass rate.

### Strategy 1
Grade-level teams, ESOL, and resource teachers will collaboratively plan for specialized reading instruction to meet the needs of all learners. Instruction will include strategies so students can persist in accomplishing difficult tasks and learn to overcome academic and personal barriers to meet goals.

### Strategy 2
Grade-level teams will use state and county documents to create unit goals that support a balanced literacy approach and create students who can apply effective reading, listening, and writing skills to acquire knowledge and broaden perspectives.

### Strategy 3
The school will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention. (TA01)

### Strategy 4
The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students. (TA02)

### Strategy 5
The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness. (TA03)

## End of Year SMARTR Outcome – Math

By the end of the 2015-2016 school year, 50% of Students with Disabilities will achieve grade level math proficiency as measured by the KMRA, MRA, VAAP or SOL pass rate. This will reduce the fail rate by 10%.

By the end of the 2015-2016 school year, 100% of students in grades 1-6 will make progress in the area of problem solving (numeracy/place value/fractions) as measured by the Mathematics Performance Task Rubric (created by the FCPS Mathematics Department).

- Students scoring a 1 in the fall will score a 2 in June
- Students scoring a 2 in the fall will score a 3 in June
- Students scoring a 3 in the fall will score a 3 or 4 in June
- Students scoring a 4 in the fall will score a 3 or 4 on an above grade level task [on the same topic] in June

### Strategy 1
Through the use of math tasks and appropriate math experiences students will develop conceptual understanding, engage in problem solving, inquiry, and design of innovative solutions in math.
<table>
<thead>
<tr>
<th>Strategy 2</th>
<th>Grade-level teams will use the new math pacing guide to design unit goals that support creating students who can problem solve, reason, and communicate their thinking in math</th>
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