

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

Bucknell Elementary

Cluster IV

Sheila Eller, Principal

Raquel Alcaraz-Figueroa, Assistant Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Name	Position	Name	Position
Sheila Eller	Principal	Kristin Wilson	Parent
Raquel Alcaraz-Figueroa	Assistant Principal	Melody Athouse	Parent
Laura Adler	Academics Committee: Chair		
Peggy Burkholder	Co-Chair		
Kathleen Dwyer			
Lynette Evans			
Janet Gandee			
Susanne Grant			
Suzanne Roettger			
Hilari Moore	Life Skills Committee		
Jessica Ossiander			
Kathryn Ngo	Responsibility to the Community		
Mary Pace			
Lisa Maupins			

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.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

Bucknell Elementary School vision is to:

- provide an environment where all students are ensured equal opportunities to access the curriculum and demonstrate their abilities;
- support the students in multiple experiences and opportunities designed to challenge and motivate them to achieve higher goals;
- invite community role models who represent the diversity needed to prepare our students for the fullness of life in the 21st century;
- pursue opportunities in the greater community which will allow students to expand their horizons in order to explore the world around them, and
- foster a community where everyone feels included regardless of diverse life experiences and to respect and value the diverse backgrounds of others.

SCHOOL—MISSION STATEMENT

Bucknell Elementary School's mission is to prepare students to be contributing, responsible, and confident members of a global society. In order to accomplish this mission, the Bucknell students, staff, families, and community are committed to:

- educating students;
- developing life skills such as reasoning and critical thinking;
- building character, values, and self esteem by providing role models and experiences which will help students reach their potential and live their dreams;
- inspiring self confidence by encouraging, empowering, and motivating students to explore the world around them;
- providing a safe environment where students have multiple opportunities to enhance and enrich their lives by fostering a love for life long learning, and
- creating a unified community of learners who celebrate diversity through respect, tolerance, understanding, communication, and an intense sense of belonging.

SCHOOL—CORE VALUES/BELIEFS

Bucknell Elementary School's mission is to prepare students to be contributing, responsible, and confident members of a global society. The values that guide Bucknell's mission are:

- Respect
- Responsibility
- Trust
- Family
- Caring

SPECIAL PROGRAMS

Extended Learning School
Title 1 Language Arts with Reading Recovery and Math
Academic Advanced Program (Previous Gifted and Talented)
Young Scholars Program
English Speakers of Other Languages (ESOL) Program
Full Day Kindergarten
FECEP/Head Start Program
Early Childhood Program
Special Education
Speech and Language

Student Achievement Goal - Academics:

Waterford Early Reading Program in Head Start, Kindergarten, and ESOL
WUTS “Wake Up To Success” Morning News Show
Reading is Fundamental (RIF)
EIRI (Early Initiative Reading Intervention) in Kindergarten
Reading Incentive Programs: Book It
Reading Recovery
Everyday Math
Calendar Math (K-6)
Project Clarion (K-2)
Summer Early Intervention Program
Category B Program
West Potomac High School JROTC: Social Studies SOL Review
Mentoring Program with West Potomac High School

Student Achievement Goal – Essential Life Skills:

Community of Caring
Positive Behavior Support (PBS)
Peer Mediation
Safety Patrols
School Store

Student Achievement Goal – Responsibility to the Community:

Global Awareness Program
Community Garden Club
Bucky goes Green Program
SCA Recycling Committee

Partner in Education Partnerships:

FBI Junior Agent Program

TD Bank

Parent Programs:

Full Time Parent Liaison -- Partners in Print -- Parents as Educational Partners

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 checked="" 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 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)*

Bucknell Elementary will employ a standards-driven program and use common assessments to ensure student progress in mathematics as defined by Fairfax County Public Schools.

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

Data Sources:

SOL Tests results charts from 2006 – 2009.

SOL Tests results from the previous three year data showing inconsistent achievement results in the area of Mathematics. This is the second year that Bucknell has not made AYP in the area of Mathematics. Last year's test results show an achievement gap in two subgroups (African American and Hispanics) across grades 3, 4, 5, and 6.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Teachers regularly utilize manipulative and hands-on activities appropriately at all grade levels.
- Specialists support all teachers.
- Differentiation of instruction, assessment, and content occurs across all grade levels.

Weaknesses:

- Need staff development in unpacking the standards.
- Need the implementation of a professional learning community.
- Need to create common assessments in the area of mathematics to make decisions to modify instruction.
- Understanding the content behind the subject, the specific issues related to LEP, Special Education and Advanced Academics students, and be culturally aware of Bucknell's diverse population.
- Using data to guide instruction.

Best Practice Research:

Bucknell teachers have high expectations for their students. The staff recognizes the value of working in collaborative teams to ensure student learning. Bucknell staff will follow Fairfax County Public Schools' Best Practices for Teaching and Learning, Focus for 2009 – 2010.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.2	<p>SMART Goals for Math 2009-2010</p> <p>The % of third grade students passing at the proficient level on the Math SOL test by June, 2010 will increase from 70.27% to 78%. (28 children)</p> <p>The % of fourth grade students passing at the proficient level on the Math SOL test by June, 2010 will increase from 66.67% to 74%. (26 children)</p> <p>The % of fifth grade students passing at the proficient level on the Math SOL test by June, 2010 will increase from 79.41% to 81%. (30 children)</p> <p>The % of sixth grade students passing at the proficient level on the Math SOL test by June, 2010 will increase from 54% to 70%. (26 children)</p> <p>The % of LEP students (grades three through sixth) passing at the proficient level on the Math SOL test by June, 2010 will increase from 67.65% to 74%. (51 children)</p> <p>The % of SE students (grades three through sixth) passing at the proficient level on the Math SOL test by June, 2010 will increase from 40.91% to 50%.</p>
1.1.2	<p>SMART Goals for Reading 2009-2010</p> <p>The % of third grade students passing at the proficient level on the Reading SOL test by June, 2010 will increase from 78.38% to 87%. (31 children)</p> <p>The % of fourth grade students passing at the proficient level on the Reading SOL test by June, 2010 will increase from 73.33% to 81%. (29 children)</p> <p>The % of fifth grade students passing at the proficient level on the Reading SOL test by June, 2010 will increase from 91.18% to 92%. (34 children)</p> <p>The % of sixth grade students passing at the proficient level on the Reading SOL test by June, 2010 will increase from 75% to 83%. (31 children)</p> <p>The % of LEP students (grades three through sixth) passing at the proficient level on the Reading SOL test by June, 2010 will increase from 84.72% to 86%. (60 children)</p> <p>The % of SE students (grades three through sixth) passing at the proficient level on the Reading SOL test by June, 2010 will increase from 75% to 83%.</p> <p>NOTE: If there a tenth in the decimal place, the number is rounded up.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Bucknell Elementary will employ a standards-driven program and use common assessments to ensure student progress in mathematics as defined by Fairfax County Public Schools.							
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. Staff development in analyzing SOL DRA, E-Cart, MRA data. Indicator: IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement form classroom observation of indicators of effective teaching. Indicator: IID08 TASK Instruction Teams use student learning data to assess strengths and weakness of the curriculum and instructional strategies.	Administration	SOL data books	X	X	X	X	PLC discussions Teachers will use the data to make decisions on curriculum instruction.
2. Staff development in unpacking the standards to drive instruction. Grades K – 6 TASK Indicator IIA01 Instructional Teams develop standards-Aligned unites of instruction for each subject and grade level.	FCPS Math Staff	Pacing guides, Standards, Assessments, Resources	X	X	X	X	PLC discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Bucknell Elementary will employ a standards-driven program and use common assessments to ensure student progress in mathematics as defined by Fairfax County Public Schools.

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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.	
3. Develop and monitor an individual plan for all AYP students. Indicator IID11 <i>Instructional Teams review the results of unit pre/post tests to make decisions About the curriculum and instructional Plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery Objectives.)</i>	All Staff and Parents	SOL Results Supplemental materials	X	X	X	X	PLC discussions Conferences with teacher and administration to monitor student progress.
4. Staff will read and discuss <i>Classroom Instruction that Works.</i> (text plus handbook) TASK <i>Indicator IF08</i> <i>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observation of indicators of effective teaching.</i>	All Staff	<i>Classroom Instruction that Works</i> by Robert Marzano (text and handbook)	X	X	X	X	PLC discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Bucknell Elementary will employ a standards-driven program and use common assessments to ensure student progress in mathematics as defined by Fairfax County Public Schools.

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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. Vocabulary Strategies: i.e. Word Walls, Colored coded word cards, looking at Words website. Staff will share vocabulary strategies during staff meetings. Indicator IIC05 All teachers use a variety of instructional modes. TASK <i>Indicator IIIA25</i> <i>All teachers encourage students to paraphrase, summarize and relate.</i> TASK Indicator IIIA26 All teachers encourage students to check their own comprehension.	All Staff	FCPS Intranet Classroom resources	X	X	X	X	Participation in staff meetings
6. Instructional Teams use student learning data to identify students in need of instructional support or enhancement	Administration Facilitators Parent Liaison	Title 1 Funds		X	X	X	Reports from Facilitators / Vendors
7. Students will master basic computation facts.	All Staff	Computer software Supplemental resources	X	X	X	X	Teacher records and observations

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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.	
8. Staff development on accountability for the school improvement plan. Indicator IE 05 <i>Principal participates actively with the school's team.</i>	Leadership Team	School Improvement Plan	X	X	X	X	PLC discussions
9. Staff will focus on integrating math concepts in other content areas. Indicator IF 10 <i>The principal plans opportunities for teachers to share their strengths with other teachers.</i> Task IID-10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	All Staff	Staff development on using strategies and Best Practices	X	X	X	X	PLC discussions
10. Staff will check for student understanding of content. Indicator III A07 <i>All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-test and other methods of assessments.</i>	All Staff	Staff learns different strategies to check for understanding	X	X	X	X	Recording student needs

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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.	
11. Leadership Team will monitor school-wide data quarterly. <i>Indicator I D10</i> <i>The School's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.</i>	Leadership Team	Test data from common assessments	X	X	X	X	Leadership team

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 honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)*

The school will develop a Positive Behavior Support program (PBS) designed to reduce interruptions in the classroom, improve transitioning, reduce referrals to the office, create a peaceful dining environment, and build community.

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

Data Sources:

Office Data: discipline referrals

Staff survey for behavior support needs and feedback at staff meeting.

Observation/reflection of current practices

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strength:

- Strong Bucknell community and caring staff.

Weaknesses:

- Lack of consistent language regarding procedures and routines.

- Need to effectively communicate expectations and procedures to students and parents/guardians.

Best Practice Research:

FCPS BEST PRACTICES HANDOUT 2009-10

Procedures and Routines:

Structure classrooms to create an orderly learning environment and communicate expectations that support positive student behavior to facilitate high levels of student engagement, and build a shared community of learners.

Source of information

https://webmail.fcps.edu/owa/redirect.aspx?C=2005bf2006724ec9a7a149c12479b34b&URL=http%3a%2f%2fwww.fcps.edu%2faccountability%2foff_prog_eval%2fpdf%2fpositive_behavior_support_interim_report.pdf

FCPS interim report on the effectiveness of PBS programs in 2006 found significant improvement in behavior in PBS participating schools.

Source of information

https://webmail.fcps.edu/owa/redirect.aspx?C=2005bf2006724ec9a7a149c12479b34b&URL=http%3a%2f%2fwww.pbis.org%2fcommon%2fpbisresources%2fpublications%2fEvidenceBaseSWPBS08_04_08.doc

This documentation reflects the evidence of the proven approach of PBS systems in schools. The core elements of SWPBS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, in press).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	The staff will develop a simple, succinct behavior plan which is meaningful to them and students; children can identify the parts.
2.4	Students will resolve behavior issues thoughtfully and improve their own interactions with others.
2.7	Students will reflect on their own behavior and develop goals for improvement.
2.8	Students will engage in more thoughtful behavior that will reduce interruption in learning.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The school will develop a Positive Behavior Support program (PBS) designed to reduce interruptions in the classroom, improve transitioning, reduce referrals to the office, create a peaceful dining environment, and build community.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	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. Staff survey	Hilari Moore	None	X				Survey results
2. Develop plan for Bucknell ES	Hilari Moore Jessica Ossiander	Minimal printing and copying	X				Plan agreed by committee members and Administration
3. PBS Training for Committee	Principal	None. Paid by Ms, McQuillan, PBS trainer	X	X			Participation
4. Introduce plan with parents at PTA meeting	PBS Committee	Refreshments Copying		X			Participation
5. Introduce PBS to students at assembly	PBS Committee Principal Assistant Principal	Minimal printing and copying		X			Staff and Student Participation
6. Plan Implementation <i>Indicator IIC10 All teachers reinforce classroom rules and procedures by positively teaching them.</i>	Staff	Copying of tickets, prizes, either donated or purchased		X			Participation and compliance
7. Collect data from the Bucknell community (staff, student, and the community)	Hilari Moore Jessica Ossiander	None			X	X	Feedback from office staff, administrators and teachers, overall behavior
8. Staff and Student survey at the end of the school year	PBS Committee	None				X	Survey results
9.							
10.							

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.
- 3.4 Exercise good stewardship of the environment.

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

Each class will develop and implement environmental projects/activities that are tied to the school wide theme – ***Bucky Goes Green.*** Each project will incorporate the grade level’s Standards of Learning in math and/or science.

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

Data Sources:

Currently there are no data sources as this is a new project. Data will be collected at the end of the school year 2009-10.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Last year Bucknell did not make AYP in math and is focusing on math as part of SIP (academic goal). Currently, the classrooms are recycling and there is a community garden maintained by the Bucknell Community. In the past, each grade has done activities to celebrate and encourage awareness of the environment as part of an Earth Day celebration.

Best Practice Research:

This project will take classroom concepts and provide a real life application.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.4	Each quarter the teachers will do a lesson and/or activity on the importance of community involvement on the environment. The lesson and/or activity should be appropriate to the grade level with Standards of Learning incorporated.
3.4	Students will demonstrate a greater understanding of the environment and the positive impact they can make as evidenced by their participation in activities tied to our Bucknell theme and the results of their final products.
3.4	Students will develop a greater understanding of the math and/or science strands of the Standards of Learning through a variety of teacher-based assessments such a pre- and post-tests, class projects, and performance in class.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Each class will develop and implement environmental projects/activities that are tied to the school wide theme – <i>Bucky Goes Green</i> . Each project will incorporate the grade level’s Standards of Learning in math and/or science.							
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. Teachers will keep recordable data or informal observation to determine if students have applied math/science concepts that pertain to their specific grade level.	Classroom teachers and specialists, as appropriate.	Teacher-made data-gathering sources/forms will be recommended. No cost.		X	X	X	Progress will be monitored through data notes and forms.
2. Grade level teams will report once a month at their team meetings on the status of the project.	Team leaders.	These will be verbal reports, with shared data and/or materials as deemed necessary by team members. No cost.		X	X	X	Status and discussion will be noted on the <i>Bucknell Grade Level Meetings</i> form.
3. Each class will document their project via Bucknell’s web page using pictures, photos, videos, or any method approved by the classroom teacher.	Students and teachers, with help from specialists as appropriate.	The teachers and students will determine the best way to document the projects. No cost.		X	X	X	Progress will be monitored through web page entries, pictures, and classroom hallway displays.
4. Prior to the project there will be a grade appropriate pre-assessment, followed by a post-project assessment to see if math/science skills have been strengthened as the result of the project.	Classroom teachers and specialists, as appropriate.	Teachers will determine the best pre- and post-assessments to use to best measure individual and/or class growth. No cost.		X	X	X	Pre- and post-assessment results will be discussed and analyzed, and used as a plan of action for instruction, intervention, and enrichment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Each class will develop and implement environmental projects/activities that are tied to the school wide theme – *Bucky Goes Green*. Each project will incorporate the grade level’s Standards of Learning in math and/or science.

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. Teachers will help students develop projects based on the areas(s) of critical need using the framework of the pacing guide. Through the use of a math and/or science strand(s), students will demonstrate greater proficiency in their grade-level objectives.	Classroom teachers and specialists, as appropriate.	The necessary materials will be decided by the students and teachers depending on the project undertaken.		X	X	X	Students will demonstrate a greater depth of knowledge as they evaluate, synthesize, and apply this understanding as evidenced in projects.

**RESULTS AND REFLECTION ON THE 2008-2009 SIP
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: Bucknell teachers will utilize vocabulary strategies, math formative assessments, and parent involvement to help students improve their comprehension and application in vocabulary and concepts in Mathematics in grades K – 6.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: Teachers and staff will use new direction as well as current practice to educate students in the essential foundations of good character as reflected in the 5 core values of the Community of Caring (Respect, Responsibility, Trust, Caring, and Family). A new community citizenship award will be instituted in our school. This award will be given to those students who act above and beyond the current parameters used for the current citizenship award. Through these means, we will instill in our students a sense of community and a desire to act in a responsible and respectful way.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="195 177 474 245">Responsibility to the Community</p> <p data-bbox="128 285 273 318">Objective:</p> <p data-bbox="128 324 531 586">Teachers and staff will develop and implement a student service project/learning experience under the motto of “We are proud of our Bucknell Community”. This will facilitate respect and participation in the school and/or local community.</p>	<p data-bbox="569 177 863 209">Performance Indicator:</p> <p data-bbox="569 250 953 282">Quantitative/Qualitative Data:</p>	<p data-bbox="984 177 1125 209">Supported:</p> <p data-bbox="984 285 1108 318">Inhibited:</p>	