

DIRECTIONS, RESOURCES, TIPS

This tab outlines some tips, resources, and the current status of the SIIP at your school.

Year:

School:

Almost all questions can be answered by visiting the SIIP page on the hub:

[SIIP Hub](#)

TIPS

- On tabs only white cells are editable.
- To edit or enter text, double click where you want to start —otherwise your text will disappear.
- When typing in a cell, type ALT + ENTER to begin a new line.
- DO NOT copy and paste from another Excel or Google sheet as this may alter formatting and permissions.
- DO NOT download this workbook to Excel or make a copy in Google as this could result in errors.

PLAN STATUS

When your plan is complete and ready for review, check the box to the right!
 SIIPs are due by **June 27, 2025**



Submitted

Approved on: 9/17/2025

SIIP Area	Required for 2025-2026	Strategies Listed	Actions Listed	Area Status
ES Reading by 3rd	Required	3	11	OK
ES Math	Required	2	8	OK
ML Progress	Required	2	6	OK
Chronic Absenteeism	Required	3	9	OK
Science	Required	3	9	OK

RESOURCES

DIRECTIONS, RESOURCES, TIPS

This tab outlines some tips, resources, and the current status of the SIIP at your school.

Year: 2025-2026

School: Annandale Terrace

Many resources are available via **Schoology** (self enroll in group using code 8MB3-5ZG9-4T7Z9)
Information about the 2025-26 SIIP process can be found [here](#)

Technical support using this file:	siip@fcps.edu
Questions/Support for SIIP Workbook:	analytics@fcps.edu
Locating/Analyzing data:	osssdatateam@fcps.edu
Approval support:	Region Assistant Superintendent and Executive Principals

SIIP AT A GLANCE

This tab is generated based on the content elsewhere in this plan file. You can use this to quickly move key elements of your SIIP into other places (ex. your school's public facing website.)

SIIP At-A-Glance should be posted by August 29, 2025. The fields shown below (outcomes and strategies) are the only ones that need to be posted.

Note that when copying + pasting, make sure to use Control + Shift + V.

READING BY 3RD GRADE

Outcomes

- By June 2026, the unadjusted SOL pass rate for students with disabilities on the Grade 3 Reading SOL will increase from 32% to 42%, 10 percentage points increase in the number of students passing as measured by the Reading SOL assessment.
- By June 2026, the unadjusted SOL pass rate for Grade 3 Reading SOL will increase from 48% to 58%, representing 10 percentage points increase in the number of students passing as measured by the Reading SOL assessment.

Strategies

- Increase the efficiency of instructional delivery to ensure all students have access to both explicit instruction and daily practice in reading and writing (ex. classroom walkthroughs, CT planning, coaching).
- Utilize routines and explicit instruction to intensify phonics and word study instruction in alignment with the core curriculum (ex. ECRI, Lexia, implementation guide resources).
- Increase the efficiency of instructional delivery to ensure all students have access to both explicit instruction and daily practice in reading and writing (ex. classroom walkthroughs, CT planning, coaching).
- Increase the efficiency of instructional delivery for 3rd grade students with disabilities by intentionally implementing High-Leverage Practices (HLPs), providing specially designed instruction, and ensuring students receive targeted instruction and practice in using their accommodations.

ELEMENTARY SCHOOL MATH

Outcomes

- By June 2026, the percentage of students with disabilities in grades 3–5 who pass the Math Standards of Learning (SOL) assessment will increase from 49% to 59%, representing 10 percentage points increase in the number of students passing as measured by the Mathematics SOL assessment.
- By June 2026, the percentage of students who pass the Math Standards of Learning (SOL) assessment will increase from 55% to 65%, representing 10 percentage points increase in the number of students passing as measured by the Mathematics SOL assessment.

Strategies

- Increase teacher implementation of explicit instruction and other components of effective mathematics intervention.
- Improve the integrity of implementation of core curriculum, and/or intervention programs by using FCPS-adopted resources with fidelity to align with the Framework for Engaging & Student-Centered Mathematics Instruction.
- Increase the efficiency of instructional delivery for 3rd grade students with disabilities by intentionally implementing High-Leverage Practices (HLPs), providing specially designed instruction, and ensuring students receive targeted instruction and practice in using their accommodations.

ENGLISH LANGUAGE PROGRESS

Outcomes

- By June 2026, the percentage of ESOL Level 3 students passing the Reading and Math SOLs will each increase by 10%, as measured by the Reading and Mathematics Standard of Learning assessments.

Strategies

- (Elementary) Increase collaboration among grade-level team members, including ESOL teachers, to proactively plan for scaffolds and support for instruction and assessment of multilingual learners that match the students' English language proficiency (Benchmark Advance iELD and integrated language resources: language objectives, multilingual glossary, etc.).
- Increase collaboration and co-planning between ESOL and special education teachers to plan for and deliver joint services (ELD and Special Education) and to collaboratively develop IEP goals, accommodations, and instructional strategies that address both the language and learning needs of identified students.

CHRONIC ABSENTEEISM

Outcomes

- By June 2026, the percentage of students identified as chronically absent will decrease from 13.2% to 11.5%, meeting the division's target of remaining below 12%.

Strategies

- MTSS Schoolwide and Site Intervention teams analyze attendance, behavior, and wellness data twice a month to evaluate implementation of Tier 1 SEL/wellness initiatives and identify students in need of Tier 2 and Tier 3 interventions. Integrate consistent analysis of data disaggregated by student groups (race/ethnicity, SWD, ML, FRM).
- Schools share multilingual attendance materials with families throughout the year to educate families regarding the importance of attendance for school success.
- Identified time in the master schedule is used to implement Morning Meeting (ES) or Responsive Advisory Meeting (MS/HS) with fidelity to improve student perceptions of belonging.

SCIENCE

Outcomes

- By June 2026, the percentage of Grade 5 students who pass the Science SOL will increase from 56% to 66%, representing 10 percentage points increase in the number of students passing as measured by the Science SOL assessment.

Strategies

- Increase content and/or pedagogy knowledge in science for all teachers (advanced, general, ESOL, special education).
 - Utilize a balanced assessment approach, including a variety of formative and summative assessments, to evaluate student progress and inform instruction throughout lessons and units.
 - Expand opportunities for students to make connections within and across content areas (writing, math, etc.) and science units.
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