

Fairfax County Public Schools

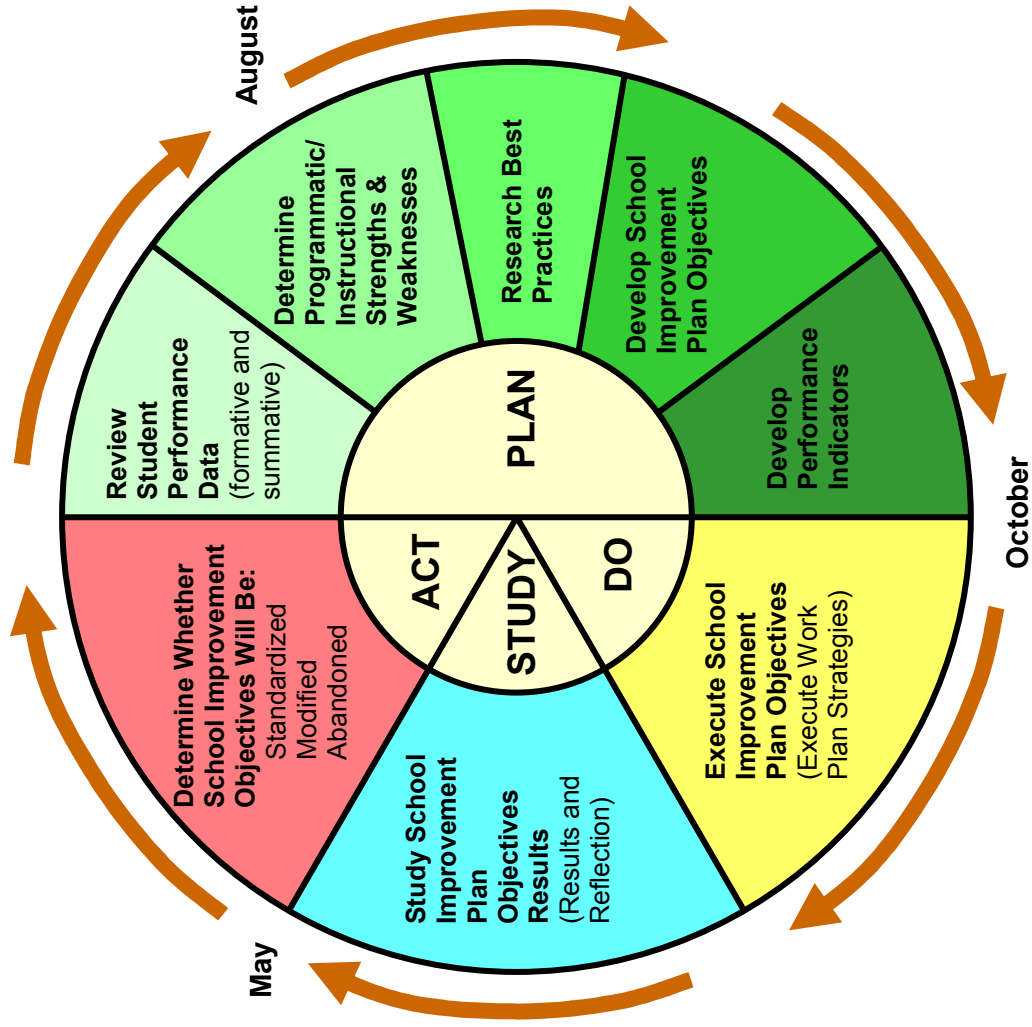
**School Improvement Plan
2008 – 2009**

Aldrin Elementary

Cluster 1

J. Martin Marinoff, Jr., Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Marty Marinoff	Principal		
Barbara Gist	Assistant Principal/ SIP Committee Co-Chair		
Natalie Ward -3 rd grade teacher	SIP Committee Co-Chair/ Academic Committee Co-Chair		
Rhonda Haydock - Librarian	Academic Committee Co-Chair		
Ali Alston-Harrison - Counselor	Essential Life Skills Committee Co-Chair		
Alane Peragallo – 5 th grade teacher	Essential Life Skills Committee Co-Chair		
Chris Tracy Baker – 6 th grade special education teacher	Responsibility to the Community Committee Co-Chair		
Scott Worthington – PE teacher	Responsibility to the Community Committee Co-Chair		
TBD	Parent Representative to Academic Committee		
TBD	Parent Representative to Essential Life Skills Committee		
TBD	Parent Representative to Responsibility to the Community Committee		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

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 across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

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.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

SCHOOL—VISION, MISSION, AND CORE VALUES/BELIEFS STATEMENT:

EXCELLING IN ACADEMICS, CHARACTER DEVELOPMENT, AND CITIZENSHIP IS A FAMILY AFFAIR! THROUGH OUR SCHOOL AND PARENT COMMUNITY WE STRENGTHEN THESE VALUES BY WAY OF COLLABORATION, COOPERATION, AND CARING ABOUT ONE ANOTHER, AND WE HOLD EACH OTHER ACCOUNTABLE FOR OUR EFFORTS AND ACCOMPLISHMENTS.

SPECIAL PROGRAMS

Academic

- Professional Learning Communities (PLC) through weekly Team Instructional Meetings (TIM)
- Marymount University PDS Interns
- Principal's Recognition
- Foreign Language Classes
- Bright Start
- Double Dose Reading Program (new)
- Adult Mentors for At-Risk Readers (new)
- Vertical Instructional Teams ("Best Practice" Instructional Strategies, Eliminating the Minority Achievement Gap, Increasing Mathematics Achievement)
- Odyssey of the Mind
- On-going Staff Development - Marzano Instructional Strategies, eCART, SMARTBoard Technology
- Word Masters
- Geography Bee
- Fifth Grade Global Awareness and Technology Project
- World-Class Instructional Design and Assessment (WIDA)
- Science Fair
- Crayon Factory
- Math Olympiad
- Challenge 24
- Reading Lab for At Risk Students
- Students Teachers and Resource (STAR)

Essential Life Skills

- Running Club
- Girls on the Run
- GRACE Art
- Philosopher's Club
- Student Grade Level Meetings

Responsibility to the Community

- Recycling Programs
- Growing Native
- Mini-Walk for the Homeless
- Red Ribbon Week
- Jump Rope for Heart

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all 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.
- 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

- 1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.
 - 1.1.2 Identify through “root cause analysis” why student achievement in Mathematics in grades K-6, especially *Number and Number Sense* (grades 3-6) and passing rates (grade 6 non-compacted math) continues to lag behind FCPS and Cluster 1 SOL scores (grades 3 – 6); and why students who are being tested using the SOL Plain English Math test (grades 3-6) continue to have higher than expected failure rates. These efforts will support Cluster 1 2008 – 2009 focus / vertical conversations concerning achievement in mathematics (all subgroups) and higher level mathematics course selection (all subgroups). The SIP Academic committee will utilize results of our analysis to develop specific goals on which to focus, possibly adding a specific Math goal to our SIP as the year progresses.
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RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources in Reading and Math:

The overall reading achievement of Aldrin students remains high and above SOL AYP benchmarks. Considering 2007 – 2008 SIP efforts, we expected a greater numbers of students across all subgroups would be passing their SOL Reading test. However, SOL Reading test pass rate data results (grades 3-6) for 2008 when compared with the previous two-year trend data (2005 – 2007) evidenced a decline in passing percentages in all subgroups with the exception of LEP students. Additionally, when compared, Hispanic, Black, LEP, SWD, and Economically Disadvantaged subgroups continue to score significantly lower than All and White students. We also expected that the number of identified at-risk students (all subgroups) in reading would decline when compared with the previous two-year trend data (2005 – 2007). This number actually increased.

Notes:

- (1) At-risk students are those who score below 430 on the SOL Reading and/or Math tests or who score below benchmark standards on the DRA reading assessments.
- (2) The average number of students (grade 3-6) for each of non-White or non-All subgroup remains relatively low: Hispanic (N=5.5), Black (N=5.5), LEP (N= 9.0), SWD (N=14.3), and Economically Disadvantaged (N=9.0).

Reading

SOL 2008 Reading Pass Rate Data

All (89%), White (93%), Hispanic (73%), Black (73%), LEP (86%), SWD (74%), Economically Disadvantaged (72.2%)

SOL (2005 – 2007) Reading Pass Rate Two Year Trend Data

All (94%), White (97%), Hispanic (78%), Black (74%), LEP (84%), SWD (81%), and Economically Disadvantaged (75%)

2008 Reading At-Risk data

All and White (N= 35 or 42.2%)

Hispanic, Black, LEP, SWD, and Economically Disadvantaged (N= 33 or 39.8%)

2005 – 2007 Reading At-Risk data

All and White (N= 45 or 4%)

Hispanic, Black, LEP, SWD, and Economically Disadvantaged (N= 57 or 22 %)

Mathematics

SOL 2007 and 2008 Mathematics Pass Rate Two Year Trend Data

Aldrin Elementary: 2006 – 2007 95.2%
2007 – 2008 87.6%

Cluster 1: 2006 – 2007 91.4%
2007 – 2008 91.4%

FCPS: 2006 – 2007 86.7%
2007 – 2008 87.1%

SOL 2007 and 2008 Plain English Mathematics Pass Rate Two Year Trend Data

Aldrin Elementary:	2006 – 2007	48.1%
	2007 – 2008	40.0%
Cluster 1:	2006 – 2007	51.8%
	2007 – 2008	50.5%
FCPS:	2006 – 2007	47.9%
	2007 – 2008	53.0%

SOL 2007 and 2008 Grade 6 non-Compacted Mathematics Pass Rate Trend Data

Aldrin Elementary:	2006 – 2007	N=19	89.5%
	2007 – 2008	N=29	69.0%
Cluster 1:	2006 – 2007		85.0%
	2007 – 2008		83.0%
FCPS:	2006 – 2007		75.5%
	2007 – 2008		77.2%

SOL 2007 and 2008 Grade 6 non-Compacted Plain English Mathematics Pass Rate Trend Data

Aldrin Elementary:	2006 – 2007	N=9	33.3%
	2007 – 2008	N=8	25.0%
Cluster 1:	2006 – 2007		26.4%
	2007 – 2008		38.7%
FCPS:	2006 – 2007		27.6%
	2007 – 2008		40.7%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Reading:

Overall reading achievement at Aldrin is high when looking at the White and All populations. However, we need to improve the Reading achievement across all subgroups, especially those students identified as at-risk readers. Emphasis continues toward substantially reducing the minority student reaching achievement gap between All/White students and Hispanic and Black students.

Classroom teachers new to Aldrin continue to be given a copy of a **Guided Reading textbook** by Irene Fountas and Gay Su Pinnell appropriate to their grade level. Collaborative discussions concerning the information contained in these texts and “best practice” reading strategies take place during Team Instructional Meetings (TIM) and are supported by the school reading teacher through modeling and direct intervention. Teachers who have not received DRA training are expected to enroll in a DRA class appropriate to their grade level through myPLT during the 08-09 school year.

Another program strength is the common language for reading strategies among teachers that has been developed by participation in the **Teachers as Readers** groups. The common language and reading strategy understanding dovetails well with our use of the Developmental Reading Assessment (DRA).

DRA Spreadsheets – After administering the DRA test at all grade levels in the spring of 2008, it became clear that we needed to create a way to use the information learned from this assessment. During the summer, teachers worked to develop a DRA spreadsheet for each grade level. Scores were recorded for each strand of the DRA in the categories of Engagement, Oral Reading, Fluency and Comprehension Skills and Strategies. The total score and the approximate grade level of each student were recorded. Scores of 1 or 2 (not proficient) in each category were highlighted so that teachers could see at a glance the strengths and weaknesses of their students. This will aid in the assessment of learning and the assessment for learning during the upcoming year. Students new to Aldrin and without a DRA score from a previous school will be given a DRA in the 1st quarter of the 2008 school year. DRA spreadsheets will be available for all staff members to view in an electronic file on the school server.

Bright Start, a before school academic support program for students, will be continued. Volunteer teachers lead this twice-weekly, 45 minute program focusing on remedial reading strategies for identified at-risk students.

Double Dose is a new school-wide initiative that was developed by Aldrin staff members during the 2008 summer and is being implemented during first/second quarter. The intent is to utilize trained volunteers (Aldrin parents and the greater Aldrin community, including Reston Association and Reston Interfaith) working in a lab setting to support the reading needs of identified at-risk students. Volunteers will be trained to utilize learning games and specific reading materials (supported through Cluster 1, Aldrin, and PTA funds) to provide additional reading to these students two times each week in 30-minute sessions. This reading support will be in addition to daily classroom instruction. Volunteers are currently being recruited; a training session will be held during the first quarter; and children will begin using the lab by November.

Math:

Overall math achievement at Aldrin is high when looking at the White and All populations. However, we need to improve the math achievement across all subgroups, especially those students identified as at-risk in math, taking the SOL Plain English Math test, and the our non-Compacted Math sixth grade students. Emphasis also continues to substantially reduce the minority student math achievement gap between All / White students and Hispanic and Black students. Additionally, within each of the three Cluster 1 pyramids and their respective schools efforts are currently in progress to focus on / hold vertical conversations concerning achievement in mathematics (all subgroups) and higher level mathematics course selection (all subgroups).

Aldrin staff members (AP, Barbara Gist, and math lead teachers, Bobbi Yingling and Linda Crittenden) will participate in the Cluster I Vertical Team that has been established to discuss math needs in Cluster 1.

The **Strategies Lab** features enrichment materials for all students in grades K-6. The activities used in the lab improve computational, sensory-motor, and visual/spatial skills; and foster higher-level thinking abilities – from question posing and problem solving to abstract reasoning and ingenuity. Specific math skills addressed in the Strategies Lab include: patterning, geometry, probability, and developing strategies for problem solving across the six content strands.

Aldrin students in grades 4 -6 are able to participate in a timed math competition called **Challenge 24**. Challenge 24 is a card game in which the children have 4 numbers to manipulate. They may add, subtract, multiply, and/or divide but they must end up with an answer of 24. They have 5 seconds to give the last step, and then 15 seconds to explain the steps they used to get to 24. They may use an operation more than once, but numbers are only allowed to be used once.

Aldrin students in grades 4 – 6 are able to participate in **Math Olympiad**. Math Olympiad is an international competition. There are four competitions beginning in November and ending in March. Math Olympiad is a problem solving competition (all word problems) that uses all of the problem solving strategies. Each problem is also timed. It promotes and encourages higher level thinking in math.

Aldrin students in 3rd grade participate in the annual **Crayon Factory**. This is a culmination of the Economics unit taught in 3rd grade. Children participate in the entire process of producing new crayons from old crayons. They peel and sort old crayons, melt and pour wax into molds (parent volunteers!), check for quality, clean molds for re-pouring, and bag and tie new crayons to be sold. After the crayons are made, they sell them to Aldrin students. Costs are totaled and subtracted from the profits and “strategy” games are purchased for indoor recess.

Reading and Math:

Team Instructional Meetings (TIM) are held weekly at Aldrin. During these meetings, grade level teams have the opportunity to analyze data and plan instruction based on common assessments and "best practice" instructional strategies as well as developing formative assessments to address learning needs child by child. The teams collaborate with specialists in the building that support their program. In addition, training for eCart will occur during these weekly meetings. Release time will be provided to allow vertical teams to meet in order to strengthen vertical alignment of instruction.

A program strength at Aldrin is the **Student, Teacher And Resource (STAR) Committee**. This committee is a group that meets bi-monthly to address the needs of at-risk students. Teachers of at-risk students present concerns to the committee for feedback. The group, which includes the psychologist, social worker, reading teacher, counselor, and principals, collaboratively plan interventions to support the teacher in meeting the individual needs of students. The students are monitored over time and the committee then meets again to assess progress and plan accordingly. The effectiveness of this committee has resulted in an increase in student reading achievement of previously identified at-risk students and resulted in fewer referrals to the Local Screening Committee. Additionally, through the work of this committee in assisting teachers, it is expected that the achievement of students at-risk in reading and math will be increased.

Marzano’s Instructional Strategies – During the 2007-08 school year, as part of Aldrin’s PLC, a group of teachers across grade levels, received training in the Marzano Strategies. Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional

strategies that are most likely to improve student achievement across all content areas and across all grade levels. These nine strategies are explained in the book *Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement* by Robert Marzano, Debra Pickering, and Jane Pollock. The strategies are:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Each teacher was provided with a copy of *Classroom Instruction that Works*. Teachers new to Aldrin have also received a copy. At staff meetings throughout last school year, teachers who had been trained led staff development sessions to share, discuss and encourage a consistent adoption of Marzano's strategies in the classroom. This training will continue during the 2008-09 school year.

WIDA – Aldrin was part of the FCPS pilot for the WIDA (World-Class Instructional Design and Assessment) program during the 2007-2008 school year. The WIDA determines the English proficiency level of English Language Learners (ELLs) through assessing their knowledge of the academic language used in the content areas (Language Arts, Science, Mathematics, and Social Studies). Aldrin will extend the WIDA to all ELLs on a school-wide basis this next school year. The WIDA is a new assessment to FCPS and does not currently offer baseline data for year-to-year comparisons. However, its emphasis on all students learning the academic language of the four content areas will help focus our differentiation efforts on ensuring the language proficiency growth and academic success of our ELL population. Additionally, we look forward to receiving results from the WIDA during the current year that will help further guide us in making the grade-level curriculum accessible to our English Language Learners in the future.

Best Practice Research:

Reading:

Assessment for Learning and Assessment of Learning – Fairfax County encourages the use of the DRA to meet the individual reading needs of students. According to Joetta Beaver (developer of the DRA assessment tool), research says that good readers have developed strategies, skills and habits needed as part of a self-extending system. The DRA for upper grades supports the ongoing instruction of such students and helps teachers make sound decisions to help all learners become proficient, motivated, independent readers. Research says that Good Readers:

1. Enjoy reading, read often and read a wide variety of genres to meet multiple purposes.
2. Are confident about their ability to read, are aware of their strengths as readers, and are goal-directed.
3. Successfully select texts that match their reading level, interests, and purposes.
4. Read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning.
5. Read quickly in longer, meaningful phrases.
6. Preview texts, making predictions about what is likely to happen or identifying topics and information that may be included.
7. Ask themselves questions prior to and during the reading of a text.
8. Comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary.
9. Understand what is explicitly stated in the text.
10. Interpret what they read by making inferences and making connections.
11. Support their responses (inferences and connections) with information from the text.
12. Reflect and determine significance, and/or evaluate what they read.
13. Support their responses and reasons and/or personal or text examples.
14. Are aware of the strategies they use to construct and monitor meaning while reading.

A major purpose of the DRA is to help guide instruction. Ninety-eight percent (98%) of the teachers and raters agreed or strongly agreed with the statement that the information gained about the reader during the DRA conference helped them better identify things that the child needed to do or learn next. In a joint position statement entitled, "Learning to Read and Write: Developmentally Appropriate Practices for Young Children" adopted in 1998 by the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), it is stated that throughout these critical years accurate assessment of children's knowledge, skills, and dispositions in reading and writing will help teachers better match instruction with how and what children are learning. However, early reading and writing cannot be measured as a set of narrowly defined skills on standardized tests. These measures often are not reliable or valid indicators of what children can do in typical practice, nor are they sensitive to language variation, culture, or the experience of young children (Shepard & Smith, 1998; Shepard, 1994; Johnston, 1997). Rather, a sound

assessment should be anchored in real-life writing and reading tasks... p.15 and should support “individualized diagnosis needed to help young children continue to progress in reading and writing p.20.

Beaver, J. M. (2006). *Teacher guide: Developmental Reading Assessment, Grades K–3, Second Edition*. Parsippany, NJ: Pearson Education, Inc.

Beaver, J. M. (2005). *Teacher guide: Developmental Reading Assessment Word Analysis*. Parsippany, NJ: Pearson Education, Inc.

Beaver, J. M., & Carter, M. A. (2003). *Teacher guide: Developmental Reading Assessment*, Buchanan, T. K. (2002, April). *Developmental Reading Assessment: Student achievement*.

Study conducted for the Louisiana Department of Education, Division of School Standards, Accountability, and Assistance. Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading*. Portsmouth, NH: Heinemann.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Math:

Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These nine strategies hold particular strength in the teaching and understanding of mathematical processes and are explained in the book *Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement* by Robert Marzano, Debra Pickering, and Jane Pollock.

Each of the three Cluster 1 pyramids and their respective schools are currently focusing on and will be holding vertical conversations concerning achievement in mathematics and higher level mathematics course selection for all subgroups. Schools, in turn, will be engaging in similar discussions with their Professional Learning Communities (PLC). At Aldrin, PLC is accomplished at Team Instructional Meetings (TIM). There is much research to support these efforts:

“To compete in the 21st century global economy, knowledge of and proficiency in mathematics is critical. Today’s high school graduates need to have solid mathematics skills – whether they are headed for college or the workforce... Students should develop immediate recall of arithmetic facts to free the ‘working memory’ for solving more complex problems... More students should be prepared for and offered an authentic algebra course at Grade 8... If children believe that their efforts to learn make them ‘smarter,’ they show greater persistence in mathematics learning... Teachers’ regular use of formative assessments can improve student learning in mathematics... Instructional practice should be informed by high-quality research, when available, and by the best professional judgment and experience of accomplished classroom teachers... The belief that children of particular ages cannot learn certain content because they are ‘too young’ or ‘not ready’ has consistently been shown to be false... Explicit instruction for students who struggle with math is effective in increasing student learning. Teachers should understand how to provide clear models for solving a

problem type using an array of examples, offering for extensive practice, encouraging students to ‘think aloud,’ and giving specific feedback...
Mathematically gifted students should be allowed to accelerate their learning”

National Mathematics Advisory Panel, March 2008

“Proficiency with whole numbers, fractions, and particular aspects of geometry and measurement should be understood as the Critical Foundations of Algebra. Emphasis on these essential concepts and skills must be provided at the elementary and middle grade levels... Of these, knowledge of fractions is the most important foundational skill not developed among American students....”

National Mathematics Advisory Panel

“The coherence and sequential nature of mathematics dictate the foundational skills that are necessary for the learning of algebra. The most important foundational skill not presently developed appears to be proficiency with fractions (including decimals, percents, and negative fractions). The teaching of fractions must be acknowledged as critically important and improved before an increase in student achievement in algebra can be expected.”

National Mathematics Advisory Panel

“The fraction–first, decimals–later sequence is arguably the best approach. However, the unfortunate fact is that the topics of fractions and decimals are too often developed separately. Linking the ideas of fractions to decimals can be extremely useful, both from a pedagogical view as well as a practical social view... Decimal numbers are simply another way of writing fractions. Both notations have value. Maximum flexibility is gained by understanding how the two symbol systems are related.”

Elementary and Middle School Mathematics Teaching Developmentally, fifth edition Pearson Education 2004

“Clearly many people who have not developed their proportional reasoning ability have been able to compensate by using rules in algebra, geometry, and trigonometry courses, but in the end, the rules are a poor substitute for understanding. They are unprepared for real applications in statistics, biology, geography, or physics where foundational principals rely on proportionality.”

Teaching Fractions and Ratios for Understanding

Essential Content Knowledge and Instructional Strategies for Teachers

Susan J. Lamon, Lawrence Erlbaum Associates, Publisher, 2006

Curriculum Focal Points for Prekindergarten through Grade 8 were developed by the National Council of Teachers of Mathematics in 2000. The establishment of focal points, “represents an important, initial step in advancing collaborative discussions about what mathematics students should know and be able to do... They comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and lasting learning. They are the topics that should be considered as the basis for decisions about curriculum development.” (National Council of Teachers of Mathematics – www.nctm.org/standards/focalpoints.aspx) Following our planned “root cause analysis” of Aldrin school-wide math achievement,

these grade specific focal points and related connections will serve the Aldrin staff as we promote problem solving, reasoning, communication, making connections, and designing and analyzing “best practice” instruction within math classrooms (grades Prekindergarten – 6).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1 (a)	100% of students’ performance on the June administration of the Kindergarten DRA 2 Word Analysis will be greater than or equal to 167. This is the minimum benchmark for FCPS.
1.1.1 (b)	100% of students’ performance on the June administration of the DRA 2 will be greater than or equal to 16F (fiction) or 16NF (non-fiction) for first graders and 28NF (non-fiction) for second graders. These are the minimum benchmarks for FCPS.
1.1.1 (c)	100% of students’ performance on the June administration of the Upper Grade DRA 2 will be a greater than or equal to a total score in the range of 64-73(calculated - level of test administered plus score achieved) for third graders, 74-83 for fourth graders, 84-93 for fifth graders and 94-103 for sixth graders. These are the appropriate DRA Stage ranges for each grade level.
1.1.1 (d)	The student performance on the 3 rd , 4 th , 5 th , and 6 th Grade Reading SOL test will be greater than or equal to 81% passing for all subgroups as measured by the Spring 2009 test as determined by the state of Virginia.
1.1.1 (e)	When comparing baseline SOL Reading test longitudinal data (2006 - 2008) with 2008 - 2009 SOL Reading test data, all subgroups (grades 3-6) will evidence an increase in the percentage of students who move from fail to pass proficient and from pass proficient to pass advanced.
1.1.1 (f)	When comparing baseline longitudinal data (2006 - 2008) with 2008 - 2009 data, the percentage of identified at-risk* students in reading (grades 1-6) for all subgroups will be reduced by 75 percent.
1.1.2 (a)	A report-like document will be produced following a “root cause analysis” to determine why the math student achievement at Aldrin (based upon compiled longitudinal SOL math / Plain English math test data Spring 2007 and 2008 across grades 3 -6 and all subgroups) appears to lag behind other Cluster 1 and other FCPS schools. Implications and “best practice” math instructional strategies, with focus toward identified staff development will be an essential part of this report.

* *At-risk students are those who score below 430 on the SOL Reading test or score below benchmark standards on DRA assessments.*

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Teachers new to Aldrin will receive appropriate grade level DRA training throughout the 08-09 academic year in administering and interpreting the assessment.	Mentor Teachers	Bins for DRA2 kits will be purchased for teachers new to Aldrin (\$100)	X	X	X	X	Mentor Teachers and/or Grade Level Teams
2. Students new to Aldrin who do not have a current DRA will have the DRA administered to them during the 1 st quarter of 2008.	Grade level teachers	None	X				K,1,2 entered onto DRA Online 3-6 entered onto DRA spreadsheets. Scores will be sent to Natalie Ward and information will be updated on the DRA sheets.
3. Kindergarten teachers will administer the DRA Word Analysis Assessment to all students.	Ellen Keyser Erin Reddington Amy Salcedo Elizabeth Werner 5 th teacher - TBD	None	X				Scores entered onto DRA spreadsheets in spring.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. First and second grade teachers will administer the DRA 2 to all students.	L. Crittenden (1) L. Angel (1) J. Bullen (1) J. Jaeschke (1) W. Mortensen (1) V. Costello (2) L. Johnson (2) K. Emancipator (2) P. McGovern (2)	None	X			X	DRA Online Scores entered onto DRA spreadsheets by grade level teachers.
5. Third – Sixth grade teachers will administer the Upper Grade DRA to all students.	Grades 3 – 6 teachers: N. Ward (3) K. Hughes (3) C. DiVirgil (3) B. Yingling (4) K. King (4) A. Peragallo (5) S. O’Day (5) H. Copeland (5) L. O’Donovan (6) F. Ruiz (6)	None				X	Scores entered onto DRA spreadsheets by grade level teachers.
6. Identify at-risk students (grades K-6) using DRA (K-6) and SOL (grades 3-6) data. Provide this list to individual grade level, special education, ESOL teacher, and Reading teacher.	Marty Marinoff	None	X				TIM Meetings STAR committee

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Use TIM for collaborative team planning based on data to discuss student progress and "best practice" instructional strategies, especially for identified at-risk students. TIM meetings will be used for developing formative assessments and instructional strategies for child by child learning needs. Use DRA data as an assessment of learning. Additional collaborative planning time has been provided this year to focus on eCart resources and testing to facilitate assessment for learning in combination with assessment of learning.	E. Keyser2(K) A. Salcedo (K) E. Reddington (K) E. Werner (K)\ TBD (K) J. Jaesche (1) L. Crittenden (1) L. Angel (1) J. Bullen (1) W. Mortensen (1) V. Costello (2) L. Johnson (2) K. Emancipator (2) P. McGovern (2) N. Ward (3) K. Hughes (3) C. DiVirgil (3) B. Yingling (4) K. King (4) A. Peragallo (5) S. O'Day (5) H. Copeland (5) L. O'Donovan (6) F. Ruiz (6)	None	X	X	X	X	Grade level teams STAR committee

SCHOOL IMPROVEMENT PLAN OBJECTIVE:						
1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.						
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line			In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.			How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
8. Volunteers to provide additional reading opportunities for identified at-risk students in the Reading Lab for at-risk students.	A. Salcedo L. O'Donovan	None		X	X	X
9. Utilize STAR Committee to formally monitor interventions and progress of struggling (newly identified) and identified at-risk students.	Rosemary Walsh Marty Marinoff, Karen Capell	None	X	X	X	X
						Volunteer sign-in sheets Anecdotal Records DRA scores
						Star Committee Calendar and notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

1.1.2 Identify through “root cause analysis” why student achievement in Mathematics in grades K-6, especially *Number and Number Sense* (grades 3-6) and passing rates (grade 6 non-compacted math) continues to lag behind FCPS and Cluster 1 SOL scores (grades 3 – 6); and why students who are being tested using the SOL Plain English Math test (grades 3-6) continue have higher than expected failure rates. These efforts will support Cluster 1 2008 – 2009 focus / vertical conversations concerning achievement in mathematics (all subgroups) and higher level mathematics course selection (all subgroups). The SIP Academic committee will utilize results of our analysis to develop specific goals on which to focus, possibly adding a specific Math goal to our SIP as the year progresses.

<p>1. Administration and Math Lead Teachers will actively participate in the Herndon Pyramid Vertical Team collaboration and focus on math achievement and increasing higher level math course selections by students. Relate what is learned to the Aldrin “root cause analysis” efforts and share what is learned with the Aldrin staff.</p>	<p>B. Gist (AP) J. Bullen (1) L. Crittenden (1) B. Yingling (4)</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Cluster 1 / Herndon Pyramid / Aldrin planning have begun initial data analysis and discussions. Aldrin vertical teams will meet during staff meetings to further discuss the information stemming from Cluster 1 Herndon Pyramid Vertical Team meetings.</p>
<p>2. Compiled longitudinal SOL math / Plain English math test data Spring 2007 and 2008 across grades 3 - 6 and all subgroups.</p>	<p>Barbara Gist Marty Marinoff Dayve Forman (SBTS)</p>		<p>X</p>				<p>Data will be given to all grade level teams and also kept in notebooks by administrators and the Academic committee co-chairpersons.</p>
<p>3. Identify at-risk students (grades K-6) using teacher comments on Class Placement Cards and use SOL (grades 3-6) data to identify at-risk students in these grade levels. Provide this list to individual grade level classroom, special education, and ESOL teachers.</p>	<p>Barbara Gist Marty Marinoff Dayve Forman (SBTS)</p>		<p>X</p>				<p>Data will be given to all grade level teams and also kept in notebooks by administrators and the Academic committee co-chairpersons.</p>

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.

Check all that apply to this school improvement plan objective.

- 2.1 Demonstrate sound moral character and ethical judgment.
- 2.2 Be able to contribute effectively with a group dynamic.
- 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 Be inspired to learn throughout life.
- 2.6 Courageously identify and pursue their personal goals.
- 2.7 Develop practical life skills.
- 2.8 Make healthy and safe life choices.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

- 2.1 Decrease behavior referrals and increase citizenship grades through a character education program that develops respect and encourages responsibility for student actions.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

During school meetings such as Team Instructional Meetings, Connection Committee, STAR Committee, and staff meetings staff members have shared perceptions / anecdotal notes suggesting a decline in students' compliance with school rules, their efforts to demonstrate respect and/or accept responsibility. As a follow-up to this concern, an informal survey will be administered to teachers to further assess these concerns.

Other data sources will include: behavior referrals to administration as well as students' grades in the areas of work habits and citizenship skills. As part of the work plan, this data will be analyzed in the fourth quarter. We anticipate that this data will confirm the anecdotal perceptions indicated by the staff in meetings and the survey.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Informal observation and teacher feedback suggests that we lack a common language that students can understand and apply on a consistent basis. Responsibility for character enrichment has been primarily the focus of classroom guidance lessons. We believe that the development of a strong character curriculum based upon the six pillars will be more successful when integrated into the school culture to provide ongoing support and encouragement to the students. Respect and responsibility will be fostered through the continual reinforcement of these concepts through guidance lessons, grade level meetings with principals, classroom instruction, and teacher modeling.

Best Practice Research:

Research has shown that the implementation of a character program reduces behavior incidents in an academic setting. Research further indicates that positive character traits are linked to increased academic performance. Among other findings the more exposures per month students had to character education the better their behavior. A school that has an established character education program will be visited and/or consulted as a resource for successful implementation of a character program and an analysis of its success.

Components of the responsive classroom may be evaluated for future implementation as research indicates that this approach is associated with increased academic and social outcomes, better social skills and a more positive attitude toward school for both students and teachers.

Sources:

Nish, S. (ed.), (1996). *Character Counts: Good Ideas to Help Young People Develop Good Character 2nd Ed.* Marina del Rey, CA: Joseph and Edna Josephson Institute of Ethics.

Charney, R., (2002), *Teaching Children to Care*, Turner Falls, MA: Northeast Foundation for Children.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1(a)	Decrease the number of student discipline referrals for administrative action from baseline data collected during the fourth quarter (07-08) by 25% when compared to the number of discipline referrals at the end of the fourth quarter (08-09)
2.1(b)	Beginning in calendar year 2008-2009, improve Progress Report marks in the areas of: accept responsibility, show courteous behavior and comply with classroom rules by one mark per year (measured using the first quarter 2007-2008 grades and the last quarter 2008-2009 grades), per category for 80% of the students. For example, a mark of S in the first quarter should be G by the end of the year.
2.1(c)	On an end of the year survey, a majority of teachers will respond and of that majority 75% will respond affirmatively to questions relating to successful implementation of the character education program resulting in: <ul style="list-style-type: none"> - an improvement in respectful behavior shown by students, and - an improvement in students taking responsibility for their actions.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
2.1 Decrease behavior referrals and increase citizenship grades through a character education program that develops respect and encourages responsibility for student actions.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line			In-Process Measures	
			Check the projected quarter for implementing the strategy this school year.			How we will monitor progress.	
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.		4 th Qtr.
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Analyze the number of discipline referrals for calendar year 2006-2007	Alane Peragallo Alicia Alston	N/A		X			The analysis needs to be completed by the end of the 2 nd quarter.
2. Obtain beginning of the year (first quarter 2007) Progress Report marks for the categories of accepting responsibility, showing courteous behavior, and complying with classroom and school rules.	Alane Peragallo Alicia Alston Administration	N/A					COMPLETED - This data will now be used as a baseline comparison to compare with the Progress Report marks at the end of the fourth quarter in the 08-09 school year, after the program has been in effect for one complete year.
3. Develop and administer a staff electronic survey regarding attitudes of student respect and responsibility.	Alane Peragallo Alicia Alston Dayve Forman	N/A				X	Surveys to be completed by 80% of the staff by the end of 4 th quarter. First survey completed in fourth quarter 2007-08 as baseline.
4. Collaborate with one or more schools that have had successful results using a school wide character education program.	Alicia Alston Committee Members	Substitute for committee member					COMPLETED - Informal observation and dialogue regarding another school's character program will continue on an as needed basis.
5. Continue a character education program based upon the six pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship	K-6 Classroom teachers Alicia Alston Tory Walker	\$100 per grade level for books and materials			X		Lessons will continue by school counselors and classroom teachers.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

2.1 Decrease behavior referrals and increase citizenship grades through a character education program that develops respect and encourages responsibility for student actions.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Staff Development to provide character education curriculum ideas to classroom teachers and calendar of events	Alane Peragallo Alicia Alston Committee Members	Handouts	X	X	X	Ongoing dialogue at staff meetings.	
7. School-wide character education activities: <ul style="list-style-type: none"> • designate a pillar of the month focus • posters will be designed by students at each grade level to reinforce the pillars (each grade level is responsible for a pillar in a designated month) • posters will be displayed in the cafeteria and select posters will remain on display throughout the year • upper grades will show and explain their posters to lower grades (participation and schedule will be voluntarily agreed upon between the grades) 	Grade level students for posters; K-6 classroom teachers	Poster board, tape, markers; set of character posters per pod (\$60)	X		Informal observation		
8. Grade level teachers will incorporate books/stories into their curriculum relating to the monthly pillar.	K-6 Classroom teachers Specialists Librarian	Books for library relating to the pillars	X			Grade level and PLC dialogue	
9. Pillar lessons to be reinforced at grade level meetings	Assistant Principal and Principal		X			Grade Level Meetings	

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

2.1 Decrease behavior referrals and increase citizenship grades through a character education program that develops respect and encourages responsibility for student actions.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?					How we will monitor progress.
10. Include pillar of the month in newsletters to communicate with the parent community and display on Blackboard	K-6 Classroom teachers and Counselor		X				Newsletter publications and Blackboard
11. Monthly guidance lessons for each pillar	Alicia Alston Tory Walker Committee	Classroom materials	X				Informal observation and counselor calendar
12. Develop common language relating to the six pillars	Committee		X				Definitions provided to staff
13. Provide bullying prevention lessons to all grade levels	Counselor, Assistant Principal and Principal	Classroom materials	X				Grade level meetings and counselor calendar
14. Research the benefits of initiating various aspects of the responsive classroom components into our school.	Committee Members TBD		X				Discussions at TIM, Connection and Staff meetings. Use the books <u>The First Six Weeks of School</u> and <u>Teaching Children to Care</u> as a focus for discussion.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

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 interaction with the different levels of government.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

3.2 Increase the opportunity for students to participate in community outreach activities and increase awareness of the value of their involvement and contributions to the community.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Aldrin community outreach programs have traditionally generated participation and support from students, parents, and the community. Over the years, programs have included Jump Rope for Heart (with contributions of \$4000 in 2007-08,) 3000 heart healthy links; the Homeless walk with 140 participants; the winter wear coat drive in 2007 (which collected 91 coats); the Alan Webb Run for the Kids Program (with 20 participants in 2007).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

As a whole, the Aldrin community has the financial means to contribute generously to charitable causes and parents are willing to fund programs to support worthy charitable events. During the last school year, we determined that when students were given a benchmark goal and some incentive for reaching that goal, they were able to raise the level of contributions significantly (Jump Rope for Heart donations doubled when children were challenged with a measurable goal). Based on informal feedback from teachers and administration, the perception is that while we significantly raised the dollar level of support, the majority of our students were not able to internalize the importance and value of giving back to the community not only with money, but by demonstrating empathy for people less fortunate.

Monthly grade level meetings are held by the principals and serve as a forum to assist students in learning, discussing, and internalizing the importance of their responsibility to the community. The school TV station, is a great asset for educating and providing feedback to children since it provides not only access to educational media, but is a tremendous vehicle for sharing the good works which occur across grade levels within Aldrin Elementary. In addition, flyers, Thursday recorders, special notes, and simple word of mouth have been successfully used to promote participation in community based activities. The Aldrin PTA and staff are eager to support events which focus on giving back to the larger community and parents and staff serve as excellent role models for our students.

When doing outreach activities in the past, no standardized plan was designed or implemented to receive feedback from students in order to determine the degree of impact and empathy generated as a result of their participation. It is essential that students internalize the importance of their actions and directly see the benefits of their good works. Students must learn the “right thing to do” if they are to become valued citizens of the school, the community, the country, and the world.

Best Practice Research:

The Jump Rope for Heart coordinator created an incentive program for students, increasing participation and resulting in doubling contributions from the previous year. In addition, using a video provided from the American Heart Association, Sophy’s story was shown to students to elicit feelings to participate, to discuss and to contribute to the cause.

Schools that are able to connect with the recipients have been able to internalize the difference that their contribution has made.

Use of the Character Development curriculum including the pillars of Respect, Responsibility and Restraint. This program has resulted in a common language / understanding of purpose and consistency in students displaying habits (empathy, insightfulness, perseverance, creativity, and craftsmanship) as they strive to know, desire, and do what is right in their school community, nation and world.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	<p align="center">Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i></p>
3.2 (a)	Completion of at least one community outreach activity per quarter starting the first quarter and have at least 50% participant increase over previous totals.
3.2 (b)	Results of a feedback mechanism (post survey, written reflections) following each community outreach event will evidence that students know how they have made a difference and whom they have affected through their outreach efforts. At least 70% of students will evidence the positive value / understanding in their participation through their responses.
3.2 (c)	End-of-year data will evidence a 50% increase in the number of students participating in community outreach activities when compared to previous efforts in our school.
3.2 (d)	End-of-year data will evidence a 60% increase in the charitable giving (monetary and non-monetary) when compared to previous efforts in our school.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
3.2 Increase the opportunity for students to participate in community outreach activities and increase awareness of the value of their involvement and contributions to the community.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Create a promotional and reflection teams to identify a variety of community outreach activities and monitor student awareness of the value of their contribution and participation.	Chris Baker Scott Worthington		X	X	X		Team members will be identified and roles established, including liaisons to the Aldrin TV program and overall community.
2. Collaborate with the PTA in identifying and sponsoring community outreach activities.	Barbara Gist Jill Norcross (PTA)		X				Communication among committee members.
3. Engage students in participating in and understanding the importance of community outreach activities using media to include but not limited to Aldrin TV program. and commercials.	Rhonda Haydock Valerie Aber	Material resources associated with event	X	X	X		Data collected in the reflective process will be used to assess the effectiveness of the media and promotion used.
4. Promote community outreach opportunities	All committee members	Planning hours to develop promotional materials for events.			X		Event feedback to/from participants in progress and final results. Engage students in an event.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

3.2 Increase the opportunity for students to participate in community outreach activities and increase awareness of the value of their involvement and contributions to the community.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	How we will monitor progress.
			5. Create a check list and solicit written responses to be used after each community outreach event that will evidence that students know how they have made a difference and whom they have affected through their outreach efforts.	Esther Eacho Jennifer Bullen Chris Baker Hollie Copeland Erin Reddington Scott Worthington	Post survey, written reflections		
6. Collaborate and coordinate with the SCA sponsor to ensure that SCA planned activities are supported in community outreach efforts.	Alicia Alston-Harrison Denise McGuinness Scott Worthington		X	X	X	X	Communication among committee members.

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SCHOOL IMPROVEMENT PLAN OBJECTIVE:			
1.1.1 Increase student achievement in Reading in grades K-6 by implementing consistent guided reading strategies and DRA assessments across all grade levels, focusing specifically on identified at-risk students.			
Performance Indicators	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>1.1.1 (a) 100% of students' performance on the June administration of the Kindergarten DRA 2 Word Analysis will be greater than or equal to 167. This is the minimum benchmark for FCPS.</p> <p>1.1.1 (b) 100% of students' performance on the June administration of the DRA 2 will be greater than or equal to 16 for first graders and 28 for second graders. These are the minimum benchmarks for FCPS.</p> <p>1.1.1 (c) 100% of students' performance on the June administration of the Upper Grade DRA 2 will be greater than or equal to 38 for third graders, 48 for fourth graders, 58 for fifth graders and 68 for sixth graders. These are the minimum benchmarks for FCPS.</p>	<p>1.1.1 (a – f) Scores from DRA and SOL</p>	<p>1.1.1 (a – f) Supported:</p> <ul style="list-style-type: none"> • All teachers completed DRA course. • STAR committee monitored progress and interventions for at-risk students. • TIM meetings were used to discuss student progress and “best practice” instructional strategies. <p>Inhibited:</p> <ul style="list-style-type: none"> • DRA2 for 1st and 2nd grades were scored differently from previous DRA creating difficulty in comparing scores from one year to the next. • Upper grades had no DRA score from the previous year – difficult to compare with QRI scores. Also when we set the original minimum benchmarks, we had not been trained in the DRA. Now we understand how the scores are formulated. 	<p>1.1.1 (a – f)</p> <ul style="list-style-type: none"> • Continue to train new teachers in DRA administration. • Provide for support for new teachers throughout school year. • Volunteer training for At-Risk Reading lab • Teachers new to Aldrin have been provided with Guided Reading textbooks. • The Reading Wall was abandoned and instead, a DRA spreadsheet was developed so that we can easily compare scores from one year to the other. We also changed our benchmark scores to reflect the scores we are recording on the spreadsheet. • We have updated the percentage for student performance on the 3-6th grade Reading SOL test to

<p>1.1.1 (d) The student performance on the 3rd, 4th, 5th, and 6th Grade Reading SOL test will be greater than or equal to 77% passing for all subgroups as measured by the Spring 2007-2008 exam as determined by the state of Virginia.</p> <p>1.1.1 (e) When comparing baseline SOL Reading test longitudinal data (2005 - 2007) with 2007 - 2008 SOL Reading test data, all subgroups (grades 3-6) will evidence an increase in the percentage of students who move from <u>fail to pass</u> <u>proficient</u> and from <u>pass</u> <u>proficient to pass</u> <u>advanced</u>.</p> <p>1.1.1 (f) When comparing baseline longitudinal data (2005 - 2007) with 2007 - 2008 data, the percentage of identified at-risk* students in reading (grades 1-6) for all subgroups will be reduced by 75 percent.</p>		<ul style="list-style-type: none"> • When we made the plan in the fall of 2007, we had not been trained in the DRA and weren't educated about the strands on which the children would be tested. For example, children need to be taught how to summarize in order to perform successfully on the DRA2. • The absence of our Reading teacher from January until present has prevented the utilization/completion of the Reading Wall – an original performance indicator (#3). • We found there was not enough time in TIM meetings for adequate discussion and instructional strategies. 	<p>reflect the current minimum passing percentage to ?% for the Spring 2008-09 exam as determined by the state of Virginia.</p> <ul style="list-style-type: none"> • Teachers are more knowledgeable about the DRA2 test and are teaching skills to children to help them be successful on the DRA2 on a consistent basis. • We had a substitute reading teacher for the 2nd semester of the 2007-08 school year. We are anticipating the return of our Reading Teacher • We have added 2 TIM meetings (2 hours) per month to discuss formative assessments and to provide for child by child assessment of and for learning. Training for eCart will also occur during these meetings. • We are continuing the Marzano training during the 2008-09 school year.
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SCHOOL IMPROVEMENT PLAN OBJECTIVE:			
2.1 Decrease behavior referrals and increase citizenship grades through a character education program that develops respect and encourages responsibility for student actions.			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>2.1 (a) Decrease the number of student discipline referrals for administrative action from baseline data collected during the fourth quarter (07-08) by 25% when compared to the number of discipline referrals at the end of the fourth quarter (08-09)</p> <p>2.1(b) Beginning in calendar year 2008-2009, improve Progress Report marks in the areas of: accept responsibility, show courteous behavior and comply with classroom rules by one mark per year (measured using the first quarter 2007-2008 grades and the last quarter 2008-2009 grades), per category for 80% of the students. For example, a mark of S in the first quarter should be G by the end of the year.</p>	<p>2.1(a) Our initial performance indicator was incomplete. The data will be compared using the first quarter and fourth quarter referrals during the 08-09 year after the program has been implemented for a full school year.</p> <p>2.1(b) The Progress Report data for the first quarter 07-08 was collected. This data will be compared with the Progress Report data at the end of the fourth quarter 08-09.</p>	<p>Most of the data collected is being compared to data that remains to be collected at the end of this year. The data collection will be more meaningful after the character education program has been in effect for an entire school year. Last year implementation was delayed until the third quarter. The committee felt that an analysis before the program had been implemented one entire school year was premature. The factors addressed below are believed to have supported/inhibited the program as reflected by the committee feedback due to actual data analysis being incomplete.</p> <p>Supported:</p> <p>2.1(a) and 2.1 (b)</p> <ul style="list-style-type: none"> • The performance “A Better You, A Better Me” was instrumental in launching the character education program last year. • The multi-layered approach 	<p>2.1(a) and 2.1(b)</p> <ul style="list-style-type: none"> • The play and the skits will no longer be a part of the ongoing character education program. • It was anticipated that the play would serve as a kick-off to character education the first year of implementation only. The play was video taped and will be shown to the kindergarten and first grade classes on a yearly basis. • Posters relating to each pillar will continue to be done by grade levels. Selected posters will remain on display by the pillars in the cafeteria throughout the year. • The character pillar of the month will be included in class newsletters and will be posted on Blackboard. • Data for discipline referrals and Progress Report marks will be collected and analyzed at the end of the fourth quarter. • The multi-layered approach

<p>2.1(c) On an end of the year survey, a majority of teachers will respond and of that majority 75% will respond affirmatively to questions relating to successful</p>	<p>2.1(c) A survey was conducted at the end of the 07-08 year.</p>	<p>toward the character lessons was believed to be more effective. The counselor and administrators taught character lessons and classroom teachers reinforced these lessons in the classroom.</p> <p>Inhibited:</p> <p>2.1(a) and 2.1(b)</p> <ul style="list-style-type: none"> • The time required in having grade levels perform skits to be shown on WALD exceeded the initial time commitment anticipated. • The character education program was not implemented until the third quarter of 2008. This inhibited the data analysis. • Assessments were not consistently given by grade levels at the end of each character pillar lesson. <p>Inhibited:</p> <p>2.1(c) The staff response to the survey was low (26 people).</p>	<p>toward lessons will continue.</p> <p>2.1(c)</p> <ul style="list-style-type: none"> • A survey will be conducted at the end of the 08-09 school year. • The survey will be completed
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implementation of the character education program resulting in: an improvement in respectful behavior shown by students, and an improvement in students taking responsibility for their actions

at a TIM meeting or staff meeting to ensure greater response.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:			
3.2 Increase the opportunity for students to participate in community outreach activities and increase awareness of the value of their involvement and contributions to the community.			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>3.2 (a) – Third and fourth quarter in school events (Giving Tree and Jump Rope for Heart) showed better student participation than weekend events.</p> <p>3.2 (b) - Participants responded favorably in their response on a special events survey. Students from each grade level were able to site examples of the contributing factors that make a “healthy body” through Jump Rope for Heart.</p> <p>3.2 (c) - Promotion from the news program, student prepared flyers, word of mouth, parental and teacher support contributed to an increase in number of participants.</p> <p>3.2 (d) - We will be able to compare results once the event has occurred in 2008-09.</p>	<p>Supported:</p> <p>3.2 (c) - Jump rope for heart and the Giving Tree events was organized in house and the entire school had an opportunity to support the event. Homeless Walk is organized by an outside source and the school provides support and participants.</p>	<p>3.2 (a) - A “Going Green, Aldrin Recycles” program will begin at Aldrin replacing Fairfax Re-leaf program.</p> <p>3.2 (c) Increase student participation by increasing promotion material and other various forms of communication with our students.</p> <p>3.2 (d) - Our search for other charitable organizations/events will cease as we will complete one event per quarter.</p>

Inhibited:

3.2 (a) - There are many fundraising events and worthy causes that students can participate. However we can't support them all and keep students wanting to participate.

3.2 (b) - Feedback mechanism was difficult for teachers to complete after the event. Therefore it was suggested that we complete the check list and reflection before participants leave the event.

3.2 (d) - Due to budget cutbacks the Fairfax Re-leaf project will not be part of this years plan. A "Going Green, Aldrin Recycles" program will begin at Aldrin.

