

Fairfax County Public Schools

**School Improvement Plan
2007 – 2008**

Aldrin Elementary

Cluster 1

J. Martin Marinoff, 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	SIP Committee Co-Chair/ Academic Committee Co-Chair		
Jane Cox	Academic Committee Chair		
Ali Alston-Harrison	Essential Life Skills Committee Co-Chair		
Alane Peragallo	Essential Life Skills Committee Co-Chair		
Hollie Copeland	Responsibility to the Community Committee Co-Chair		
Scott Worthington	Responsibility to the Community Committee Co-Chair		
TBD	Parent Representative to Academic Committee		
Susie Metz	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! THROUGHOUT OUR SCHOOL AND PARENT COMMUNITY WE STRENGTHEN THESE VALUES THROUGH COLLABORATION, COOPERATION, AND CARING ABOUT ONE ANOTHER AND WE HOLD EACH OTHER ACCOUNTABLE FOR OUR EFFORTS AND ACCOMPLISHMENTS.

SPECIAL PROGRAMS

Academic

PDS Interns
Foreign Language Classes
Bright Start
Odyssey of the Mind
Geography Bee
Crayon Factory

Principal's Recognition
Principal's Challenge
PLC
Word Masters
Science Fair

Essential Life Skills

Running Club
GRACE Art
Student Grade Level Meetings

Girls on the Run
Philosopher's Club

Responsibility to the Community

Recycling Programs
Mini-Walk for the Homeless
Jump Rope for Heart

Growing Native
Red Ribbon Week

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.

- | | |
|---|---|
| <input type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

Increase student achievement in Reading in grades K-6 by implementing DRA across all grade levels, focusing specifically on identified at-risk students.

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

Data Sources: Although the achievement of Aldrin students as a whole in reading is high, our Hispanic, Black, LEP, Students with Disabilities, and Economically Disadvantaged subgroups are scoring significantly lower. Two-year trend SOL Reading test pass rate data (grades 3-6) for the All and White student populations was 94% and 97%, respectively. However, during this same two-year period (2005 - 2007) students (4%, N= 45) in these populations did not pass and were considered at-risk. The SOL Reading test pass rate data (grades 3-6) for this same two-year period for the five other subgroups was Hispanic (78%), Black (74%), LEP (84%), SWD (81%), and Economically Disadvantaged (75%), respectively. **Note:** the average number of students for each of these subgroups across grade levels is relatively low Hispanic (N=3.4), Black (N=5.3), LEP (N= 7.3), SWD (N=13.3), and Economically Disadvantaged (N=5.5). Within these five subgroups and during this same two-year period (2005 - 2007) students (22%, N= 57) did not pass and were considered at-risk. Nine percent (9%, N=20) of current students in grades 1-3 have also been identified as at-risk in reading as assessed using PALS, DRA, and QRI 2006-07 data. We expect greater numbers of students across all subgroups to be passing their SOL Reading test and fewer numbers of students being found at-risk in reading, considering past SIP efforts.

One hundred percent of teachers in grades 3-6 participated in the FCPS Academy Guided Reading course in the 2005-06 school year to improve overall understanding of reading instruction.

One hundred percent of teachers participated in Teachers as Readers group with the books Strategies that Work 2000 by Stephanie Harvey and Anne Goudvis (grades 3-6) and Reading with Meaning by Debbie Miller (grades K-2) in the 2006-07 school year to improve understanding of reading strategies.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

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.

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, special education 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.

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 plan to train teachers in grades 3-6 in the use of the Developmental Reading Assessment (DRA).

Aldrin staff has also developed an electronic "Reading Wall" to track the reading achievement of all students. This is a working document accessible to all teachers that can be updated as children progress through the DRA levels. Data will be collected on the students' progress and posted on grade level reading walls. Grade level reading walls provide teachers with a visual representation of the reading continuum for each child represented, as well as recorded formative and summative data. The Reading Wall allows each team to track the individual child, as well as class and grade level progress toward the benchmarks.

Team Instructional Meetings (TIM) are held bi-monthly 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. The teams collaborate with specialists in the building that support their program. This year, release time will be provided to allow vertical teams to meet in order to strengthen vertical alignment of instruction.

Additionally, Aldrin has implemented a before school academic support program called Bright Start. Volunteer teachers lead this twice-weekly, 45 minute program focusing on remedial reading strategies for identified at-risk students.

Best Practice Research:

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.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	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	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.
1.1.1	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.
1.1.1	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 77% passing for all subgroups as measured by the Spring 2007-2008 exam as determined by the state of Virginia.
1.1.1	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 proficient</u> and from <u>pass proficient to pass advanced</u> .
1.1.1	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.

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

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. DRA Word Analysis Training – the kindergarten teachers will receive training throughout the 07-08 academic year in administering and interpreting the assessment.	Ellen Keyser	None	X	X	X	X	
2. Kindergarten teachers will administer the Word Analysis Assessment to all students.	Ellen Keyser Amy Preston Erin Reddington Julie Bruno	None		X	X	X	DRA Online
3. Primary DRA 2 – the first and second grade teachers will receive training throughout the 07-08 academic year in administering and interpreting the assessment.	Jane Cox	None	X	X	X	X	
4. First and second grade teachers will administer the DRA 2 to all students.	Linda Crittenden(1) Lauren Angel(1) Jennifer Bullen(1) V.Costello(2) L. Johnson(2) K.Emancipator(2)	None				X	DRA Online Reading Wall

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

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.	
5. Upper Grade DRA 2 – three – sixth grade teachers will receive training in administering and interpreting the assessment.	Grades 3 – 6 teachers N. Ward(3) A. Peragallo(3) C. DiVirgil (3) B. Yingling(4) W. Wilson(4) K. King (4) R. Kairns(5) L. O’Donovan(5) H. Copeland(5) S. O’Day(6) F. Ruiz(6)	Bins for DRA2 kits - \$450		X			
6. Third - Sixth grade teachers will administer the Upper Grade DRA 2 to all students.	N. Ward(3) A. Peragallo(3) C. DiVirgil (3) B. Yingling(4) W. Wilson(4) K. King (4) R. Kairns(5) L. O’Donovan(5) H. Copeland(5) S. O’Day(6) F. Ruiz(6)	None				X	Reading Wall TIM Meetings
7. Identify at-risk students (grades 1-6) using PALS (K), DRA (grades 1-2), and SOL (grades 3-6) data. Provide this list to individual grade level, special education, and ESOL teachers, and reading teacher	Marty Marinoff	None	X				

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

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. Use TIM for collaborative team planning based on data to discuss student progress and "best practice" instructional strategies, especially for identified at-risk students.	E. Keyser (K) A. Preston (K) E. Reddington (K) J. Bruno (K) L. Crittenden(1) L. Angel(1) J. Bullen(1) V. Costello(2) L. Johnson(2) K. Emancipator(2) N. Ward(3) A. Peragallo(3) C. DiVirgil (3) B. Yingling(4) W. Wilson(4) K. King (4) R. Kairns(5) L. O'Donovan(5) H. Copeland(5) S. O'Day(6) F. Ruiz(6)	None	X	X	X	X	
9. Utilize STAR Committee to formally monitor interventions and progress of struggling (newly identified) and identified at-risk students.	Norma Gordon, Marty Marinoff, and Karen Capell	None	X	X	X	X	Star Committee Calendar and notes

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.

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | 2.1 Demonstrate sound moral character and ethical judgment. | 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 Be able to contribute effectively with a group dynamic. | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | 2.7 Develop practical life skills. |
| <input type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict. | 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)*

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 second 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.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	Decrease the number of student discipline referrals for administrative action from baseline data collected during the first quarter (2007) by 25%.
2.1	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 and last quarter 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	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:							
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.				
			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 (1 st 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		X			This data will be used as a baseline comparison for the actual data analysis to be conducted over an entire school year in 2008-2009 with the program in place for a full 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 2 nd quarter.
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			X		Informal observation and dialogue regarding another school's character program
5. Develop a character education program based upon the six pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship	Alane Peragallo Alicia Alston Lisa O'Donovan Whitney Wilson	\$100 per grade level for books and materials			X		Lessons begin by school counselor and classroom teachers
6. Staff Development to provide character education curriculum ideas to classroom teachers and calendar of events	Alane Peragallo Alicia Alston Committee Members	Handouts		X			Dialogue at staff meeting

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.	
7. School-wide character education activities: - designate a pillar a month focus - begin character education program with an announcement/role-play on the school WALD morning TV program. - Morning message relating to pillar to be done by SCA during morning announcements - Put pillar of the month on marquee - Posters designed by students to reinforce the pillars in the hallway and cafeteria	SCA; Students volunteer for posters; Grade levels alternate designating students for role-play each month; committee members	Poster board, tape, markers; set of character posters per pod (\$60) \$200 for scripts and music for assembly or WALD by students			X		Informal observation
8. Grade level teachers will incorporate books/stories into their curriculum relating to the monthly pillar and administer an assessment of what the pillar means to the student	K-6 Classroom teachers Specialists Librarian	Books for library relating to the pillars			X		Grade level and PLC dialogue Review student assessment: What [character trait] means to me.
9. Pillar lessons to be reinforced at grade level meetings	Assistant Principal and Principal				X		Grade Level Meetings
10. Include pillar of the month in newsletters to communicate with the parent community	K-6 Classroom teachers and Counselor				X		Newsletter publications
11. Monthly guidance lessons for each pillar	Alicia Alston	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	X			Grade level meetings and counselor calendar

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.	
14. Parent information night regarding bullying prevention sponsored by Herndon Elementary School	Administration, Guest Speaker		X				Attendance at information night
15. 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.

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)* 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 \$2000 in 2006 and \$4000 in 2007); the Holiday Canned Food Drive (with donations of 800 cans and 30 boxes in 2001); the winter coat drive in 2002 (which collected 90 coats); the Alan Webb Run For the Kids Program (with ten 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, WALD, 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, Tuesday 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.

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

Schools that have adopted Art Costa's "Habits of Mind" on a school-wide and community basis have found it to be beneficial in assisting students in understanding what it takes to be academically successful and in reaching their fullest academic potential. Such programs have 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 and greater community. Such schools have created opportunities while focusing on the aspects of character development which allows their students to be productive and caring citizens in our nation and world.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Completion of at least one community outreach activity per quarter starting the third quarter and have at least 50% student participation.
3.2	Results of a feedback mechanism (pre and post survey, written reflections, drawings, etc.) 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	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	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—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.	
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.	Hollie Copeland Scott Worthington		X	X	X	X	Team members will be identified and roles established, including liaisons to the Aldrin WALD morning TV program and overall community.
2. Seek community outreach opportunities within Reston, create a list and refine the choices.	Barbara Gouldey Peggy Brumsted	Time to research needs in Reston, VA		X	X	X	Generate a list of events monthly and school, community, country and world charitable organizations
3. Collaborate with the PTA in identifying and sponsoring community outreach activities.	Barbara Gist Jill Norcross (PTA)			X	X	X	Communication among committee members.
4. Engage students in participating in and understanding the importance of community outreach activities using media to include but not limited to WALD, assemblies and commercials.	Linda Morris Valerie Aber Caroline DiVirgil	Material resources associated with event		X	X	X	Data collected in the reflective process will be used to assess the effectiveness of the media used.
5. Promote community outreach opportunities	Hollie Copeland Virginia Costello Scott Worthington Mary Kay Friess	Planning hours to develop promotional materials for events.			X	X	Event feedback to/from participants in progress and final results. Engage students in an event.
6. Create a feedback mechanism (.) 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 Kathleen King Jennifer Bullen Chris Baker Hollie Copeland Erin Reddington	Pre and post survey, written reflections, drawings, etc			X	X	Pre-assessment and post-assessment surveys of students.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be use to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
<p>7. Collaborate and coordinate with the SCA sponsor to ensure that SCA planned activities are supported in community outreach efforts.</p>	<p>Ali Alston-Harrison Denise McGuinness Scott Worthington</p>		<p>1st Qtr.</p>	<p>2nd Qtr.</p>	<p>3rd Qtr.</p>	<p>4th Qtr.</p>	<p>Communication among committee members.</p>
<p>8. Create a calendar on Outlook for SCA/ Community Committee</p>	<p>Dayve Foreman Ali Alston-Harrison</p>	<p>Create a calendar to schedule and track events for teams to use for planning and implementing events.</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>Create a timeline to start promotion, implementation and reflection.</p>

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	