Fairfax County Public Schools

School Instructional Plan
2013 – 2014

Little Run Elementary School

Cluster III

Sharon Baumgarten, Principal
Collaborative Team Cycle

- Celebrate, refine, and preserve
- Unpack standards, identify resources, and create/finalize pre and post assessments
- Intervene and Enrich
- Student Achievement
- Teach and Assess
- Analyze during instruction to modify and after instruction to plan interventions and enrichment
- Analyze pre-assessment, share instructional strategies, and commit to action

Pre-Assess
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.
SCHOOL—BELIEFS

Our core belief is that Little Run students are expected to learn the essential life skills of independence, respect, and responsibility to self and others.

- We foster risk-taking, critical thinking and problem-solving
- We set high expectations and encourage each student to achieve their learning potential
- We believe in creating engaging learning opportunities
- We all take responsibility for our learning.

We value our diversity and value the celebration of student’s academic learning and success.

SCHOOL—MISSION STATEMENT

Through the use of Collaborative Learning Teams and Responsive Classroom strategies we will foster a love of learning and help students meet their individual potential by:

* setting measurable and attainable academic and social goals
* working cooperatively
* modeling positive behaviors
* creating an atmosphere of safety and trust

SCHOOL—VISION STATEMENT

Our vision is to provide a safe and nurturing environment where staff will guide students to become actively engaged in the learning process as they acquire the skills and knowledge necessary to be responsible, contributing citizens to our community.
For information on special programs at Little Run Elementary School, please refer to the School Profile:
http://commweb.fcps.edu/schoolprofile/profile.cfm?profile_id=133

**COMMITTEE MEMBERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Baumgarten</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erika Aspuria</td>
<td>Assistant Principal</td>
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</tr>
<tr>
<td><strong>Instructional Leadership Team</strong></td>
<td><strong>Academic Goals</strong></td>
<td><strong>Building Leadership Team</strong></td>
<td><strong>Essential Life Skills and Responsibility to the Community</strong></td>
</tr>
<tr>
<td>James Chianetta</td>
<td>ESOL Teacher</td>
<td>Rhonda Anderson</td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>Misty Clatterbuck</td>
<td>Fourth Grade Teacher</td>
<td>Tina Brown</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Maggie Gawen</td>
<td>SBTS</td>
<td>Megan Cicero</td>
<td>Fifth Grade Teacher</td>
</tr>
<tr>
<td>Heather Hancock</td>
<td>First Grade Teacher</td>
<td>Shannon DeGiorgi</td>
<td>Sixth Grade Teacher</td>
</tr>
<tr>
<td>Debra Hein</td>
<td>Fourth Grade Teacher</td>
<td>Maggie Gawen</td>
<td>SBTS</td>
</tr>
<tr>
<td>Caly Koch</td>
<td>Third Grade Teacher</td>
<td>Julia Haywood</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Lisa Melluzzo</td>
<td>First Grade Teacher</td>
<td>Kathleen Kehler</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Amanda Standish</td>
<td>Sixth Grade Teacher</td>
<td>Maurie Negrin</td>
<td>Counselor</td>
</tr>
<tr>
<td>Stephanie Taylor</td>
<td>Special Education Teacher</td>
<td>Jennifer Nelson</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Becky Timm</td>
<td>Instructional Coach</td>
<td>Karina Prudencio</td>
<td>FLES Teacher</td>
</tr>
<tr>
<td>Josie Virkus</td>
<td>Second Grade Teacher</td>
<td>Susan Reilly</td>
<td>Reading Teacher</td>
</tr>
</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>June 4, 2013/ Day long retreat</td>
<td>Building Leadership Team</td>
<td>Sharon Baumgarten and Erika Aspuria</td>
</tr>
<tr>
<td>June 12, 2013/ Day long retreat</td>
<td>Instructional Leadership Team</td>
<td>Sharon Baumgarten and Erika Aspuria</td>
</tr>
<tr>
<td>August 26, 2013</td>
<td>Building Leadership Team and Instructional Leadership Team</td>
<td>Sharon Baumgarten and Erika Aspuria</td>
</tr>
<tr>
<td>September 10</td>
<td>Building Leadership Team</td>
<td>Sharon Baumgarten and Erika Aspuria</td>
</tr>
<tr>
<td>September 24</td>
<td>Instructional Leadership Team</td>
<td>Sharon Baumgarten and Erika Aspuria</td>
</tr>
</tbody>
</table>
## Results and Reflections from 2012-2013 School Year
### Academic- English: Language Arts

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics- English: Language Arts</strong></td>
<td><strong>Raise the Bar</strong>&lt;br&gt;23% of students achieved a pass advanced score on the Language Arts SOL.&lt;br&gt;&lt;br&gt;<strong>Close the Gap</strong>&lt;br&gt;35% of Proficiency Gap Group 1 students failed the Language Arts SOL.&lt;br&gt;&lt;br&gt;<strong>Individual Gap</strong>&lt;br&gt;Data could not be determined due to the state changing the reporting categories.</td>
<td>Supported:&lt;br&gt;Teachers identified students for interventions based on common assessments and quarterly eCART tests. Additional instructional time during the school day was provided for intervention. Students also received interventions in after school programs one to two times a week throughout the school year.</td>
<td>Teachers will use a variety of online reading passages and tools to increase the students’ reading stamina. The teachers will also continue to use online practice tests available on the Virginia Department of Education website.</td>
</tr>
<tr>
<td><strong>Outcome:</strong> Raise the Bar&lt;br&gt;The percentage of students achieving passed advanced on the Language Arts SOL will increase from 52% to 58%.&lt;br&gt;&lt;br&gt;<strong>Close the Gap</strong>&lt;br&gt;Decrease the fail rate by 10% for students in Proficiency Gap Group 1 from 7 % to 6 %.&lt;br&gt;&lt;br&gt;<strong>Individual Growth</strong>&lt;br&gt;Percentage of individual results on the SOL test reporting category of Comprehension of Print Materials mean score will be higher compared to last year is at least 80%.</td>
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</tbody>
</table>

| **End-of-Year SMARTR Outcome(s):**

**Raise the Bar**
The group of students who achieved a pass advance score on the Reading SOL was 35 % lower than the set outcome.<br><br>**Close the Gap**
The Reading SOL data shows an increase of 28 % of Proficiency Gap Group 1 students who failed compared to the 2011-2012 school year.<br><br>**Individual Gap**
Progress could not be measured for this outcome. | | | |

**Teachers targeted interventions and additional instructional support for students in proficiency gap one.**

**Inhibited:**
In the spring of 2013, all students in grades 3-6 took all their SOL tests online. One of the challenges noted was the students’ stamina for reading online. This year the criteria also changed for Reading Virginia Grade Level Assessment (VGLA). A limited number of students participated in the VGLA.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Academics- Math</strong></td>
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<tr>
<td><strong>Outcome:</strong> Raise the Bar</td>
<td>Students in grades 3-6 had a 77% pass rate on the Math SOL during the 2012-2013 school year.</td>
<td>Supported: This year teachers were more comfortable with the math pacing guides and learning targets. Students were explicitly taught test taking strategies as well as how to answer technology enhanced items as part of the new rigor of the math SOL.</td>
<td>The grade 3-6 teachers will continue to provide practice for students with transferring work from paper and pencil to online in preparation for SOL testing.</td>
</tr>
<tr>
<td><strong>Close the Gap</strong></td>
<td>Students in Proficiency Gap Group 1 from grades 3-6 had a fail rate of 44% on the Math SOL</td>
<td>Inhibited: This year all students in grades 3-6 took their Math SOLs online. Teachers noted that students had difficulty with doing their work using the paper and pencil and then transferring it to the computer. Students also had to adapt to using online computer tools as opposed to protractors and rulers.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Growth</strong></td>
<td>During the Spring of 2013 individual students had a 72% pass rate for the Math SOL.</td>
<td></td>
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<tr>
<td><strong>End-of-Year SMARTR Outcome(s):</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Raise the Bar</strong></td>
<td>The percentage of students achieving competency in mathematics stayed constant.</td>
<td></td>
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</tr>
<tr>
<td><strong>Close the Gap</strong></td>
<td>Students in Proficiency Gap Group 1 did not meet the goal of decreasing the fail rate by 10%.</td>
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<tr>
<td><strong>Individual Growth</strong></td>
<td>The percentage of students achieving a higher level on the SOL test was 8% less than the expected outcome.</td>
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<tr>
<td>Quantitative/Qualitative Data:</td>
<td></td>
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<tr>
<td><strong>Raise the Bar</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Close the Gap</strong></td>
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<tr>
<td><strong>Individual Growth</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Supported:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inhibited:</strong></td>
<td></td>
<td></td>
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<td>-------------</td>
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</tr>
<tr>
<td><strong>Essential Life Skills</strong>&lt;br&gt;Outcome: Using a random sampling from student work in grades 3-6, 80% of the class will identify bullying behaviors.</td>
<td>Quantitative/Qualitative Data: 100% of the random sample of students identified bullying behaviors. 86% of the random sample of students in grades 5 &amp; 6 identified behaviors in all four categories of bullying (physical, verbal, emotional, and cyberbullying). End-of-Year SMARTR Outcome(s): 20% more students in grades 3-6 surpassed the outcome of identifying bullying behaviors.</td>
<td>Supported: Through the leadership of the Building Leadership Team a common definition of bullying was created. Teachers participated in a staff development lead by the Building Leadership Team on bullyproofing their classroom. All classroom teachers and specialists received a professional text called <em>Bullyproofing Your Classroom</em>. Inhibited: Students are able to identify bullying behaviors, but continue to need support in identifying their own actions.</td>
<td>The Building Leadership Team plans to provide support to classroom teachers on developing instructional strategies that support students in identifying their own actions.</td>
</tr>
</tbody>
</table>
## SIP Outcomes

### Data results related to End-of-Year SMARTR Outcomes

<table>
<thead>
<tr>
<th>Responsibility to the Community</th>
<th>Supported: Students’ leadership opportunities continue to be offered through Patrols, Student Council Association, Media Committee, Literacy Committee, and Leadership Club.</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-the Year SMARTR Outcome(s):</td>
<td>The goal of increasing positive student feedback on the student leadership survey was surpassed by 9%.</td>
</tr>
<tr>
<td>Inhibited:</td>
<td>The Leadership Club survey accuracy for questions 7-11 was questionable. The students felt they needed to choose one of the two responses. This could have possibly impacted a part of the data.</td>
</tr>
</tbody>
</table>

### Reflections on critical factors that supported and inhibited success

<table>
<thead>
<tr>
<th>Responsibility to the Community</th>
<th>End-of-the Year SMARTR Outcome(s):</th>
<th>The Little Run teachers and staff will continue to provide students with leadership opportunities. Leadership opportunities included but not limited to include Student Council Association, Patrols, Media Committee, Library Committee, Leadership Club as well as in the general classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
<td>There will be an overall 10% increase on positive student feedback as related to the student leadership survey indicating impact of their leadership in the school and neighborhood community, from fall 2012 and spring 2013.</td>
<td></td>
</tr>
<tr>
<td>Quantitative/Qualitative Data:</td>
<td>19% increase in the overall positive student feedback from the student leadership survey.</td>
<td></td>
</tr>
<tr>
<td>Supported:</td>
<td>Students’ leadership opportunities continue to be offered through Patrols, Student Council Association, Media Committee, Literacy Committee, and Leadership Club.</td>
<td></td>
</tr>
<tr>
<td>Inhibited:</td>
<td>The Leadership Club survey accuracy for questions 7-11 was questionable. The students felt they needed to choose one of the two responses. This could have possibly impacted a part of the data.</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 SMART OUTCOMES

Academic Area: Reading

RAISE THE BAR

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect baseline data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEVEL: SCHOOL

End of Year SMART Outcome

G1: 70% of the students in G1 will be able to predict, retell, and make meaningful connections for a book they read independently.
G2-6: 70% of the students in G2-6 will receive a 3 or 4 on a reading response grade level rubric on their reading response at the end of 4th Quarter.

Raise the Bar Strategies

1. Develop a common understanding among grade level teachers on using the reading response grade level rubric
2. Students will self-monitor their reading comprehension and assess themselves using a rubric

Actions for Implementation

1. Create a common rubric for G2-6
2. Staff Development on Daily 5
3. Lesson Study around Guided Reading
| STRENGTHS OPPORTUNITIES FOR GROWTH | WHAT? Summarize your SMARTR 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? | Date: |
**Level: SCHOOL**

### 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>During the spring of 2013, students in Proficiency Gap Group 1 in grades 3-6 had a fail rate 36% of on the reading SOL.</td>
<td></td>
<td></td>
<td>Decrease the fail rate by 10% from 36% to 33% on the spring reading SOL for students in Proficiency Gap Group 1.</td>
</tr>
</tbody>
</table>

### Close the Gap Strategies

1. Grade level teams will identify those Proficiency Gap Group 1 students who are reading below grade level according to DRA assessments and/or failed the reading SOL (during the 2012-2013 school year).
2. Teams will monitor student progress and provide interventions for those in Proficiency Gap Group 1 who failed the reading SOL and are below grade level in reading.

### Actions for Implementation

1. Teams will structure CLT discussions and designate time on CLT agendas to include discussion on effective interventions.
2. Teams will document Proficiency Gap Group 1 students’ progress.
3. Teams will develop RTI documentation as needed for Proficiency Gap Group 1 students.

### WHAT? WHY? SO WHAT?

<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>
</tr>
</tbody>
</table>
Academic Area: Reading

Level: TEAM/Kindergarten

END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME
70% of Proficiency Group 3 (Hispanic) students will score a 9 on the kindergarten reading comprehension rubric.

SUMMARY OF SMARTR OUTCOMES

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>Baseline data will be collected.</td>
<td></td>
<td></td>
<td>70% of Proficiency Gap Group 3 students will score a 9 on the kindergarten reading comprehension rubric.</td>
</tr>
</tbody>
</table>

Actions for Implementation

1. During whole group read alouds teachers will explicitly teach story elements.
2. During small group instruction teachers will teach and review story elements.

WHAT?
Summarize your SMARTR 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?

Date:
**Academic Area: Reading**  
**Level: TEAM/Grade 1**

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

70% of students identified as Economically Disadvantaged will pass the Developmental Reading Assessment (DRA) at a level 10.

### SUMMARY OF SMARTR OUTCOMES

**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>Collect baseline data.</td>
<td></td>
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</tr>
</tbody>
</table>

**Actions for Implementation**

1. Baseline DRA scores  
2. Form guided reading groups  
3. Monitor for Leveled Literacy Intervention progress

### WHAT?

Summarize your SMART R 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?

<table>
<thead>
<tr>
<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Academic Area: Reading  

Level: TEAM/Grade 2  

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

80% of Level 3 or 4 ESOL students will reach a DRA of 24 at the end of the year.

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**SUMMARY OF SMARTR OUTCOMES**

<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>Collect baseline data.</td>
<td></td>
<td></td>
<td>80% of level 3 or 4 ESOL students will reach a DRA 24 at the end of the year.</td>
</tr>
</tbody>
</table>

**Actions for Implementation**

1. Utilizing Reading ticket.
2. Organize, manage, and document progress through guided reading instruction.
3. Instruction will match area of needs as indicted by the DRA (fluency, expression, and rate), running records and anecdotal progress notes
4. Determine Leveled Literacy Instruction groups for students who meet the criteria.

---

**WHAT?**
Summarize your SMARTR 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?

---

**STRENGTHS**

**OPPORTUNITIES FOR GROWTH**

Date:
# Academic Area: Reading

## Level: TEAM/ Grade 3

### END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

70% of students identified as ESOL will make 1 year's progress in reading as measured by the DRA.

### SUMMARY OF SMARTR OUTCOMES

#### CLOSE THE GAP

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Collect baseline data.</td>
<td></td>
<td></td>
<td>70% of students identified as ESOL will make 1 year's progress in reading as measured by the DRA.</td>
</tr>
</tbody>
</table>

### Actions for Implementation

1. Collect baseline data on fluency

### WHAT?

- Summarize your SMARTR 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?

| STRENGTHS OPPORTUNITIES FOR GROWTH | Date: | | |
|-------------------------------------|-------|---|---|---|

17
## Academic Area: Reading

### Level: TEAM/Grade 4

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

70% of students will demonstrate their understanding of at least three different reading strategies in their reading responses during the fourth quarter.

### SUMMARY OF SMARTR OUTCOMES

**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>Collect baseline data.</td>
<td></td>
<td></td>
<td>70% of students will demonstrate their understanding of at least three different reading strategies in their reading responses during the fourth quarter.</td>
</tr>
</tbody>
</table>

### Actions for Implementation

1. Teachers will explicitly teach students how to write a reading response
2. Students will receive feedback from teachers regarding their performance on reading responses.
3. Teachers will review and reinforce the reading strategies that students should use as they are reading.
4. Teachers will develop a reading strategies checklist for student use.

### WHAT?

**Summarize your SMARTR 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?**

<table>
<thead>
<tr>
<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>Date:</th>
</tr>
</thead>
</table>
Academic Area: Reading  
Level: TEAM/Grade 5

END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

70% of Proficiency Gap Group 1 students will achieve a 3 or 4 on a reading response based on a grade level rubric.

SUMMARY OF SMARTR OUTCOMES

Close the Gap

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<thead>
<tr>
<th>Initial Outcome</th>
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<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect baseline data.</td>
<td></td>
<td></td>
<td>70% of Proficiency Gap Group 1 students will achieve a 3 or 4 on a reading response based on a grade level rubric.</td>
</tr>
</tbody>
</table>

Actions for Implementation

1. Making Meaning lessons-explicit teaching and modeling comprehension strategies
2. Guided reading
3. Focus on connections- modeling

<table>
<thead>
<tr>
<th>Date:</th>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Summarize your SMARTG Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
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Academic Area: Reading  
Level: TEAM/Grade 6

END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

70% of the students will receive a 3 or 4 on the grade level reading response rubric.

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>Collect baseline data.</td>
<td></td>
<td></td>
<td>70% of the students will receive a 3 or 4 on the grade level reading response rubric at the end of the 3rd quarter.</td>
</tr>
</tbody>
</table>

Actions for Implementation

1. Assign a reading response prior to formal instruction
2. Explicit instruction of reading comprehension strategies

WHAT? Summarize your SMARTR 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?

STRENGTHS OPPORTUNITIES FOR GROWTH

Date:
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: Math

RAISE THE BAR

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Collect baseline data</td>
<td></td>
<td></td>
<td>70% of students in grades 1-6 will show their math thinking on a performance task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70% will achieve a 3 or 4 on a grade level rubric on 4 out of 6 performance tasks (one per strand).</td>
</tr>
</tbody>
</table>

Raise the Bar Strategies

1. Maintain an instructional schedule with 90 minute math block.
2. Develop a common understanding among grade level teachers on the use of the performance task rubric.
3. Implement strategies learned during school wide staff development.

Actions for Implementation

1. Grade level appropriate performance tasks
2. Teachers in grades 1-6 will create math folders that will show each student’s grade level performance tasks and rubrics for each math strand.
3. Staff development around teaching children to explain their math reasoning
### STRENGTHS AND OPPORTUNITIES FOR GROWTH

<table>
<thead>
<tr>
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<th>SO WHAT?</th>
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**Date:**
**CLOSE THE GAP**

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<tbody>
<tr>
<td>During the spring of 2013, students in the Proficiency Gap Group 1 in grades 3-6 had a fail rate of 34% on the mathematics SOL.</td>
<td></td>
<td></td>
<td>Decrease the fail rate by 10% for student in Proficiency Gap Group 1 from 34% to 31%.</td>
</tr>
</tbody>
</table>

**Close the Gap Strategies**

1. Grade level teams will identify the Proficiency Gap Group 1 students who failed the Mathematics SOL during the 2012-2013 school year.
2. Teams will monitor students’ progress and provide interventions for those in Proficiency Gap Group 1.

**Actions for Implementation**

1. Teams will structure CLT discussions and designate time on CLT agendas to include discussion on effective interventions.
2. Teams will document Proficiency Gap Group 1 students’ progress.

<table>
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**STRENGTHS OPPORTUNITIES FOR GROWTH**

Date:
**Academic Area:** Math

**Level:** TEAM/Kindergarten

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

80% of all kindergarteners will be able to count from 1-100 in sequence.

**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>80% of all kindergarteners will count from 1-10.</td>
<td></td>
<td></td>
<td>80% of all kindergarteners will be able to count from 1-100 in sequence.</td>
</tr>
</tbody>
</table>

**RAISE THE BAR**

**Actions for Implementation**

1. Teachers will teach the students the concept of counting by counting with students every day.
2. Teachers will use the calendar as an instructional strategy to familiarize all students with counting.

**WHAT?**

Summarize your SMARTR 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?

**STRENGTHS**

Date:

**OPPORTUNITIES FOR GROWTH**
**Academic Area:** Math  
**Level:** TEAM/ Grade 1

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

70% of first grade students will receive a 3 or a 4 on 4 out of 6 math performance assessments (one per strand).

### SUMMARY OF SMARTR OUTCOMES

#### RAISE THE BAR

<table>
<thead>
<tr>
<th>Initial Outcome</th>
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<th>Interim Outcome- As Needed</th>
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<tbody>
<tr>
<td>Collect baseline data.</td>
<td></td>
<td></td>
<td>70% of first grade students will receive a 3 or a 4 on 4 out of 6 math performance assessments (one per strand).</td>
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</tbody>
</table>

### Actions for Implementation

1. Give 1 performance task on patterns.
2. Continue the implementation of guided math.
3. Structured math conversations- students will explain their thinking, both orally and written

### 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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<tr>
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<th>OPPORTUNITIES FOR GROWTH</th>
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<tbody>
<tr>
<td>Date:</td>
<td></td>
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</table>

25
### Academic Area: Math  
### Level: TEAM/ Grade 2

#### END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

70% of the students will receive a 3 or 4 on 4 out of 6 performance assessments (one per strand).

#### 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>Identify and/or develop math performance assessments.</td>
<td></td>
<td></td>
<td>70% of the students will receive a 3 or 4 on 4 out of 6 performance assessments (one per strand).</td>
</tr>
</tbody>
</table>

#### RAISE THE BAR

#### Actions for Implementation

1. Create and/or modify performance assessments
2. Model explaining your thinking
3. Use sentence starters to support their thinking.

<table>
<thead>
<tr>
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<td>Summarize your SMART R 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>
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</tr>
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<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>
**Academic Area:** Math

**Level:** TEAM/ Grade 3

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

70% of students identified as ESOL will be able to explain their thinking on 4 out of 6 performance tasks.

**SUMMARY OF SMARTR OUTCOMES**

<table>
<thead>
<tr>
<th>Initial Outcome</th>
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<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of students identified as ESOL will be able to explain their thinking on 4 out of 6 performance tasks.</td>
<td>50% of students identified as ESOL will be able to explain their thinking on 4 out of 6 performance tasks.</td>
<td>60% of students identified as ESOL will be able to explain their thinking on 4 out of 6 performance tasks.</td>
<td>70% of students identified as ESOL will be able to explain their thinking on 4 out of 6 performance tasks.</td>
</tr>
</tbody>
</table>

**Actions for Implementation**

2. Opportunities to practice on their own (homework, class work, etc.)
3. Feedback to students on their explanations
4. After receiving rubric scores students will use colored pencils to show additional information and their thinking on the performance task.

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**WHAT?**

**WHY?**

**SO WHAT?**

**DATE:**

**STRENGTHS OPPORTUNITIES FOR GROWTH**
**Academic Area:** Math  
**Level:** TEAM/ Grade 4

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

| Collect baseline data. | Interim Outcome- As Needed | 70% of students will show a written/dictation explanation of their thinking on a performance task given in the fourth quarter. |

**SUMMARY OF SMARTR OUTCOMES**

<table>
<thead>
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**RAISE THE BAR**

**Initial Outcome**

- Collect baseline data.

**Interim Outcome**

**Actions for Implementation**

1. Teachers will explicitly teach students how to explain their mathematical thinking.
2. Teachers will explicitly teach students how to show their mathematical thinking through multiple representations.
3. Teachers will incorporate writing into math instruction.

**WHAT?**

Summarize your SMART R Outcome 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?

**STRENGTHS OPPORTUNITIES FOR GROWTH**

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</table>

28
**Academic Area:** Math

**Level:** TEAM/Grade 5

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

70% of Proficiency Gap Group 1 students will achieve a 3 or 4 on 4 out of 6 performance assessments (one per strand).

**SUMMARY OF SMARTR OUTCOMES**

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<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>70% of the students in Proficiency Gap Group 1 will be able to explain their thinking (verbal or written) on a number sense performance assessment</td>
<td></td>
<td></td>
<td>70% of Proficiency Gap Group 1 students will achieve a 3 or 4 on 4 out of 6 performance assessments (one per strand)</td>
</tr>
</tbody>
</table>

**Close the Gap**

**Actions for Implementation**

1. Explicit strategies for mental math (Fundamentals)
2. Teachers will explicitly teach students how to use sentence starters when explaining their mathematical thinking.
3. Students will learn how to orally explain their process and thinking.

<table>
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<tr>
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**STRENGTHS OPPORTUNITIES FOR GROWTH**

Date:
Academic Area: Math

Level: TEAM/ Grade 6

END OF YEAR SCHOOL-LEVEL SMARTR OUTCOME

Decrease fail rate by 10% from 11% to 10% on the spring 2014 math SOL test.

SUMMARY OF SMARTR OUTCOMES

<table>
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<th>Interim Outcome- As Needed</th>
<th>End of Year Team SMARTR Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/18 students who show proficiency of 70% or higher on post assessments given during quarter one.</td>
<td>12/18 students will show proficiency of 70% or higher on post assessments given during quarter two.</td>
<td>12/18 students will show proficiency of 70% or higher on post assessments given during quarter three.</td>
<td>Decrease fail rate by 10% from 11% to 10% on the spring 2014 math SOL test.</td>
</tr>
</tbody>
</table>

Actions for Implementation

1. Small group math instruction.
2. Use of technology to reteach and reinforce math concepts.
3. Renew and practice station as part of guided math.

WHAT?
Summarize your SMART R 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?

STRENGTHS

OPPORTUNITIES FOR GROWTH

Date:
Goal Area: Professional Learning Communities

Level: SCHOOL/TEAM

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

Professional Learning Communities Cycle

<table>
<thead>
<tr>
<th>Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the year 25.9% of teachers indicated that implementing interventions was deeply embedded on the Professional Learning Communities Core Element Survey.</td>
<td></td>
<td></td>
<td>At the end of the year 30% of the teachers will indicate deeply embedded in regards to implementing interventions on the Professional Learning Communities Core Element Survey.</td>
</tr>
</tbody>
</table>

Professional Learning Communities Cycle Strategies

1. Each team will commit to discussions around effective instruction and interventions.
2. Teams will discuss and note student progress in response to the interventions.
3. Teams will create RTI documentation as needed based on discussions on student progress.
4. Each team will develop a common understanding for what is considered “deeply embedded.”

Actions for Implementation

1. Each Collaborative Learning Team (CLT) will take the Professional Learning Communities Core Elementary Survey in August, January, and May.
2. Structure discussion for CLT Meetings focusing on interventions being implemented at each grade level.

<table>
<thead>
<tr>
<th>STRENGTHS OPPORTUNITIES FOR GROWTH</th>
<th>WHAT? Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</th>
<th>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?</th>
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31
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

LEVEL: SCHOOL/TEAM

<table>
<thead>
<tr>
<th>Essential Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect baseline data</td>
</tr>
<tr>
<td>60% will participate in physical activity during school for 100 minutes a week</td>
</tr>
<tr>
<td>80% will participate in physical activity during school for 100 minutes a week</td>
</tr>
<tr>
<td>90% of students in grades K-6 will participate in physical activity during the school day for 100 minutes a week</td>
</tr>
</tbody>
</table>

Strategies

1. The physical education teacher will explicitly teach students about monitoring their physical activity level.
2. Classroom teachers will teach students games and activities to keep them active during recess.

Actions for Implementation

1. The Building Leadership Team will create a data collection tool for students to track their physical activity in a given week.
2. Classroom teachers will explicitly teach their students how to assess their physical activity during recess.
<table>
<thead>
<tr>
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Date:
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.
☒ 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.
☐ 3.4 Exercise good stewardship of the environment.

SUMMARY OF SMARTR OUTCOMES

Responsibility to the Community

<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>Collect baseline data</td>
<td>30% of students in grades 3-6 will be able to express how service learning makes an impact on the community.</td>
<td>50% of students in grades 3-6 will be able to express how service learning makes an impact on the community.</td>
<td>80% of students in grades 3-6 will be able to express how their service learning makes an impact on the community.</td>
</tr>
</tbody>
</table>

Strategies

1. Students in each grade will participate in one service learning activity.
2. All students will learn the importance of helping others in our community through various grade level lessons.

Actions for Implementation

1. The Building Leadership Team will develop a service learning survey for G3-G6 students.
2. The Building Leadership Team will create a list of service learning opportunities.
<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 SMART 上 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: