

Fairfax County Public Schools

School Improvement Plan 2008 – 2009

Braddock Elementary

Cluster 3

Revisions as of 1/16/2009

**Cynthia Botzin, Principal
Teresa Davis, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Cynthia Botzin	Principal		
Teresa Davis	Assistant Principal		
Kelly Ahn	Leadership Committee Co- Chair Literacy Primary Chair		
Kristi Celata	Leadership – Counselor		
Erin Channell	Leadership – 2 nd , Primary Math		
Linda Costa	Leadership – ESOL, 4th		
Aaron Davis	Leadership – 3rd Responsive Classroom Co-Chair		
Noel Foley	Leadership – Upper Literacy		
Laurie Smith	Leadership – 4 th Upper Literacy.		
Judy Hall	Leadership – Math Co-Chair		
Jane Jordan	Leadership – Technology Technology Chair		
Gail Keller	Leadership – FECEP		
Thomas Kim	Leadership – 2 nd , Science Co-Chair		
Ben Kolodziej	Leadership – 4th Responsive Classroom Co-Chair		
Nikalette Lee	Leadership - Counselor		
Anthony Ramakis	Leadership – 5 th . Science Co-Chair		
Maggie Readyhough	Leadership Committee Upper Literacy Chair		
Andrew Smith	Leadership Social Studies Social Studies Chair		
Guy Spagnoli	Leadership – Sp. Ed.		
Sally Stone	Leadership - IA		
Claudia Trace	Leadership – 1 st , Parent Resource		

Name	Position	Name	Position
Lindsay Varner	Leadership – Primary Literacy		
Kimberly Witeck	Leadership Committee Co-Chair – Math Co-Chair		
Laurie Bejjani	Parent Resource		

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 STATEMENT

Braddock School Vision Statements:

Our community of learners supports each child through differentiation , providing a safe environment, and encouraging each student to achieve their personal best in all academic and social areas. We will:

- cultivate an environment of mutual honesty, respect, and learning.
- use best practices and knowledge of each child to teach them at their instructional level.
- create a safe, loving, and encouraging environment so that each child will be successful.
- build bridges with our community to increase partnerships.
- consider each child’s individual differences when planning for instruction.
- differentiate instruction across the curriculum for all children.

SCHOOL—MISSION STATEMENT

Braddock Elementary Mission Statement:

The mission of Braddock Elementary School is to provide a learning community that challenges ALL students and staff members to realize their greatest potential in a safe and respectful environment. Everyone is encouraged to learn, think critically, work cooperatively, and communicate effectively in a culturally diverse community.

SCHOOL-CORE VALUES/BELIEFS

Braddock Elementary Beliefs:

- Each individual child is able to learn and improve their academic skills.
- High expectations are held for all children in an inclusive setting.
- Learning for children and adults will occur in a safe and respectful environment.
- Diversity is an asset that is to be valued and respected.
- Parents and community members are an integral and valued part of the educational process.

SPECIAL PROGRAMS

	Goal 1	Goal 2	Goal 3
After-School Clubs	X	X	X
After-School Remediation Program Grades 3-5	X	X	X
Band, Strings, and Chorus		X	X
ESOL Program	X	X	X
Family Literacy Adult Learning			X
FECEP/Head Start	X	X	X
Full-Day Kindergarten	X	X	X
Gifted & Talented Services	X	X	X
Hispanic Language Literacy Club (HLLC) Grade 3	X	X	X
Individual tutors and mentors	X	X	
Korean and Hispanic liaisons			X
Leveled Literacy Intervention 3-5	X	X	X
Math Participation Activities (Challenge 24, St. Jude's Mathathon, Family Bingo Night, K-5)	X	X	X
Mobile Wireless PC Lab	X		X
Parent Instructional Coffees	X	X	X
Partnership w/Alternative House and After-School Programs for Grades 4-5	X	X	X
Partners-in-Print (K-5)	X	X	X
Peer Mediation Program	X	X	X
Professional Learning Communities	X		
Quarterly Annual Yearly Progress Mtgs (Teachers & Administrators discuss every child's progress)	X	X	X
Science/Social Studies Night	X	X	X
School Aged Child Care (SACC)			X
School-Based Gifted & Talented Program	X	X	X
Schoolwide Responsive Classroom	X	X	X
Schoolwide Title I	X	X	X
Small pupil-teacher ratios at all levels K-5	X		
Special Ed-Noncategorical K-5	X	X	X
Teachers-as-Readers	X	X	
Title I Family Instructional Programs (Standards of Learning)	X	X	X
Title I Literacy Collaborative Model K-5	X	X	X
Title I Reading Recovery Program, Grade 1	X	X	X
Title I SULA Program (Step-up Language Arts)	X	X	X
Waterford Phonics Program	X		
Young Scholars	X	X	X

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 checked="" 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)* **To increase student achievement in Language Arts across all grade levels by implementing Literacy Collaborative, thus providing comprehensive and consistent teaching practices and a common instructional language for the duration of each student's educational experience at Braddock.**

Improve student achievement in mathematics in all areas, with a special focus on the achievement of our Hispanic students.

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

Data Sources:

- **Quarterly Annual Yearly Progress (AYP) reports (representing Developmental Reading Assessments/DRA scores, writing levels, and progress in word analysis (Developmental Reading Assessment 2) and word study**

- Standards of Learning/VGLA scores in grades 3, 4 & 5
- LEP, special education, and low achieving general education students – identified through Professional Learning Communities and Quarterly Annual Yearly Progress meetings with teachers to discuss student progress will be carefully monitored
- Use of (Virginia Alternative Assessment Program) VAAP to show progress
- 32% student mobility for 2007-2008
- Standards of Learning (SOL) results from 2007-2008 indicated that our overall school schievement in mathematics went down, particularly by our Hispanic students showing a growth from 33% Hispanic to 58%.
- Hispanic SOL math scores to be referenced
- LEP, special education and low-achieving general education students, identified through PLC meetings

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Standards of Learning results in English have been carefully reviewed, with a special focus on performance by question with individual students that did not meet state requirements for passing. Review of weekly Professional Learning Community (PLC) meeting notes, quarterly Annual Yearly Progress (AYP) meetings, and child study identified specific academic concerns across targeted subgroups, as well as a small percentage of general education students. Data gathered at PLC and AYP meetings uncovered lapses in curricular instruction, including a lack of a common instructional language and consistent, collaborative teaching practices in language arts across the grade levels. The performance of Reading Recovery students was also reviewed: despite achieving first grade reading benchmarks at the end of program, a disproportionate percentage of these students were below grade level expectations in grades 3-5.

Observations made by administration, specialists and teachers revealed some areas of strength and weaknesses in instruction. Teachers were teaching appropriate content and curriculum aligned with state standards and the Program of Studies, but we noticed that our math achievement was declining. More emphasis on vocabulary and concept building through small-group instruction and active, engaging lessons are necessary to reach our diverse and at-risk population.

Best Practice Research:

Three major high quality studies have examined the effects of the Literacy Collaborative program on student learning. As a group the literacy programs had subtle, positive effects on schools: there was more literacy related professional development, more parent involvement, more diverse approaches to instruction, more frequent use of creative writing, more cooperative learning, and more individualized instruction, including ability grouping and independent reading. It was found that in high poverty schools in

particular, the schools showed substantially larger increases in test scores (Dexter, 2007). *Literacy Collaborative will be a multiyear approach that will be implemented in grades K-5 each year.*

Dexter, Emily (2007). *Research on Literacy Collaborative: Literature Review.*

Literacy Collaborative® is a comprehensive school reform project designed to improve the reading, writing, and language skills of elementary children. The cornerstone of this project is dynamic, long-term professional development. School-based literacy coordinators are trained in research-based methods; provided with ongoing professional development as they continually implement research-based approaches in their own classrooms; and supported as they provide on-site training for the teachers in their schools. The goal of this comprehensive effort is to significantly raise the level of achievement for all students.

Timeline

- The Literacy Collaborative Model was implemented in grades K-2, with training a literacy coordinator and providing a year long professional development course, with individual coaching. (2005-2007)
- The Literacy Collaborative Model was implemented in grades 3-5, with training a literacy coordinator and is presently providing a year long professional development course, with individual coaching. (2006-2008)
- The Literacy Collaborative Model is back on schedule with the training of a new K-2 coordinator (2008-2009) and the continuation of training for grades 3-5 teachers who are in Year 2 and also providing a year long professional development course for Year 1 grades 3-5 teachers (2008-2009)
- Full Literacy Model implementation is expected to be completed by 2009-2010.

Leveled Literacy Intervention (LLI) is designed to work in conjunction with Reading Recovery and Literacy Collaborative as an additional safety net for struggling kids. Teachers work with groups of three students five times per week for eighteen weeks with the goal of bringing them to grade level. Data from the 2007-2008 school year supports the use of Leveled Literacy Intervention for students in grades 3-5 who are also working well below grade level. This program will expand in 2008-2009 beyond grades K-2 to meet these needs.

Research in best practices for meeting highly diverse, at-risk students shows that we must use effective teaching strategies such as small group instruction, hands-on activities, and vocabulary-building activities, among others. In addition, we must increase student engagement and communicate high expectations for all of our students, regardless of their home language or socio-economic status.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.1	Quarterly reading record reviews (grades 1-5) will continue to show that 98% of students are making progress in DRA reading levels.
1.1.1	DRA scores(grades 1-5) from fall to spring will continue to show that 98% of students have made progress
1.1.1	Gathering baseline data to show fall and spring Word Study Scores (DRA2-K), high frequency (1-2), Schlagal Spelling Assessment (3-5)
1.1.1	81% of all 3-5 students will pass the Standards of Learning English test
1.1.1	90% of all 5 th graders will pass the Standards of Learning Writing test
1.1.2	79% of all students will pass the Standards of Learning mathematics test
1.1.2	Gathering baseline data for student achievement on common assessments (including eCART and MRA) for mathematics at grade levels K-5, as specified on the quarterly (Annual Yearly Progress) spreadsheet MRA= Mathematical Reasoning Assessment

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. (Include professional development and parent involvement)	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.	
1. Implementation of Leveled Literacy Intervention – Extend to struggling students in grades 3-5	Jody Samuels	Guided Reading Books					Observation surveys Running Records DRA
2. Partners-in-Print Family Evenings 2-Primary Parent Involvement 2-Intermediate Parent Involvement	K-5 Teachers ESOL Special Ed Reading Teachers	Books Notebooks		X	X	X	Parent evaluation Parent participation
3. <i>Teachers as Readers</i> Weekly discussion of <u>Test Talk</u> for grades 3-5 teachers Selected chapters from professional books will be shared & read at primary PLC meetings to guide conversations around instructional practices and choices.	Maggie Readyhough Jody Samuels Lindsay Varner	Professional texts purchased for each participant	X	X	X		Participation and level of discussion Analysis of eCart / SOL testing results
4. Staff Meetings will include: -presentation on <i>The Kids Left Behind</i> by Mary Helman 10/6/08 - Test talk vocabulary and suggestions for use across the curriculum	Lindsay Varner Maggie Readyhough Jody Samuels Kelly Ahn	Posters/Charts to be used in all areas of instruction including PE, Art, Music	X	X	X	X	Analysis of eCart /SOL testing results
5. After school Reading Remediation Clubs will be implemented for grades 3-5 students at-risk.	Literacy Specialists	Guided Reading, Interactive Read-alouds, <u>Test Talk</u> Stipends for teachers		X	X		Analysis of eCart, AYP meetings, Child Study

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. (Include professional development and parent involvement)	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. All teaching staff will be part of monthly PLC meetings that focus on mathematics. Content will include, but not be limited to, incorporating Marzano's strategies in the various content strands.	Math Resource Team	Material resources to be provided by the Title I Math Resource Team	X	X	X	X	Implementation of the strategies learned to be monitored by the Math Resource Team through <i>Professional Learning Community</i> team discussions evident in the minutes collected
7. Strategies for teaching math vocabulary will be implemented at all grade levels using interactive hallway mathematics stations	Math Committee	Vocabulary Cards. Venn Diagrams, other graphic organizers (retrieved from Gateways on FCPS 24/7)	X	X	X	X	Vocabulary activities will be documented in team planning of unit lessons.
8. Teachers who make home visits will provide families with math games to play; otherwise, games will be sent home with students.	Math Committee; Classroom teachers	Supplies to be funded by PTA	X	X	X	X	Results of these activities will be reported to teachers as evidence of development in math skills.
9. The master schedule will include one hour daily for mathematics instruction	Administration		X	X	X	X	Implementation and use of time will be monitored by administrators.
10. Use of EDC Calendar Math will be strengthened with the implementation of updated kits and through the use of the FCPS 24/7 EDC site. In addition, staff members who have not been trained in using EDC will receive training.	Math Resource Team	New EDC Calendar kits for teachers who do not possess one.	X	X	X	X	Implementation of the new Calendar kits to be monitored by the Math Resource Team through PLC team discussions evident in the minutes collected.
11. Professional development will be imbedded in PLC meetings. Previously trained team members will do turn-around training, sharing activities, strategies, and best practices.	Classroom teachers and specialists	Copies of <i>Introduction to Representation</i> purchased for all classroom teachers	X			X	Implementation of the strategies shared to be monitored by the Math Resource Team through PLC team discussions evident in the minutes collected.

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.	
12. After-school clubs will target under-achieving students in math	Math Team	Partner Games kits	X	X	X	X	Student achievement on assessments and performance in classroom
13. Individual students who are performing below the proficient level will receive one-on-one or small-group mentoring by a staff member, with a focus on reinforcing math concepts, vocabulary and skills.	Math Team and other staff members	Games, manipulatives, resource books	X	X	X	X	Student achievement on assessments and performance in classroom
14. Annandale Tutors will support individual student learning in math.	Reading teacher (liaison), classroom teacher and Math Resource Team						Math Resource Team will make weekly contact with classroom teachers of supported students to provide materials and activities.

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 type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input checked="" type="checkbox"/> 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. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 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)*

Develop a self assessment evaluation where students track their progress towards attaining their “**Hopes and Dreams** for the current school year. **Hopes and Dreams**, a component of the Responsive Classroom approach, are student designed academic and/or behavioral goals for the school year.

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

Data Sources:

The data from last year showed inconsistent results from student Hopes and Dreams self-assessments. This was mainly due to the fact that many incoming students during last school year did not complete a self assessment. Note 32% student mobility for 2007-2008.

Additional staff received Responsive Classroom training last year and over the summer. Therefore, the Responsive Classroom Committee will continue to maintain a record of teachers who have received Responsive Classroom training and/or coaching.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

One of our strengths is that Morning Meeting, a prime component to the Responsive Classroom approach, is implemented in every classroom at Braddock. Also, all classrooms create and discuss Hopes and Dreams at the beginning of the school year. Our weakness has been our inconsistency with guiding our students to be reflective about their behavior by monitoring, and possibly changing, their

Hopes and Dreams after each quarter. Finally, moving a Responsive Classroom environment from each classroom and out to every aspect of the school environment has been another weakness.

Best Practice Research:

- Teaching Children to Care by Ruth Charney – This resource is used as a general reference to implement the responsive classroom approach..
- First Six Weeks of School by Paula Denton & Roxann Kriete – This resource facilitates implementation of Morning Meeting and student creation of Hopes and Dreams, among other things.
- In Our Schools by Karen Casto & Jennifer Audley – Each grade level, PLC representative on the Responsive Classroom Committee read a chapter about a different portion of the school day with their grade level team. Teams proceeded to discuss, model and practice expectations for their portion of the school day with their students.

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>
2.6	By the end of the school year (2008-09) <u>75</u> % of the students at each grade level will have achieved the highest attainment level on their Hopes and Dreams self- assessment.
2.6	By the end of the school year (2008-09) <u>100</u> % of grade levels will post student created text and illustrations around the school building depicting expected behavior throughout the school day: arrival, hallways, restrooms, lunch, recess, and dismissal.
2.6	<u>100%</u> of students will participate in Morning Meetings each day to share and reflect upon individual Hopes and Dreams as a classroom community.
2.6	At least <u>75%</u> of classroom teachers will have received Responsive Classroom training and/or coaching by the end of the 2008-09 school year.

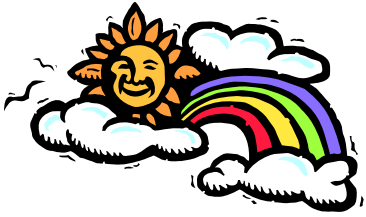
STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

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. Students compose their Hopes and Dreams in September. Teachers guide students toward creating realistic and attainable goals that can be achieved in the classroom. The quarterly student self-assessment will allow students and teachers to gauge progress toward meeting their Hopes and Dreams . All students will participate in daily Morning Meetings that will support and encourage them to meet their Hopes and Dreams .	Students & Classroom Teachers	Art and paper supplies (already available).	X				Teachers will display Hopes and Dreams within each classroom. Teachers will monitor that all students, including incoming students, create and/or monitor a hope and dream at the end of each quarter.
2. Students self-assess their progress towards achieving their Hopes and Dreams at the end of each quarter	Students	Self-assessment designed by Responsive Classroom Committee ¹	X	X	X	X	Grade-level team dialogue at Professional Learning Community meetings
3. Teachers guide students through sharing progress on Hopes and Dreams achievement at Morning Meeting.	Classroom teachers, school administrators, and other Morning Meeting guests	Staff training from Northeast Foundation for Children (NEFC)	X	X	X	X	Teachers ensure that every child has an opportunity to share about Hopes & Dreams achievement at Morning Meetings consistently throughout the year.
4. School counselors, classroom teachers and specialists collaborate to help struggling students achieve their Hopes and Dreams goal.	Counselors; other staff members	Flexible scheduling	X	X	X	X	Staff members work one-on-one or in small groups with struggling students.

¹ See document on the following page.

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.	
5. Responsive Classroom committee members discuss different ways to help students meet Hopes & Dreams through schoolwide implementation of RC.	Responsive Classroom Instructional Committee	<i>In Our School: Building Community in Elementary Schools</i> by Karen Castro and Jennifer Audley.	X				Discussion of articles on various parts of the school day (cafeteria, recess, dismissal, etc.) among committee reps and grade level PLC's.
6. Students create text and illustrations that reflect <i>Responsive Classroom</i> schoolwide implementation. Each grade level displays artwork in corresponding areas of the school building.	Students, Administrators, Classroom Teachers, and Specialists	Art and paper supplies (already available).	X	X	X	X	Administrators, Classroom teachers, and specialists refer to student work throughout school at various times through day (cafeteria, recess, dismissal, etc.) when students need to be reminded and redirected towards displaying expected behavior.



My hopes and dreams for this year is/are ...

Directions: Color the rectangle to show how well you are doing on your Hopes and Dreams.

				4	I have achieved the most success I can on my Hopes and Dreams. I am ready to make a new goal.
				3	I have almost achieved my Hopes and Dreams but not quite.
				2	I am starting to reach my Hopes and Dreams but still have a long way to go.
				1	I know my Hopes and Dreams but need help reaching them.
End of 1st Quarter	End of 2 nd Quarter	End of 3 rd Quarter	End of 4 th Quarter		

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)*

Braddock ES is a schoolwide Title I Program and will increase student, family and community involvement and participation in after-school programs and events as outlined in our **Title I Family Involvement Policy**.

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

Data Sources:

- Last year's data revealed a positive turnout for after school events. However, more than one year of collected data is needed to guide further goal setting regarding community involvement.
- Student participation in after-school clubs, remediation programs, and collaboration with the Alternative House Program for students in grades 4-5
- Student/parent attendance at our *Standards of Learning* instructional programs (English/Math/Social Studies/Science) including the annual Science Fair
- Student/parent attendance at Heritage Night, Restaurant Nights, Eaglemania Fun Fair and the Fine Arts Programs
- Family attendance at PTA meetings, parent coffees, volunteer opportunities, and services offered by Parent Liaisons
- Home Visits
- Parent Conferences
- Number of community partnerships and sponsors at events

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There are social and cultural barriers that continue to limit student, parent, and community involvement in school functions. Barriers include, but are not limited to, oral and written communication, and an unclear understanding of how to become involved. Programmatic strengths include monthly planned opportunities for students, parents and community members to interact; and school staff participation in after-school activities.

Best Practice Research:

A study released by the Maryland State Department of Education found when parents are involved with schools in positive ways, students' academic skills, attendance, behavior, and attitudes improve. "A good place to begin is to document the barriers to parent involvement created by such factors as family structures (dual career, single parent, teenage parent) and family work schedules (full-time, job sharing, flex-time)."

Coleman, Mick (1991) Planning for Parent Participation in Schools for Young Children.

Maryland State Education Department. (1990) Building Student Success Through Parent/Community Involvement

These texts outline effective strategies that enhance school and community relationships. They note that parents are more likely to maintain these successful relationships if they are started early in their child's schooling. Braddock Elementary will use these resources to plan and carry out our work plan.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	<u>15%</u> of third, fourth, and fifth grade students and <u>50%</u> of each K-2 grade level classrooms will submit projects for both Science and Social Studies instructional nights.
3.2	Parent/family community attendance will increase annually at each of the <i>Standards of Learning</i> Science, Social Studies, Math and Partners-in-Print nights aimed to provide family members with resources they can use at home to help their children succeed in school.
3.2	By the end of this school year, school-to-home communication will increase from ___ to ___ through home visits when compared to the number of home visits made in 2007-2008.
3.2	By the end of the school year, school-to-home communication will be strengthened by translating <u>100%</u> of our School/ PTA Newsletters in home languages.
3.2	School-to-home communication will be increased by providing interpreters for parent conferences whenever needed.
3.2	Braddock will continue to work collaboratively with community and business partners to expand learning opportunities for all students.

* Last year's data revealed a positive turnout for after school events. However, more than one year of collected data is needed to guide further goal setting regarding community involvement.

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. Heritage Night	Parent Liaisons/Andrew Smith	Paper Products - \$300	X				Student and Parent Attendance
2. Partners-in-Print Literacy Nights	Kelly Ahn K-5 Teachers		X	X	X	X	Student and Parent Attendance and Participation.
3. Math Nights	Judy Hall Kim Witeck	Math Manipulatives		X			Student and Parent Attendance and Participation
4. Science Fair Night	Anthony Ramakis Ben Kolodziej	Student Projects, Science Materials				X	Individual Student Participation, Primary Classroom Student Participation, Parent Attendance and Participation
5. Social Studies Night	Andrew Smith	Student Projects, Social Studies Materials			X		Individual Student Participation, Primary Classroom Student Participation, Parent Attendance and Participation
6. Eaglemania Fun Fair	PTA Volunteer Coordinator					X	Number of Community Sponsors, Number of Parent Volunteers
7. Home Visits	Aaron Davis/Andrew Smith	Hourly Band for Teachers	X	X	X	X	Ongoing Home Visits
8. PTA Newsletter Translations	Parent Liaisons		X	X	X	X	All newsletters will be translated prior to being sent home
9. Student Council Association	Kristi Celata		X	X	X	X	Regularly scheduled meetings and announcements on Braddock News Show and/or classroom representatives

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.	
10. Student Safety Patrols	Mike Keryeski		X	X	X	X	Regular safety meetings and collaboration with Officer Yates, Fairfax Police Officer
11. Alternative House After-School Program (Grades 4-5) funded by Safe & Drug Free Schools Grant	Administration	School Buses/no cost to school	X	X	X	X	Students participate 4 days/week from 3:30-6:15 to receive help with homework and attend field trips
12. Parent Conferences	Staff for securing Language Interpreters/Parent Liaisons when necessary		X	X	X	X	Data/Requests are collected on spreadsheets and posted in the main office
13. Family Adult Literacy Learning	Joy PabloHayes		X	X	X	X	Adult Literacy classes will be offered throughout the year
14. Parent Coffees	Parent Liaisons		X		X		Parent Liaisons will survey the families to see what topics they would like to see offered at parent coffees this year
15. Partnership with Inova Health and Partnership for Healthier Kids	Sarah Clem/Inova Kristi Celata		X	X	X	X	Family Assistance Programs
16. Partnership with Annandale High School	Kelly Ahn		X	X	X	X	Weekly tutoring opportunities
17. Family School Climate Survey	Leadership Team			X		X	A survey will be designed to assess school climate and school-/community communication
18. Volunteer Fairfax	Mike Keryeski /Alys Cross (Environmental Chairpersons)		X	X			Environmental Committee will work with Volunteer Fairfax to sponsor "Clean Up" day at Braddock for 4 th year
19. PriceWaterhouseCoopers – Business Partner	Laura Switzer - Coordinator		X	X	X	X	School Supplies, Reading to children, Read Across America Day, Team Sports Events

BRADDOCK ELEMENTARY - RESULTS AND REFLECTION, 2007-2008
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 align="center"><u>Academics</u> <i>Color code: red- reading, blue-math</i></p> <p>Objective: To increase student achievement in Language Arts across all grade levels by implementing Literacy Collaborative, thus providing comprehensive and consistent teaching practices and a common instructional language for the duration of each student's educational experience at Braddock.</p> <p>Improve student achievement in mathematics in the strand of <i>Patterns, Functions, and Algebra</i></p>	<ul style="list-style-type: none"> • DRA scores and quarterly reviews of student progress show that 98% of students improved in reading from Fall/Spring • Significant progress in word recognition and writing was made by K-5 students as shown by Word Study, High Frequency, DRA2 and Schlagal Scores (fall-spring) • 71% of students K-5 are reading at or above grade level • 71% of students reading below grade level (1st - 5th) are ESOL Level 1 or 2 • 83% of 3-5 students passed the SOL English test • 36% of 3-5 students passed the SOL English test with an advanced level score • 86% of all 5th graders passed the SOL Writing test <p>Student performance on Standards of Learning:</p> <ul style="list-style-type: none"> • 71% of students in grade 3 passed the 	<p>Supported:</p> <ul style="list-style-type: none"> • First year implementation of LC in grades 3-5 supported 9 classroom teachers, 2 special education teachers, 1 reading teacher with consistent teaching practices and common instructional language. • Full implementation of reading recovery, Leveled Literacy Intervention, ESOL teacher support, reading teacher support • Parent involvement through 4 Partners in Print evening programs and Parent Coffees daytime programs to support home learning environment • Teachers As Readers discussions throughout the year on topics that further support the classroom teachers • School-wide staff development at beginning of year on how to incorporate more algebra concepts into everyday instruction • At PLC meetings, Marzano strategies were shared and practiced • Math teachers attended as many PLC meetings as possible to provide support to grade-level teams • Parent involvement through Math Night and Parent Coffee daytime events • Teachers received updated Every Day Counts calendar kits, which reinforce algebra skills <p>Teachers received and were instructed in</p>	<ul style="list-style-type: none"> • First year LC implementation for the rest of the intermediate classroom teachers, ESOL teachers and Special Ed teachers • Continue with full implementation of Intermediate LC-Year 2, Reading Recovery, and possibly increase LLI support • Implement more Parent Involvement in literacy for intermediate grade students • Training a new Primary LC for 2009 so that full implementation of LC Model will take place • Math team will have input into master schedule to ensure team representation at all PLC meetings as a way to embed staff development • Utilize eCART as common assessment among grade level and as tool for informing instruction • Revise AYP form to align with eCART data • Grade levels who are not using eCART will work together with math team to develop valid end-of-year

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>mathematics SOL test</p> <ul style="list-style-type: none"> • 32% of students in grade 3 passed at the advanced level on the mathematics SOL test • 53 % of students in grade 4 passed the mathematics SOL test • 24% of students in grade 4 passed at the advanced level on the mathematics SOL test • 66 % of students in grade 5 passed the mathematics SOL test • 24 % of students in grade 5 passed at the advanced level on the mathematics SOL test • 91.3 % of students in grade 6 (grade 5 Compacted Math) passed the mathematics SOL test • 48% of students in grade 6 (grade 5 Compacted Math) passed at the advanced level on mathematics SOL test • 81% of kindergarten students are achieving on or above grade level in math • 95% of first grade students are achieving on or above grade level in math • 98% of second grade 	<p>how to use vocabulary cards to support math achievement</p> <p>Inhibited:</p> <ul style="list-style-type: none"> • Classroom size went from 18 to 25 students by mid-year in many intermediate classrooms with majority of students having special needs • Loss of support for Primary LC teachers in second year of implementation • Student mobility... many students leave (miss many days of school) and return • Many new students enroll late in the year but must be tested in reading and math for NCLB • Some grade-level PLC meetings were held on days when math teachers were not in building and could not provide support • AYP form was in process of being revised and was not used to collect data on an ongoing basis • Math resource support was reduced when one of math teachers was out with major surgery, resulting in only 40% of support to teachers <p>End-of-year math assessments did not yield useful data; most students are achieving on or above grade level in math, but their performance on the end-of-year book assessments was dismal.</p>	<p>assessments</p> <ul style="list-style-type: none"> • Staff development focusing on content as well as pedagogy will be embedded into PLC meetings, planning sessions and classroom lessons

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>students are achieving on or above grade level in math</p> <ul style="list-style-type: none"> • 83% of third grade students are achieving on or above grade level in math • 93% of fourth grade students are achieving on or above grade level in math • 76% of fifth grade students are achieving on or above grade level in math 		
<p><u>Essential Life Skills</u></p> <p>Objective: Develop a self assessment evaluation where students track their progress towards attaining their “Hopes and Dreams” for the current school year. Hopes and Dreams, a component of the Responsive Classroom approach, are student designed academic and/or behavioral goals for the school year. Teachers guide students toward creating realistic and attainable goals that can be achieved in the classroom. The quarterly student self-assessment will allow students and teachers to gauge progress toward meeting their Hopes and Dreams. All students will participate in daily</p>	<ul style="list-style-type: none"> • All grade levels but fourth grade met or exceeded the performance goal “by the end of the school year (2007-2008), <u>75 %</u> of the students at each grade level will have achieved the highest attainment level on their Hopes and Dreams self-assessment.” Fourth grade achieved 73%. • Some students reached their Hope & Dream before the end of the school year. Most teachers guided students to develop an additional goal and record their progress towards achieving it through the remainder of the academic calendar. • Many students who entered Braddock beyond the first six weeks of school did not create an initial Hope & Dream (H &D). As a result, those students often either misunderstood the purpose of 	<p>Supported:</p> <ul style="list-style-type: none"> • Teachers discussed & students were aware of importance of H & D self-assessment at Morning Meetings. • Students consistently monitored progress toward achieving H & D on a quarterly basis. • Teachers maintained records of citizenship/work habits grades for each quarter. <p>Inhibited:</p> <ul style="list-style-type: none"> • Communication about Hopes and Dreams self-assessments and data collection was inconsistent across grade levels. For instance, some teachers did not include students who arrived to Braddock later in the year in their data collection, because the new student did not create a hope & dream. Furthermore, some newer students did not attain their hope & dream because they only had a quarter or two to make progress. • The Hopes & Dreams also includes our NON-CAT students. Some of these students did not complete the self assessment because they have difficulty with communication, time concepts, and general cognition. This 	<ul style="list-style-type: none"> • In Fall 2008, Responsive Classroom committee grade level reps will informally survey team members as to whether or not Hopes & Dreams Self-Assessment was helpful for improving student behavior. • Continue Hopes & Dreams self-assessment with students in all grade levels next school year. All students, even those that arrive at Braddock later in the school year, should create and/or monitor a hope and dream at the end of each quarter. • Collaborate with special education team to further develop and modify behavior goals & reflections for students with disabilities. • Cease data collection for improvement in citizenship/work habits grades.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Morning Meetings that will support and encourage them to meet their Hopes and Dreams.</p>	<p>self-reflecting upon Hopes and Dreams and/or did not complete the quarterly self-assessment this school year at Braddock.</p> <p>Grades K, 3, and 5 met or exceeded the performance goal “by the end of the school year (2007-2008) 75% of the students at each grade level will have demonstrated growth or improvement in their citizenship marks on their progress reports.”</p>	<p>is another reason why some grade levels did not meet the 75% goal.</p> <ul style="list-style-type: none"> Although citizenship grades themselves are objectively reported, teachers have differing subjective understandings of specific behavior that merits a student receiving a corresponding grade. When compiling this data, teachers were encouraged to look at the following areas: <ol style="list-style-type: none"> Exhibits Courteous Behavior Respects Personal and School Property Works and Plays Cooperatively <p>Many of the students included in here did not improve in their citizenship marks simply because they earned Good or Outstanding marks every quarter. For this reason, this data may not be the best performance indicator of the Essential Life Skills goal.</p>	<ul style="list-style-type: none"> Consider a Responsive Classroom Teachers as Readers group for <i>In Our School: Building Community in Elementary Schools</i> by Karen Castro and Jennifer Audley. Devise new school plan objectives based upon ideas from the book. <p>Among groups of RC Committee: members, discuss different aspects of schoolwide <i>Responsive Classroom</i> implementation (cafeteria, recess, dismissal, etc.) and consider for future goals</p>
<p><u>Responsibility to the Community</u></p> <p>Objective: : Braddock ES is a schoolwide Title I Program and will increase student, family and community involvement and participation in after-school programs and events as outlined in our Title I Family Involvement Policy.</p>	<p>SOCIAL STUDIES NIGHT / EARTH DAY</p> <p>Social Studies Night/Earth Day celebration was organized to commemorate student learning of both Social Studies and Earth Day. Individual students and entire classrooms submitted projects and performances to be displayed that exemplified their learned knowledge of their respective grade level curriculum. Some classrooms organized games and activities to be played and some parents conducted presentations about their families’ different cultures. Students, parents, and families were invited to celebrate and experience Braddock’s learning of Social Studies and our Earth.</p> <p>Attendance</p> <ul style="list-style-type: none"> 112 Braddock students 98 parents 28 family members 	<p>Supported Social Studies Night: * Students and parents enjoyed completing Social Studies and Earth Day activities, and were present throughout the entire hour.</p> <ul style="list-style-type: none"> The classroom video presentations were very popular. The intended use of electronics (and other alternative methods) instead of using paper, was often noted by parents. Students enjoyed making “I pledge” statements that were recorded electronically and played for the entire school on BEST morning news. Staff and Parents commented that overall attendance was the biggest Social Studies night that Braddock has had. Translated information flyers helped the overall participation of community members and families. 	<ul style="list-style-type: none"> Consider extension of “I pledge” statements with Responsive Classroom assistance to other areas of classroom-community building activities. Propose to all instructional committee leads that all Community-attended “school nights” have a universal form/flyer for parents to easily recognize. Continue to utilize translated forms/flyers sent home with students. <ul style="list-style-type: none"> Promote more paper-free and environmentally friendly activities throughout the school year.

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;">and children of Braddock students</p> <p>Submitted Projects/Performances</p> <ul style="list-style-type: none"> • Individual projects – <ul style="list-style-type: none"> ○ 3 1st grade students submitted projects ○ 7 2nd grade students submitted projects ○ 7 3rd grade students submitted projects • Classroom Projects <ul style="list-style-type: none"> ○ 12 classrooms submitted projects/activities <p>HOME VISITS</p> <ul style="list-style-type: none"> • Funding was provided to reimburse teachers a \$25 stipend per home visit. Since they take place outside of contract hours, home visits are strictly voluntary for teachers and families. • Visits generally lasted one hour, with teachers visiting the home while an adult family member was present. Some 	<p>Inhibited Social Studies Night:</p> <ul style="list-style-type: none"> • Some attending parents were confused as to what the theme of the night was. <p>Supported Home Visits:</p> <ul style="list-style-type: none"> * The modest stipend should continue to encourage teachers to make home visits in the future. * Only some classroom teachers elected to make home visits this school year. * Those teachers who did complete home visits noticed a significant improvement in the student’s behavior in the classroom. * Home visits helped teachers discover strengths, talents, and positive attributes of 	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>teachers visited students at the public library.</p> <ul style="list-style-type: none"> • During a home visit, teachers met the student’s family, and then read to the child, played math games, or completed some other kind of supplemental learning activity. • There were 14 recorded teacher home-visits, but there were many visits not recorded. <p>SCIENCE FAIR</p> <p>Students created Science Projects reflecting research skills and use of the scientific method of investigation. Project topics were decided by the students and were displayed throughout the cafeteria. There were three interactive stations for students to investigate microscopes, mystery powders, and simple machines – all from grade level curriculum content. The local library had a representative that came to sign up parents and students for library cards free of charge. Claymation movies of the 1st & 2nd grade animal sculptures were running on a continuous loop via laptop and data</p>	<p>“problem students”.</p> <p>Inhibited Home Visits:</p> <ul style="list-style-type: none"> * Home visits need to be completed after school hours. • There sometimes exists a language barrier for teachers to communicate with some parents. <p>Supported Science Fair:</p> <ul style="list-style-type: none"> * Lower grade teachers were enthusiastic with their students about participating in the Science Fair as a class * Parents commented on how excited the kids were to attend Science Night * Students were crowding around the interactive activities and participating with their friends and peers * Parents commented on the impressive quality of the projects and how the quality has improved each of the past 3 years since the re-institution of the Science Fair * Parents were impressed with the 1st & 2nd Grade Sculpture Garden and the student research accompanying the projects. 	<ul style="list-style-type: none"> - Continue to encourage K – 2 class projects - Continue to have the 1st & 2nd Grade Students participate in the Science Fair Sculpture Garden - A new idea this year: We would like a few “Student Created” interactive activities. The most popular parts of the Science Fair are the interactive activities, so we’d like to add a few more this year & have them come from the students. - A new idea this year: Science Night will be split into two 1 hour segments. From 6:00 – 7:00 will be the interactive activities &

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>projector. A powerpoint presentation of DC Metro Area science museums and places to visit was running on a continuous loop via laptop and data projector.</p> <p>Attendance</p> <ul style="list-style-type: none"> • 27% (160 students) of the school student population attended with siblings, families, and friends totaling 368 guests (not including faculty and staff who volunteered to help run the evening). • 1 Head Start Student attended Science Night • 33% (35 students) Kindergarten students • 22% (20 students) First Grade students • 31% (31 students) Second Grade students • 30% (31 students) Third grade students • 14% (13 students) fourth grade students • 28% (29 students) fifth grade students <p>Submitted Projects Data</p> <ul style="list-style-type: none"> • 100% (5 classes) of Kindergarten classrooms 40% (2 classes) of First Grade classrooms 20% (1 class) of Second Grade classrooms • 20 students (combined 1st and 2nd Grade) participated in a 3 	<p>Inhibited Science Fair:</p>	<p>raffle in the cafeteria. From 7:00–8:00 will be a game show designed by staff members, “Are You Smarter Than a Braddock Science Student?”, based on the television show.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>week after school Animal Sculpture class</p> <ul style="list-style-type: none"> • 53% (8 classes) of K – 2nd Grade classes completed a Class Project • 15% (16 students) of third grade students • 7% (6 students) of fourth grade students • 15% (16 students) of fifth grade students 		