Fairfax County Public Schools
School Improvement Plan At-a-Glance
2015 - 2016
GROVETON ELEMENTERY
Region 3
Jim Swoger, Principal

<table>
<thead>
<tr>
<th>End of Year SMARTER Outcome</th>
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<tbody>
<tr>
<td><strong>Language Arts:</strong></td>
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<tr>
<td>1. By June 2016 all students in grades K-6 will make at least one year of growth in reading as measured by the DRA2 or Fountas and Pinnell Benchmark Assessment.</td>
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<tr>
<td>2. By the end of the 4th quarter, 75% of all students will achieve a passing score on the 2016 English SOL.</td>
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<table>
<thead>
<tr>
<th>Strategy 1</th>
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<tr>
<td>Students will participate in authentic guided and independent literacy activities daily as part of the Reading/Writing Workshop model.</td>
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**Strategy 1 Action Steps:**
1. Teachers will participate in professional development around specific aspects of the Reading/Writing Workshop Model.
2. Utilizing new learning from the FCPS Literacy Symposium, teachers will generate unit goals and determine authentic teaching points correlated to grade level POS.

<table>
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<th>Strategy 2</th>
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<tr>
<td>Groveton ES will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention. (TA01)</td>
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**Strategy 2 Action Steps:**
1. Members of the Groveton’s Responsive Instruction core team will attend training on the use of EDSL School Insight to support the process of identifying students in need of targeted intervention and provide turn-around training to the rest of the team and other involved staff.
2. Groveton’s Responsive Instruction core team and collaborative teams will develop a procedure for analyzing student data (including but not limited to SOL scores, DRA2, district, and common assessments) in order to identify students in need of targeted intervention.

<table>
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<th>Strategy 3</th>
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<tr>
<td>Groveton ES will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students. (TA02)</td>
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**Strategy 3 Action Steps:**
1. Groveton’s Responsive Instruction core team will conduct a thorough review of intervention resources and trained staff to assist in making appropriate instructional matches of intervention supports to student needs.
2. For students identified for intervention supports, the referring teacher with guidance from the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL School Insight intervention forms.

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<th>Strategy 4</th>
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<td>Groveton ES will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness. (TA03)</td>
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**Strategy 4 Action Steps:**
1. Interventionists will use the EDSL School Insight progress monitoring function to regularly document student progress in interventions and to share updates with the classroom teacher and RI core team.
2. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for a tier 2 or 3 intervention as a component of quarterly data dialogues.

For additional information regarding this School Improvement Plan, please contact the school principal.
### End of Year SMARTR Outcome

**Math:**

1. By June 2016, all students in grades K-6 in the Hispanic subgroup will make progress as measured by the Groveton Elementary Problem Solving Task Performance Rubric.
   - Students who are performing at the Frustrational level will increase to Intervention.
   - Students who are performing at the Intervention level will increase to Instructional.
   - Students who are performing at the Instructional level will increase to Independent.
   - Students who are performing at the Independent level will perform at the Independent level on above grade level tasks.

2. By the end of the 4th quarter, 75% of all students will achieve a passing score on the 2016 Math SOL.

### Strategy 1

Students will use teacher taught and student invented strategies to persevere through problem solving in mathematics

**Strategy 1 Action Steps:**

1. Through professional development opportunities teachers will develop effective questioning strategies to support students through their thinking.
2. Consistent “Number Talks” will be implemented to promote flexible computation strategies and problem solving skills. Teachers will teach students to actively listen and communicate a variety of strategies.

### Strategy 2

Groveton ES 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 2 Action Steps:**

1. Members of the Groveton’s Responsive Instruction core team will attend training on the use of EDSL School Insight to support the process of identifying students in need of targeted intervention and provide turn-around training to the rest of the team and other involved staff.
2. Groveton’s Responsive Instruction core team and collaborative teams will develop a procedure for analyzing student data (including but not limited to SOL scores, DRA2, district, and common assessments) in order to identify students in need of targeted intervention.

### Strategy 3

Groveton ES will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.

**Strategy 3 Action Steps:**

1. Groveton’s Responsive Instruction core team will conduct a thorough review of intervention resources and trained staff to assist in making appropriate instructional matches of intervention supports to student needs.
2. For students identified for intervention supports, the referring teacher with guidance from the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL school Insight intervention forms.

### Strategy 4

Groveton ES will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness.

**Strategy 4 Action Steps:**

1. Interventionists will use the EDSL School Insight progress monitoring function to regularly document student progress in interventions and to share updates with the classroom teacher and RI core team.
2. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for a tier 2 or 3 intervention as a component of quarterly data dialogues.

For additional information regarding this School Improvement Plan, please contact the school principal.
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