



**Fairfax County Public Schools**

**School Innovation and Improvement Plan At-a-Glance**

**2017-2018**

**Providence ES**

**Region 5**

**Dan Phillips, Principal**

<b>End of Year SMARTR Outcome</b>
By June 2018, 80% of our students who ended the 2016-2017 school year below grade-level benchmark will make one year's growth in reading, as measured by the DRA2 and/or the DRA2 PM.
<p>Strategy 1</p> <p>CTs will plan weekly and quarterly to ensure that all students are receiving appropriate reading instruction.</p> <ol style="list-style-type: none"> <li>1. Teams will implement a Reading Workshop model to include a focus lesson, small group instruction and independent reading.</li> <li>2. The school will employ a process for identifying at-risk students, use a multi-tiered system of support to provide interventions, and monitor students to ensure support systems are implemented with fidelity and students are making adequate academic progress.</li> <li>3. The reading resource team will provide specific weekly small group instruction to flexible groups of identified struggling readers.</li> <li>4. Teachers will begin to use an AAP lesson/strategies with all students.</li> </ol>
<p>Strategy 2</p> <p>CTs will provide opportunities for the parents of the targeted groups to participate in activities that support academics outside of school.</p> <ol style="list-style-type: none"> <li>1. Teachers and resource team will organize multiple parent workshops to share strategies and materials with parents to enable their support of students at home.</li> <li>2. Organize a parent workshop during which parents discover and share examples of everyday opportunities to support reading.</li> </ol>

<b>End of Year SMARTR Outcome</b>
By June 2018, 35% of students with disabilities will pass the math SOL test, reflecting a four percentage point increase.
<p>Strategy 1</p> <p>Grade level and SPED CTs will focus on planning that address interventions to meet the needs of students with disabilities.</p> <ol style="list-style-type: none"> <li>1. Co-teaching models will include a general education teacher, special education teacher and instructional assistant. Students will receive small group instruction in these classrooms to address their individual needs.</li> <li>2. The co-teachers for special education students in math will have a quarterly half day / after school planning session with the Instructional Coach and Title I Math Resource teacher.</li> <li>3. Special education teachers will also be attending professional development provided by the county on different intervention programs to use with students.</li> </ol>
<p>Strategy 2</p> <p>Teams will have PD on math concepts embedded into their weekly math planning meetings and quarterly planning meetings.</p> <ol style="list-style-type: none"> <li>1. SPED CTs will analyze data to collaborate and make decisions as a team for students who are not making progress.</li> <li>2. The co-teachers for special education students in math will have a quarterly half day / after school planning session with the Instructional Coach and Title I Math Resource teacher.</li> <li>3. Special education teachers will also be attending professional development provided by the county on different intervention programs to use with students.</li> </ol>

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



## Fairfax County Public Schools

### School Innovation and Improvement Plan At-a-Glance

<b>End of Year SMARTR Outcome</b>
By June 2018, 80% of students will demonstrate growth measured on the Portrait of a Graduate Critical and Creative Thinking Rubric.
<b>Strategy 1</b> Teachers will gain a deeper understanding of the AAP curriculum through in house and county sponsored trainings, in order to teach a strategy / lesson. <ol style="list-style-type: none"><li>1. An AART will model a lesson / strategy from the AAP curriculum. The teacher observes and collects anecdotes on student progress based on the POG rubric. The teacher then teaches a similar lesson with AART collecting anecdotes. The teacher and the AART will meet to reflect on the lesson.</li><li>2. The teacher will teach a lesson / strategy from the AAP curriculum with an AART observing their class and collecting anecdotes on student progress based on the POG rubric. An AART then teaches a similar lesson with the teacher collecting anecdotes. The teacher and the AART will meet to reflect on the lesson.</li><li>3. The Teacher attends professional development within or out of the building to teach a lesson/strategy from the AAP curriculum then teaches and collects anecdotal information progress based on the POG rubric for their students. The teacher and the AART will meet to reflect on student/teacher progress.</li></ol>
<b>Strategy 2</b> AART and AAP Implementation Team (math, STEAM, endorsed AAP teachers) provides opportunities to learn lessons/strategies connected to curriculum. <ol style="list-style-type: none"><li>1. Grade level teams will read different lessons/strategies provided by implementation team, share their learning and discuss possibilities for instruction.</li><li>2. Grade level teams will reflect on AAP lessons/strategies. Discussion will involve How the lesson went, Challenges they had, Future needs.</li></ol>

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