

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Bull Run Elementary School

Cluster VII

Patrice Brown, Principal
Mattie Fallen, Assistant Principal
Sara Farmer, 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
Patrice Brown	Principal	Fran Besalel	Literacy Specialist
Mattie Fallen	Assistant Principal	Dana Doss	School Counselor, PBIS Coach
Sara Farmer	Assistant Principal; SIP Coordinator	Jodi Heins	Math Resource Teacher
Katie Foglio	Committee Co-Chair, Kindergarten Teacher	Jo Johnson	6 th grade teacher, Responsibility to the Community Committee Chair
Laura Quinn	School Counselor, PBIS Coach	Michelle Lieb	1 st Grade Team Leader
Vicki Villers	Committee Co-Chair, AAC Team Leader	Julee Moore	Instructional Coach

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

Bull Run Elementary is a successful Professional Learning Community that collaborates to set goals resulting in meeting the needs of all students. Our rich learning community is dedicated to high personal and academic standards. We nurture and support the needs of each member of our community in a safe environment. Students leave prepared to meet the challenges of the twenty-first century.

SCHOOL—MISSION STATEMENT

As a Professional Learning Community, we will be collaborative and purposeful in the use of best practices to provide rigorous instruction for all students.

- We analyze data to facilitate differentiated instruction for all students.
- We maximize student engagement in authentic learning experiences to prepare students for twenty-first century challenges.
- We provide a trusting, safe environment centered on learning, honesty, and mutual respect.
- We build home, school, and community partnerships.

SCHOOL—CORE VALUES/BELIEFS

We believe that:

- all children can learn.
- high expectations result in academic and behavioral success.
- a child's fullest potential is achieved through the collaborative efforts of staff members, families, and the community.
- staff who model life-long learning and responsible citizenship are better able to instill these qualities in students.
- differentiated instruction is essential for student learning.
- effective teachers implement best practices that foster successful life-long learning.
- effective teachers engage in ongoing professional development.
- a nurturing and safe environment is essential for learning.

SPECIAL PROGRAMS

Goal 1 - Academic	Goal 2 – Essential Life Skills	Goal 3- Responsibility to the Community
Advanced Academic Programs Center	School-Wide Implementation of PBIS	Student Council Association
Young Scholars	Camp Highroad (6 th grade field trip)	Service Learning Projects: Winter Wonderland Community Outreach Program, Canned Food Drive, School Clean-up Day
Cluster Autism Center	Physical Education Clubs	Veteran’s Day Program
Early Learning Labs: Math and Reading	Safety Patrols	Sully Seniors Partnership
GRACE Art	Jump Rope for Heart	Patrols
Continental Math League	Young Scholars	Parenting Workshop (collaborative effort with pyramid)
Quarterly Blue & Silver Honors	Reading Mentors	Recycling Program
Summer Programs: Project LIFT, ESOL Summer Technology, Reading Club, Jump Start (rising K and 1 st grade)		UFO Backpack Meal Program (You Feed Others)
Kindergarten EIRI Program (at risk students)		
Power Up: daily intervention/enrichment		
Buddy Classes		
1 st Grade Parent Literacy Night		
Advanced Mathematics: 6 th Grade		
Collaborative Learning Teams		
Ronald McDonald Book Time		
Family Math and Science Night		
Math Counts		
Reading Mentors		

**** RESULTS AND REFLECTION ON THE 2010-2011 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>Academics-Math Objective: Teachers will increase all students' competencies in number sense and problem solving through the use of best practices with a focus on black students, Hispanic students, economically disadvantaged students and students with disabilities.</p>	<p><u>Performance Indicator:</u> Increase pass rates to 85% on 2011 Math SOL scores for:</p> <ul style="list-style-type: none"> • Hispanic students from 78% • Students with disabilities from 48% <p>Increase pass rates for the following subgroups by 4% or more on 2011 Math SOL scores:</p> <ul style="list-style-type: none"> • LEP students from 83% • Disadvantaged from 78% • Black students from 78% <p>Increase overall pass and pass-advanced rates for all students by 4% or more from 90% on 2011 Math SOL scores.</p> <p>Every student in first and second grade will demonstrate one or more year's growth from fall to spring as determined by the MRA.</p> <p><u>Results:</u> MET – R10</p> <p><u>Qualitative/Quantitative Data:</u> eCART: All grade levels (3-6) demonstrated an increase in the mean score percentage points for the Black subgroup from Window 1 to Window 2. The mean score percentage points increased for students with disabilities subgroup in grades 4, 5, and 6 from Window 1 to Window 2.</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • purchase of math manipulatives for primary grades • use of math manipulatives in all grades • math stations/guided math/small group math instruction • SmartBoard/ Technology lessons • Math journals/ Interactive Notebooks • Math/science night • Fostering home/school connection through team newsletters and other communications (Blackboard) translated into Spanish • Regularly scheduled access to computer lab • picture content word walls • grade level curriculum map • school wide interventions (Power Up) • Math planning day • Use of math resource teacher • Development of problem solving protocol (TIPS) • Purchased Arithmetic Developed Daily (ADD) to be used in all classrooms. • Posters of problem solving strategies posted in rooms • Use of Study Island 	<ul style="list-style-type: none"> • expand use of reflective student centered math • additional staffing • implement math only intervention • more direct instruction with vocabulary/ common school-wide vocabulary • Utilize TIPS in all grade levels • Attend EMIS training in the August and continue to participate in math workshops while following EMIS (pacing guide) • Continued vertical articulation • Create school wide focus area of greatest need (problem solving) • Purchase of additional manipulatives and instructional resources • ILPs for at-risk students-to identify specific areas of need • Piecing Together Mathematics Instruction class held at Bull Run, Fall 2011 • Continued staff development on the use of Horizons • Math resource teacher will

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
		<p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • Fast pace of curriculum/Pacing Guide • Some members are not trained to create assessments on Horizon, other team members need additional Horizon training to learn more specific attributes of the program • SWD: lack of collaboration amongst teacher teams, limited common planning time • lack of content knowledge • lack of focus during intervention time 	<p>work with grade level teams to unpack standards, identify best instructional practices, and specific intervention strategies and resources (ie. Do the Math)</p> <ul style="list-style-type: none"> • Provide common planning time for general education and special education teams • Establish regular SPED CLT meetings • Implement co-teaching contracts
<p><i>Academics-Language Arts Objective:</i> Teachers will increase all students' achievements in reading comprehension through the use of best practices with a focus on black students, economically disadvantaged students and students with disabilities.</p>	<p><u>Performance Indicator:</u> Increase pass rates to 86% on 2011 Reading/English SOL scores for:</p> <ul style="list-style-type: none"> • Black students from 73% • Students with disabilities from 74% • Students identified as economically disadvantaged from 77% • Hispanics from 83% • LEP from 85% <p>Increase overall pass and pass-advanced rates on 2011 Reading/English SOL scores for all students by 4% or more from 95%</p> <p>Every student in first and second grade will demonstrate one or more year's growth from fall to spring as determined by the DRA2.</p> <p><u>Results:</u> DID NOT MEET</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • Proactive stance with intervention • guided reading • Reading Mentors • Young Scholars program • Grade level curriculum maps • Use of reading specialists • LLI training of staff members • Purchase of Reading A-Z site license • PSI data to inform instruction • EIRI funds • More teachers became DRA2 trained • Use of Study Island • Increased examination of school data to guide instruction • Use of Horizon to create common assessments <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • Shortage of LLI materials 	<ul style="list-style-type: none"> • Continue to use Horizon to create assessments for pre and post • Refine data recording instruments to make retrieval by all easier • Continue to keep Power-up groups needs based and flexible • Train all staff members on DRA2. Class will be held here at Bull Run for upper grade DRA. • Continued vertical articulation • Create school wide focus area of greatest need • Purchase additional emergent reader materials • Purchase more high interest materials for guided reading and take home reading

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p><u>Quantitative/Qualitative Data:</u> ECART: All grade levels (3-6) demonstrated an increase in the mean score in reading from Window 1 to Window 2. 3rd grade saw a 12 percentage point score increase with our black subgroup. 6th grade saw a 17 percentage point increase in the mean score in students with disabilities from Window 1 to Window 2. DRA2: 73% of first graders met the spring benchmark. 80% of second graders met the spring benchmark. DRA2 WA: 95% of kindergarten students met the spring benchmark.</p>	<ul style="list-style-type: none"> • limited pool of accessible items for reading testing through Horizon • Lack of training in how to teach guided reading • Lack of effective collaboration between classroom teachers and resource teachers 	<ul style="list-style-type: none"> • Explore the possibility of additional staff (IAs, special ed. teachers, etc) being trained in administering the PSI • Professional development in guided reading instruction • Focus on collaboration/transfer between general education teachers and resource teachers • Implementation of ILPs for at-risk students
<p>Essential Life Skills Objective: Transfer the responsibility for academic and behavioral choices to students through the use of SMART Goals.</p>	<p><u>Performance Indicators:</u> 1)PBS Program end-of the-year analysis of data will demonstrate 15% decrease in discipline referrals/reports from 458 to 389, while increasing our ratio of positive to negative reports from 4:1 to 5:1 2) 100% of Bull Run students will develop academic and behavioral SMART goals. 3) 100% of Bull Run students will demonstrate knowledge of school-wide behavioral expectations (respect, responsibility, and self-restraint) as contributing members of society, as determined by an end of the year survey.</p> <p><u>Results:</u> MET</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • PBS implementation of class un-bull-ievable reward system • PBS implementation of individual bulls (students appearing on the news) • teachers working collaboratively to understand and establish SMART goals • literature to help create connections • collaboration with guidance counselors • Town hall meetings with administrators <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • Not consistent reinforcement among individual classroom teachers 	<ul style="list-style-type: none"> • SMART goals and reflection techniques will be modeled at the first of the year; Teachers and students will be taught how to create them. School counselor will assist in this process • Develop appropriate timeline for reward system • Consider use of visual representations of progress toward the goal • Establish a better record keeping system for the blue sheets at the PBIS team level • Provide primary teachers with the option to

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p><u>Qualitative/Quantitative Data:</u> 100% of 6th grade AAC students wrote quarterly academic SMART goals. Reflections were made at the beginning of each quarter and used to drive the creation of the next quarter's goals.</p> <p>100% of students in grades 2-5 participated in lessons focused on setting and writing SMART Goals.</p>	<ul style="list-style-type: none"> • Time consuming to fill out blue sheets for individual rewarded students • Lack of immediate rewards for class un-bull-ievables (having to wait several weeks or months to get reward for a certain number of bulls) • Primary students unable to fill out un-bull-ievable slips • Inconsistent use of SMART goals • lack of differentiated PBS procedures for lower grades • Lack teacher to teacher support of PBS program 	<p>complete the blue slips for their students</p>
<p><i>Responsibility to the Community Objective:</i> Promote service learning and responsible citizenship for all students.</p>	<p><u>Performance Indicator:</u> 1) By the end of the school year, a school-wide checklist will reveal that 100% of the student body participated in activities, including reflection, that promote good citizenship, responsibility, and the democratic process. 2) By the end of the school year, a school-wide checklist will reveal that 100% of the student body participated in at least one outreach community project and make the transition to service learning, as evidenced through reflection activities and projects. 3) By the end of the school year, a school-wide checklist will reveal that 100% of the student body exercised good stewardship of the environment by participating in science and/or environmental activities, as evidenced</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • Grade level based recycling project • participation in Earth Day activities • writing to senior citizens/soldiers • participation in Veteran's Day activities • school-wide recycling • collaboration with Sully Seniors • collaboration with Reading Mentors • PBS/3R's • donations to Clothing Swap • donations to Thanksgiving Drive • donations to Food Bank <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • Proximity of school to community 	<ul style="list-style-type: none"> • Explore new ideas for school-wide recycling projects • Explore options to foster the home/ school connection

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>through reflection activities and projects.</p> <p><u>Results:</u> MET</p> <p><u>Qualitative/Quantitative Data:</u> 100% of all BRES students participated in an Earth Day celebration by completing grade level projects and displaying them for others to see. All classrooms recycle paper, plastic and aluminum products at Bull Run. Students donated gifts for needy children during the Winter Wonderland Drive. Additionally, students donated over 700 pounds of food during the food drive.</p>		

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: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1.1 English language arts <input type="checkbox"/> 1.1.2 Mathematics <input type="checkbox"/> 1.1.3 Science <input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

<input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <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)*

Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.

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

Data Sources:

2011 Reading SOL results reflect the following:

Test	Overall pass rate compared to 2010	Notes on Achievement Gap as compared to last year, 2010 (subgroup data)
3 rd Grade	86%, remained the same	Black subgroup increased from 55 to 65% Hispanic subgroup increased from 72 to 89% SWD subgroup increased from 55 to 58% Economically Disadvantaged subgroup increased from 68 to 77%

4 th Grade	92%, down from 93%	SWD subgroup decreased from 68% to 63% Black subgroup decreased from 83% to 70%
5 th Grade	94%, up from 91%	Black subgroup increased from 76% to 88% SWD subgroup increased from 69% to 73% Economically Disadvantaged subgroup increased from 76% to 88%
6 th Grade	86%, down from 92%	SWD subgroup decreased from 84% to 60% Economically Disadvantaged subgroup decreased from 81% to 71% LEP subgroup decreased from 82% to 70%
Overall	86%, remained the same	Overall Hispanic subgroup increased from 83% to 87% Overall SWD subgroup decreased from 74% to 65%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

In the past three years, the number of teachers who have been trained in and are implementing Guided Reading, Word Study, and Upper Grade DRA2 has increased. Last year, three staff members were trained to use Leveled Literacy Intervention (LLI). The systematic implementation of LLI will yield a larger percentage of students who are capable of reading grade level appropriate materials. Last year, we added a half time reading specialist position to our staff making it possible to dedicate more time to each grade level. The reading specialists and instructional coach will continue to support staff development and teachers' implementation of these language arts components. Bull Run is embarking on its third consecutive year with a dedicated time period for each grade level set aside to focus on providing differentiated intervention and enrichment. Our master schedule was created with priority given to staggered periods of daily school wide targeted intervention (Power Up). The staggered approach enables our special education teachers and ESOL teachers to work directly with each grade level at their designated time, facilitating appropriate differentiation.

During the 2010-2011 school year, we provided staff development within CLTs which broadened teachers' awareness of instructional strategies for teaching vocabulary integrated within reading and content area instruction.

We have targeted students who have limited access to books outside of school and have made a concerted effort to provide reading materials which can be read independently. For the past three years, we have participated in Project LIFT, a county-wide program which provides appropriate books to students throughout the summer months. For the past two years, we provided free books to each of our rising second graders to read over the summer. Throughout the school year, students who participated in our UFO program (receiving food to take home for weekend consumption) also selected new books of their choice to take home and keep. This opportunity was provided at least twice a month to these economically disadvantaged students.

Areas for Improvement:

There has been some subgroup improvement in SOL reading scores; however, we have seen stagnation in achievement of our white students and an achievement gap between white students and students in other subgroups. We need to pursue overall improvement in reading for all of our learners and to close the achievement gaps, with a specific focus on economically disadvantaged students and students with disabilities.

Classroom teachers who have specialists working collaboratively with their students need increased opportunities for communication and collaborative planning. This will lead to more intentional interventions and approaches which are closely aligned regardless of which teacher is supporting the student's learning.

We begin each year by administering the DRA2 to all of our general education and special education students to gather baseline data. Teachers who are not currently trained by FCPS to administer the DRA2 are expected to complete the Academy DRA2 course. Fran Besalel, reading specialist, will be teaching the upper grade DRA2 course at Bull Run this fall.

Best Practice Research:

Assessment and data analysis inform instruction which is responsive to students' needs. During his Centreville Pyramid Presentation on September 1, 2009, Dan Mulligan emphasized the importance of pre-assessment (our way of finding out what children know), formative assessment (keeping track of what students have learned and what misunderstandings need to be clarified), and summative assessment (making sure that learning objectives have been met). Ongoing data dialogue protocols enable staff members to generate hypotheses about data and devise targeted response to trends noted.

Data analysis, along with FCPS Pacing Guides and POS, must lead to clear learning goals. In *Designing & Teaching Learning Goals & Objectives* by Marzano (2009), he writes that "specific goals provide a clear direction for behavior and a clear indication of desired performance, and as such, they serve as motivators." In a related 1990 meta-analysis of organizational studies, Locke and Latham found that specific instead of general goals translated to a 16-29 percentile point gain. *The Café Book* (2009) by Gail Boushey and Joan Moser emphasizes the importance of embedding formative assessment and goal-setting into each student's ongoing language arts block. Allington has pointed out that exemplary teachers evaluated student work based more on effort and improvement than simply on achievement status. By writing and revising goals in an ongoing way as recommended by Boushey and Moser, teachers are better able to evaluate students based on effort and improvement.

Allington (2001) asserts that students need enormous quantities of successful reading to become independent, proficient readers. By successful reading, he means reading experiences where students perform with a high level of reading accuracy, fluency, and comprehension. He goes on to say that "in too many schools, the lower-achieving readers receive appropriate reading materials only when they participate in special support instruction (e.g., special education resource rooms, Title 1 in-class support, and bilingual education block). In other words, in too many cases the lower-achieving students receive, perhaps, an hour of appropriate instruction each day and four hours of instruction based on grade-level texts they cannot read (Allington, 1983)." It is imperative that all students have constant access to a huge variety of text at various text levels, from various genre, and about a wide-range of topics. We will continue to extend the text selections available at school and within all students' homes.

Vocabulary instruction and reinforcement is a focus across all areas of the curriculum. Research shows that the size of a reader's vocabulary influences both comprehension and fluency (Beck, McKeown, & Kucan, 2002, 2008). Furthermore, "if students do not understand the meaning of the words they read, the reading process merely becomes meaningless decoding (Pinnell & Fountas, 1998)." In her 1999 book, *Words, Words, Words*, Janet Allen reminds educators that the longstanding directive for students to look words up in the dictionary is not a successful strategy for broadening vocabulary. The definition can be inaccurate for the geographic location in which you live, may not be understandable if applied literally, and may not contain enough information to allow a person to correctly use the word. "Clearly, new words need to be integrated into the learner's prior knowledge, repeated in multiple contexts, and used in meaningful ways (Allen, 1999)." In order to ensure that essential vocabulary is specifically taught and practiced, Dan Mulligan's 2009 document, *Making Connections to Content: Essential Vocabulary* will be utilized as a resource by all teachers. "Vocabulary knowledge is cumulative and takes multiple exposures in a variety of meaningful contexts for words to be applicable and committed to long-term memory (Akhavan, 2007; Marzano et al., 2001)." We will approach the teaching of content vocabulary as ongoing instruction and will extend our awareness and usage of instructional strategies, including Interactive Word Walls, the Frayer Model, and visual representations to provide repeated, meaningful exposure to key terms.

Huggins and Celio's research (2002) is directly in line with the academic emphasis of Hoy's academic optimism, stating that in our schools there is no academic rigor; low-performing students are not pushed. This can be attributed to teacher and student expectations, and it should be noted that low expectations perpetuate a cycle of low achievement. A philosophically coherent school community seems to be the best setting for education, and yet there is often a lack of consistency between mission and goals in terms of policy and practice (Slaughter-Defoe, Andrews, & Zhang, 2002). We must examine our academic rigor at Bull Run and ensure that we are expecting all of our students to reach their greatest potential.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	Student performance on the 2012 Grades 3-6 Reading SOL tests will be greater than or equal to 91% passing for all students. and all subgroups.
1.1.1	Student performance by subgroup will increase as follows on the Grades 3-6 Reading SOL: Black students from 74% to 91%, SWD from 65% to 91%, Economically Disadvantaged students from 78% to 91%, Hispanic students from 87% to 91%, and LEP students from 80% to 91%.
1.1.1	Student performance in the pass advanced range will increase as follows on the 2012 Grades 3-6 Reading SOL: 3 rd grade from 52% to 56%, 4 th grade from 62.7% to 66.7%, 5 th grade from 50.3% to 54.3%, 6 th grade from 49.2% to 53.2%.
1.1.1	Student performance on the 2012 Grades 1 and 2 DRA2 will reflect at least 91% of the students meeting or exceeding the grade level benchmark by the end of the year.
1.1.1	Student performance on the Kindergarten DRA-WA will reflect at least 91% of students achieving a score of 193 by the end of the year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.							
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. Create, administer, and analyze formative and summative assessments to facilitate differentiated instruction	All Instructional Staff	<u>Words Their Way-</u> 109.92 <u>Word Journeys-</u> \$155.15 ½ day of team planning on a quarterly basis - \$7, 247.52	x	x	x	x	CLT agendas and minutes (Admin Team- weekly) eCART and Horizon reports (Admin Team- monthly) Grade level databases (J. Moore-quarterly) Early Learning Lab attendance and lesson plans (Fallen- weekly)
2. Implement a daily intervention/enrichment period and monitor student progress to define and refine the support	All Instructional Staff	Reading mentor training 3x year- \$250 Individual Learning Plans (ILPs)- \$300 for 400 folders	x	x	x	x	Individual Learning Plans (ILPs) (Admin Team- monthly) eCART and Horizon reports (Admin Team-monthly) CLT agendas and minutes (Admin Team-weekly)

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.

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.	
3. Increase parent awareness of students strengths and needs as readers and writers	All Instructional Staff	Blackboard Class newsletters Take Home Reading materials	x	x	x	x	Statistics tracking on Blackboard (Teachers-monthly) Teacher phone call logs (Admin Team- 1x year) Conference schedules/ notes (Admin Team- 1x year) PTA minutes (Admin Team- 1x year) Principal Coffee agenda (Brown- 1x year) Attendance sheet from parent literacy nights (Lieb- 1x year; Besalel- 1x year)
4. Teach and implement writing procedures using 6+1 Traits across all grade levels	All Instructional Staff	<u>6+1 Traits of Writing-</u> \$144	x	x	x	x	Informal assessments (Besalel and Baumgartner-4x/yr) Rubrics (Besalel and Baumgartner-4x/yr) 5 th grade writing SOL scores (Farmer- 1x yr)

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.

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. Provide explicit instruction of reading comprehension strategies through guided reading	All instructional Staff	Staff development- Jan Richardson's guided reading videos (\$25/copy) Storage containers for DRA kits (x16)- \$130 Timers <u>Guided Reading</u> - \$136 <u>Guiding Readers and Writers</u> - \$108 <u>The Next Step in Guided Reading</u> - \$144	x	x	x	x	Running records; Anecdotal notes Lesson plans (Admin Team- 1x yr) CLT agendas and minutes (Admin Team- weekly) DRA2 scores (Besalel and Baumgartner- 3x/yr) Quarterly SMART goals-by grade level (Admin Team- quarterly)

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Provide staff development in literacy instruction to include: <ul style="list-style-type: none"> • Guided Reading Practices • Reading Comprehension Skills • 6+1 Traits of Writing • Vocabulary Instruction (topic to be determined by survey results) 	Administration Fran Besalel Rick Baumgartner Members of SST Julee Moore	<u>The Café Book</u> -purchased through grant <u>The Daily Five</u> -purchased through grant LLI materials-purchased through grant Funding for substitutes for Collaborative Learning Visits-\$7, 247.52 DRA2 course- no additional cost	x	x	x	x	Staff meeting notes and exit tickets (Admin Team- 4x/yr) CLT agendas and minutes (Admin Team- weekly)

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"/> 1.1.1 English language arts
<input checked="" type="checkbox"/> 1.1.2 Mathematics
<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 | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

<input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
|--|--|

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

Teachers will increase all students’ competency in number sense and problem solving.

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

Data Sources:

2010 Math SOL results reflect the following:

Test	Overall pass rate compared to 2010	Notes on Achievement Gap as compared to last year, 2010 (subgroup data)
3 rd Grade	93%, up from 90%	SWD subgroup decreased from 85 to 55% LEP subgroup increased 82% to 93%
4 th Grade	93%, up from 88%	SWD subgroup increased from 38% to 56% Black subgroup increased from 58% to 90%
5 th Grade	94%, up from 92%	SWD subgroup increased from 58% to 77%
6 th Grade	80%, down from 86%	Hispanic subgroup increased from 60% to 70% SWD subgroup decreased from 50% to 18%

7 th grade	100%, remained the same	
Overall	91%, up from 90%	Overall Black subgroup increased from 78% to 82% Overall Hispanic subgroup increased from 78% to 81% Overall SWD subgroup increased from 48% to 59%

Knowledge of Programmatic/Instructional Strengths and Areas for Improvement:

Strengths:

Staff members continue to unpack and implement the new mathematics standards within the Elementary Mathematics Instructional Sequence (EMIS). Collaborative Learning Team (CLT) discussions are centered on best practices for teaching math strands in ratios, proportions, percents; number sense, geometry, algebraic patterns, and problem solving. Staff members are implementing strategies learned from in-services and classes taught by various speakers, including Dan Mulligan, Tom Schersten, Penny Wald, and representatives from the FCPS Elementary Math office. The Math Office will facilitate a math class taught at Bull Run in the Fall 2011 entitled, “Piecing Together Mathematics.”

Areas for Growth:

We have a significant achievement gap between white students and students in other subgroups. On the SOL Math tests in grades 3-6, while 94% of white students passed, the percentage of Black students (82%), Hispanic students (81%), Limited English Proficient students (85%), students identified as disadvantaged (85%), and students with disabilities (59%) who passed was significantly lower. Even though all groups showed improvement from the 2010 SOL test scores, we will continue to close this gap.

All classroom teachers and specialists work collaboratively in our CLTs to identify and plan to meet the needs of students who are not being successful or have demonstrated an understanding of material and are ready for extension and/or enrichment. Instruction is individualized through flexible groups identified by ongoing formative and summative assessments. In addition, Individual Learning Plans will be used to monitor student progress. All available staff and resources are employed. In addition, our math resource teacher will provide small group instruction.

Research

Arthur Hyde’s research on mathematical learning and problem solving suggests that students learn “by doing” math. As he states, “NCTM views problem solving as “doing” mathematics and as a powerful vehicle for building understanding of mathematical concepts.” (*Comprehending Math*, page 7-8). He goes on to say, “If we believe that problem solving is what mathematicians do, that it is at the very heart of mathematics, and that we can have students learn concepts of mathematics with understanding by “doing” problems, it appears that it is time to broaden our conceptions of what problem solving is and how we do it.” (*Comprehending Math*, page 180) Tom Schersten adds, “The National Council of Teachers of Mathematics stresses that as we shift toward standards-based curriculum and instruction, there will be an increased need for conceptual understandings, multiple representations and connections, mathematical modeling, and mathematical problem solving. The use of manipulatives to model mathematical concepts is essential to these understandings.” (<http://tomschersten.com/math.php>) By incorporating these overarching philosophies into our teaching techniques and utilizing manipulatives and word walls, we will increase student achievement in number sense and problem solving.

Carol Ann Tomlinson summarizes, “Effective teaching in general is responsive teaching where students are highly engaged, contribute actively to learning, and receive and use quality feedback.” Best practices include differentiation, which allows for vigorous, proactive, high quality differentiation. Differentiated math classrooms reflect these qualities.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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>
1.1.2	Student performance on the 2012 Grades 3-6 Math SOL tests will be greater than or equal to 90% passing for all students.
1.1.2	Student performance by subgroup will increase as follows on the Grades 3-6 Math SOL: Black students from 74% to 90%, SWD from 52% to 90%, Economically Disadvantaged students from 84% to 90%, Hispanic students from 81% to 90%, and LEP students from 84% to 90%.
1.1.2	Student performance in the pass advanced range will increase as follows on the 2012 Grades 3-6 Math SOL: 3 rd grade from 65.9% to 69.9%, 4 th grade from 71% to 75%, 5 th grade from 77.6% to 81.6%, 6 th grade from 51.4% to 55.4%.
1.1.2	Student performance on the 2012 Grades K-2 MRA will be greater than or equal to 90% passing for all students and all subgroups.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase all students' competency in number sense and problem solving.							
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. Engage students in activities that promote understanding of abstract concepts through the use of concrete materials. (e.g. manipulatives).	All instructional staff	Manipulatives-\$4,545	x	x	x	x	CLT agendas and minutes (Admin Team- weekly) Lesson plans (Admin Team- 1x year)
2. Teach common math vocabulary and provide visual support.	All instructional staff	Dan Mulligan vocabulary cards Word walls	x	x	x	x	CLT agendas and minutes (Admin Team- weekly) Common assessments (Heins-1x/month)
3. Create, administer, and analyze formative and summative assessments to facilitate differentiated instruction.	All instructional staff	No additional cost	x	x	x	x	CLT agendas and minutes (Admin Team- weekly) eCART and Horizon reports (Admin Team- monthly) Grade level databases (J. Moore-quarterly)

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase all students' competency in number sense and problem solving.							
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.	
4. Implement a daily intervention/enrichment period and monitor student progress to define and refine the support.	All instructional staff	Individual Learning Plans (ILPs)	x	x	x	x	Individual Learning Plans (ILPs) (Admin Team- monthly) eCART and Horizon reports (Admin Team-monthly) CLT agendas and minutes (Admin Team-weekly)
5. Provide professional development opportunities to improve instructional use of manipulatives and effective use of EMIS	Jodi Heins Michelle Lieb Administration	PD360- \$2,000 <u>Hands-On Standards</u> - \$320	x	x	x	x	Attendance at FCPS workshops/courses (Heins- 4x/yr) Staff meeting notes and exit tickets (Admin Team- 2x yr) CLT agendas and minutes (Admin Team- weekly)
6. Engage students in daily problem solving practice using the TIPS format. (Thought, Information, Plan, Solution)	All instructional staff	No additional cost	x	x	x	x	Common assessments (Teachers-monthly) CLT agendas and minutes (Admin Team-weekly) Quarterly SMART goals-by grade level (Admin Team-4x/yr)

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 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 checked="" 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)*

Teachers will increase student achievement through the consistent use of Positive Behavior Intervention Support (PBIS), including direct instruction in student goal setting and reflection.

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

Data Sources:

We showed a decrease in the number of positive reinforcements during 2010-11. In 2009-10 we gave 6,354 positive reinforcements, while in 2010-11, 5,960 positive reinforcements were presented. Our number of office reports/referrals for 2010-11 increased. In 2009-10 there were 128 student reports/referrals, while in 2010-11 there were 187 total reports/referrals.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Bull Run has a PBIS program that includes common language and expectations. We continue to work toward maintaining consistency in distribution of positive rewards and consequences for behavior. We review our data collection on a regular basis, and use that data to make decisions regarding our action plan and PBIS activities. There is a discrepancy between the number of positive rewards (Un”BULL”ievables) given and the number that was actually reported. This year, we will focus on accurate reporting of Un”BULL”ievables, reports and referrals. Bull Run has developed a binder for families, students, staff, and bus drivers which clearly

defines the PBIS program and its expectations. We continue to work in partnership with McDonalds as part of our incentive program to increase student recognitions for positive behavior choices.

Best Practice Research:

Research suggests that creating a reactive behavior system that focuses primarily on negative consequences is ineffective. Instead of creating a reactive behavior system, a Positive Behavior Intervention Support (PBIS) system teaches behavioral expectations and rewards students for following them. (<http://www.pbis.org/school/default.aspx>) The purpose of this type of system is to proactively address student behaviors, which will in turn keep students in the classroom in a positive learning community. In a randomized control trial published in *Journal of Positive Behavior Interventions* researchers found that schools with a PBIS system were perceived as safer and had increased third grade reading performance. (Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., 2009)

We recognize that students must be explicitly taught positive academic and social behaviors. In the article, *We Care Therefore They Learn* by Dennis Sparks (2003), Ronald Ferguson is quoted as saying, “Teachers who encourage students combine emotional support and instrumental assistance. Students are most likely to become disengaged if they don’t think that they are smart enough.” By teaching the students to write and reflect on SMART goals, we are teaching positive academic behaviors that can then be reinforced through PBIS. By combining PBIS and SMART goals, we facilitate opportunities for teachers and students to develop relationships that foster student engagement and heighten academic success.

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	PBIS Program end-of the-year analysis of data will demonstrate a 15% decrease in discipline referrals/reports from 187 to 160, while maintaining our high ratio of positive to negative reports at 31:1. Additionally, students will work together as an entire school to earn 10,000 classroom bulls before the end of the school year.
2.6	100% of Bull Run students will develop academic and/or behavioral SMART goal(s), monitor progress toward that goal, and reflect on the process.
2.7	100% of Bull Run students will demonstrate knowledge of school-wide behavioral expectations (respect, responsibility, and self-restraint) as contributing members of society, as determined by an end of the year student survey.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement through the consistent use of Positive Behavior Intervention Support (PBIS), including direct instruction in student goal setting and reflection.							
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. Model, teach, and monitor the tenets of PBIS. <ul style="list-style-type: none"> • Respect • Responsibility • Self-Restraint 	Dana Doss Laura Quinn	Un-BULL-ievable stickers-\$305.33 Bus driver training-\$30	x	x	x	x	SASI discipline reports (Doss/Quinn-monthly) Number of distributed PBIS stickers (Doss/Quinn- monthly) Office referral slips (Doss/Quinn- monthly) Student survey (Doss/Quinn-2x/yr)
2. Model and teach academic SMART goal writing and reflection to students in kindergarten through sixth grade <ul style="list-style-type: none"> • K-2 students will use “glows and grows” 	All instructional staff School counselors	Professional development-no additional cost	x	x	x	x	Student SMART goals and reflections (Teachers- quarterly) Checkin/Checkout records (Doss/Quinn- monthly)

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement through the consistent use of Positive Behavior Intervention Support (PBIS), including direct instruction in student goal setting and reflection.

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.	
3. Provide staff development on classroom management strategies <ul style="list-style-type: none"> • Academic Choice • Classroom as Community • Student Led Conferences • Kagan/Cooperative Learning • Logical Consequences/Positive Reinforcement • Think Sheets 	Bull Run Staff	PD360- \$2,000	x	x	x	x	Informal observations (Admin Team- monthly) Office referrals (Doss/Quinn- monthly) SASI discipline reports (Doss/Quinn- monthly)
4. Implement “Check Your Behaviors” in the cafeteria to enhance the existing school wide PBIS program.	Dana Doss Laura Quinn Christine Smith, Cafeteria Hostesses Sara Farmer	Un-BULL-ievable stickers Class Bulls “Check Your Behavior” cards (CYB)	x	x	x	x	Office referrals (Doss/Quinn- monthly) SASI discipline reports (Doss/Quinn- monthly) Feedback from cafeteria hostess (Sara- monthly)

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)*

Teachers will provide meaningful opportunities for all students to be respectful, contributing participants within their community through active service learning.

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

Data Sources:

Bull Run students actively support a variety of age-appropriate community outreach and environmental awareness programs throughout the year. These programs include Winter Wonderland Clothing drive, canned food drives, writing activities dedicated to US Veterans, school-wide recycling, and grade level school clean up and planting projects. This year's service learning projects will demonstrate growth based on the FCPS Service Learning Continuum as our projects move from community service to authentic service learning.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Faculty and students enthusiastically support the wide variety of school and community outreach programs provided by the school. Faculty and students reflect on the connection between their responsibility to the community and content areas, as well as the impact their service has on their individual growth. Improved communication and problem-solving skills are having a positive impact on social skills and attitudes.

Weaknesses:

The current state of the economy is impacting our student's ability to donate to service learning programs. We plan to encourage students to create and participate in more service learning by providing more opportunities for action-based projects instead of donation-based projects.

Best Practice Research:

It is important for students to have the opportunity to participate in service learning activities that emphasize pro-social and moral dispositions as well as service learning activities that focus on intellectual development through problem solving and critical thinking.

An Issue Brief from The National Service Organization entitled "*Community Service and Service Learning in American Schools*" (November 2008), states that "Research shows that when young people participate in service, they are more likely to continue on a pathway of lifelong civic engagement. Research shows that service-learning, an approach to education that ties community service to classroom instruction and reflection contributes to students' success and has a positive impact on their social behavior, habits and attitudes." (Available online at <http://www.nationalservice.org>)

Shelly H. Billig, Ph.D., of RMC Research Corporation, wrote a Research Summary entitled "*Heads, Hearts, and Hands: The Research of K-12 Service Learning*", in which she states, "However, the research shows that K-12 school-based service learning remains an enormously promising practice, especially if the practice includes elements of high quality. The evidence that service-learning affects the heads, hearts, and hands of our students is compelling enough to encourage all schools to try it." (Growing to Greatness 2004 by the National Youth Leadership Council, online at <http://www.servicelearningpartnership.org>).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By the end of the school year, a school-wide checklist (by homeroom & student) will reveal that 100% of the student body participated in at least one service learning project and age appropriate reflection, documenting their service learning.
3.4	By the end of the school year, a school-wide checklist (by homeroom & student) will reveal that 100% of the student body participated in at least one age-appropriate activity that fostered good stewardship of the environment.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will provide meaningful opportunities for all students to be respectful, contributing participants within their community through active service learning.							
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. Provide community service opportunities to the student body to include: <ul style="list-style-type: none"> • Jump Rope for Heart • Food Drives • School clean-up 	Matt Mulhern Scott Findley Laura Quinn Dana Doss	No additional cost	x	x	x	x	Participants' reflections (Teachers- 3x/yr) Photos (Findley/Doss-quarterly) Feedback from community organizations (Findley/Doss-quarterly)
2. Demonstrate good stewardship of the environment by continuing the school wide recycle and reuse program <ul style="list-style-type: none"> • All grade levels will sponsor service learning projects that support the program 	Jodi Heins	To be determined based on grade level plans	x	x	x	x	Principal's blog (Brown-2x/yr) Students' reflections/Observations (Teachers- daily) School wide checklist (Heins- 1x/yr)
3. Provide opportunities for students to reflect about their learning, civic duty and service to the community	All instructional staff	No additional cost		x	x	x	Observations/ Participants' reflections (Teachers- 2x/yr) Checklist of participation (Teachers- 2x/yr)

FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7 BULL RUN ELEMENTARY		June 2009		June 2010		June 2011	
Category	#	%	#	%	#	%	
ETHNICITY							
ASIAN	247	26.73	247	25.73	258	27.24	
BLACK (NOT OF HISPANIC ORIGIN)	100	10.82	106	11.04	117	12.35	
HISPANIC	151	16.34	172	17.92	189	19.96	
WHITE (NOT OF HISPANIC ORIGIN)	361	39.07	370	38.54	346	36.54	
OTHER	65	7.03	65	6.77	37	3.91	
	<u>924</u>		<u>960</u>		<u>947</u>		
GENDER							
FEMALE	439	47.51	467	48.65	459	48.47	
MALE	485	52.49	493	51.35	488	51.53	
	<u>924</u>		<u>960</u>		<u>947</u>		
ENGLISH PROFICIENCY							
ENGLISH PROFICIENT*	717	77.60	718	74.79	718	75.82	
LIMITED ENGLISH PROFICIENT**	207	22.40	242	25.21	229	24.18	
	<u>924</u>		<u>960</u>		<u>947</u>		
LEP LEVELS							
01-LEVEL 01 ENTERING	19	9.18	47	19.42	43	18.78	
02-LEVEL 02 BEGINNING	37	17.87	39	16.12	25	10.92	
03-LEVEL 03 DEVELOPING	59	28.50	58	23.97	68	29.69	
04-LEVEL 04 EXPANDING	32	15.46	36	14.88	70	30.57	
05-LEVEL 05 BRIDGING	60	28.99	62	25.62	23	10.04	
	<u>207</u>		<u>242</u>		<u>229</u>		
ENGLISH LANGUAGE SERVICES***	135	14.61	170	17.71	201	21.22	
FEE WAIVER							
NO FEE WAIVER	723	78.25	707	73.65	676	71.38	
FREE OR REDUCED FEES	201	21.75	253	26.35	271	28.62	
	<u>924</u>		<u>960</u>		<u>947</u>		
EDUCATIONAL DESIGNATION							
GENERAL EDUCATION	677	73.27	711	74.06	696	73.50	
ADVANCED ACADEMICS - LEVEL IV	197	21.32	191	19.90	188	19.85	
ELEMENTARY ADVANCED ACADEMICS - LEVELS II,III	220	23.81	198	20.63	148	15.63	
SPECIAL EDUCATION LEVEL 1	44	4.76	51	5.31	53	5.60	
SPECIAL EDUCATION LEVEL 2	50	5.41	58	6.04	63	6.65	
SPECIAL EDUCATION SERVICE							
AUTISM	24	25.53	25	22.94	21	18.10	
EMOTIONAL DISABILITIES	5	5.32	6	5.50	7	6.03	
SPECIAL EDUCATION SERVICE							
PHYSICAL DISABILITIES	2	2.13	1	0.92	1	0.86	
SPEECH/LANGUAGE IMPAIRMENT	14	14.89	13	11.93	13	11.21	
	<u>94</u>		<u>109</u>		<u>116</u>		
MOBILITY							
MOBILITY RATE		16.85		13.01		12.31	

BULL RUN ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				91%
	Black			82%	
	Hispanic			81%	
	White				94%
	Economically Disadvantaged			85%	
	Students with Disabilities Limited English Proficient	59%		85%	
2009-2010	All Students				90%
	Black		78%		
	Hispanic		78%		
	White				93%
	Economically Disadvantaged		78%		
	Students with Disabilities Limited English Proficient	48%		83%	
2008-2009	All Students				93%
	Black			83%	
	Hispanic			80%	
	White				97%
	Economically Disadvantaged			83%	
	Students with Disabilities Limited English Proficient		79%	87%	
Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				90%
	Black		74%		
	Hispanic			87%	
	White				95%
	Economically Disadvantaged		78%		
	Students with Disabilities Limited English Proficient	65%		80%	
2009-2010	All Students				90%
	Black		73%		
	Hispanic			83%	
	White				95%
	Economically Disadvantaged		77%		
	Students with Disabilities Limited English Proficient		74%	85%	
2008-2009	All Students				92%
	Black	69%			
	Hispanic				90%
	White				98%
	Economically Disadvantaged		79%		
	Students with Disabilities Limited English Proficient		75%	86%	

* = Subgroup with less than 50 students
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

Fall 2010 Best Practices Survey Results

School Name: BULL RUN

Total Responses: 49

Response Rate: 68 %

Response Color Coding	Scale 1: Knowledge				
	Percent: None	Percent: Little	Percent: Some	Percent: Quite a bit	Percent: Substantial

Scale 2: Quality of Use				
Percent: No Opportunity	Percent: Beginning	Percent: Developing	Percent: Skilled	Percent: Expert

Best Practice: Procedures and Routines

Item 1 : Structure classroom procedures and routines to create an orderly learning environment that supports positive student behavior.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	9	23	50	14	39	47
Elementary	2	41	52	14	53	31
Division	7	41	51	15	53	30

Best Practice: Arrangement of Classroom

Item 2 : Arrange the classroom for a variety of learning opportunities that encourage both whole-group and small-group teacher-directed activities.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	13	41	41	10	39	39
Elementary	11	44	42	17	50	33
Division	15	43	37	21	48	22

Item 3 : Arrange the classroom for a variety of learning opportunities that encourage both independent and cooperative learning experiences.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	10	37	53	15	45	35
Elementary	11	45	41	19	53	22
Division	13	45	39	20	52	21

Best Practice: Displays

Item 4 : Support academic learning by displaying instructional resources (e.g., word wall, models, anchor charts), which are clearly accessible.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	31	29	30	11	33	35
Elementary	19	44	34	20	49	18
Division	22	41	30	25	45	15

Item 5 : Post classroom/community expectations.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	10	51	39	15	45	31
Elementary	15	41	40	20	45	25
Division	17	41	39	21	45	24

Best Practice: Tools

Item 6 : Provide all students with easily accessible materials (e.g., location is age appropriate, content is grade-level appropriate) that support learning.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	8	37	53	15	39	43
Elementary	7	45	47	14	54	30
Division	9	45	45	15	52	29

* Best Practice: Relationships

Item 7 : Build collaborative and respectful relationships with students.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	14	41	35	14	37	49
Elementary	14	40	36	11	52	30
Division	14	39	36	12	51	30

Item 8 : Build collaborative relationships with parents to promote student success.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	12	53	31	26	52	18
Elementary	13	47	36	24	51	22
Division	16	45	30	25	49	21

Item 9 : Consistently encourage and support students to promote student success.						
	Scale 1: Knowledge			Scale 2: Quality of Use		
School	14	35	51	11	37	55
Elementary	13	39	53	10	54	35
Division	14	39	53	11	53	35

Item 10: Appropriately challenge students to ensure student success.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	10	47	41	27	43	27
Elementary	10	51	39	33	59	30
Division	10	50	40	32	56	30

Best Practice: Relevant and Engaging Learning Tasks

Item 15: Engage students in active learning opportunities that respond to student interests and preferences.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	12	53	33	20	49	24
Elementary	17	52	39	29	52	15
Division	15	51	30	28	52	15

Item 11: Facilitate development of relationships among students to promote mutual respect and support in your classroom.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	4	45	51	10	49	39
Elementary	5	44	50	16	59	24
Division	5	44	45	17	55	23

Item 16: Engage students in active learning opportunities that have a clear purpose.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	10	51	39	22	45	33
Elementary	7	50	43	17	57	24
Division	8	49	43	18	55	25

Best Practice: Safe and Positive Environment

Item 12: Create a learning environment where students feel they belong.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	43	57	4	45	51	21
Elementary	36	51	3	50	41	11
Division	37	50	5	50	38	10

Item 17: Engage students in problem-based learning opportunities.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	33	39	22	15	36	29
Elementary	31	44	21	7	39	41
Division	29	43	23	7	36	42

Item 13: Create a learning environment where students feel free to take risks.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	10	39	51	15	41	41
Elementary	9	45	45	17	53	27
Division	11	45	40	19	52	25

Best Practice: Cooperative Learning

Item 18: Design appropriate learning opportunities for students to work in a variety of group settings that promote cooperative learning.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	16	45	37	16	31	41
Elementary	15	51	33	15	24	53
Division	15	49	33	15	29	52

Item 14: Acknowledge and embrace the home, community culture, language heritage, and background experiences of all students.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	27	37	31	15	33	36
Elementary	21	50	27	17	33	50
Division	23	45	27	18	34	45

Best Practice: Student Communication

Item 19: Provide structured learning opportunities where students communicate, both orally (discussions, presentations, debates) and in writing, to deepen and extend learning.						
Scale 1: Knowledge			Scale 2: Quality of Use			
School	10	51	37	31	45	24
Elementary	16	49	33	15	25	53
Division	15	47	34	15	24	52

Best Practice: Data Driven

Item 20: Use assessment data when planning for instruction to meet the specific learning needs of each student.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	24	47	27	37	39	16			
Elementary	18	46	34	38	45	19			
Division	19	45	30	31	43	18			

Best Practice: Instructional Delivery Model

Item 25: Use the LEARN (Link, Engage and Educate, Active Learning, Reflect, and Now and Then) instructional delivery model as a framework when planning lessons.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	41	27	27	18	35	24	15		
Elementary	14	27	36	23	34	35	13		
Division	11	26	32	21	32	33	11		

Best Practice: Lessons Aligned with POS and Pacing Guides

Item 21: Plan lessons that align with FCPS' POS and pacing guides.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	8	33	57	14	46	31			
Elementary	2	37	51	16	49	30			
Division	10	37	49	17	46	29			

Best Practice: Critical and Creative Thinking

Item 26: Promote conceptual understanding and higher-order thinking skills by delivering learning experiences that allow students to construct knowledge.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	33	37	31	14	37	29	20		
Elementary	25	47	22	16	36	41	12		
Division	26	45	24	15	36	42	13		

Best Practice: Content Knowledge

Item 22: Develop a deep understanding of assigned content areas to support the design of differentiated learning experiences that are relevant and challenging to all students.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	20	37	41	8	33	31	29		
Elementary	17	49	31	2	30	47	17		
Division	17	47	33	2	29	46	19		

*** Best Practice: Engagement**

Item 27: Implement varied and ample opportunities for students to practice and process new information.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	24	47	29	14	35	37	22		
Elementary	14	55	30	14	24	55	16		
Division	14	53	31	14	33	53	19		

Best Practice: Teacher Collaboration

Item 23: Participate in collaborative learning teams to analyze student learning data.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	10	45	41	4	24	43	15		
Elementary	5	37	36	4	27	40	19		
Division	20	37	34	7	29	39	15		

**** Item 15: Engage students in active learning opportunities that respond to student interests and preferences.**

Item 15: Engage students in active learning opportunities that respond to student interests and preferences.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	12	53	33	4	25	46	24		
Elementary	17	53	29	1	28	52	15		
Division	15	51	30	1	29	50	15		

Item 24: Participate in collaborative learning teams to plan for instruction and assessment.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	16	41	35	4	47	32	15		
Elementary	14	38	42	4	35	43	21		
Division	15	38	42	4	39	42	22		

**** Item 17: Engage students in problem-based learning opportunities.**

Item 17: Engage students in problem-based learning opportunities.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	33	39	22	4	39	39	15		
Elementary	31	44	21	4	36	41	11		
Division	29	43	23	4	36	42	13		

**** Item 18 : Design appropriate learning opportunities for students to work in a variety of group settings that promote cooperative learning.**

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	16	46	37	31	41	22
Elementary	15	51	33	24	50	17
Division	16	48	33	25	43	17

Best Practice: Appropriate Instructional Resources

Item 30 : Use appropriate materials and resources effectively in the classroom to meet the needs of diverse learners.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	19	37	43	29	37	27
Elementary	11	50	39	21	53	23
Division	13	49	37	23	51	22

**** Item 26 : Promote conceptual understanding and higher-order thinking skills by delivering learning experiences that allow students to construct knowledge .**

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	33	37	31	14	37	20
Elementary	29	47	22	8	39	12
Division	28	48	24	14	36	13

Item 31 : Choose appropriate materials and resources that meet the needs of diverse learners.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	12	47	39	22	45	27
Elementary	10	51	39	20	55	23
Division	12	49	38	21	52	23

**** Item 29 : Use a variety of high-yield instructional strategies (e.g., similarities and differences, non-linguistic representation such as graphs and pictures) purposefully and appropriately during instruction to meet the needs of all students.**

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	19	49	29	17	39	29
Elementary	14	44	25	7	36	15
Division	19	43	28	7	39	16

Best Practice: Technology

Item 32 : Use technology during instruction to support teaching and learning.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	27	43	27	25	35	16
Elementary	28	40	27	14	41	18
Division	25	42	31	14	32	16

Best Practice: Grouping of Students

Item 28 : Group students flexibly and for a variety of purposes during instruction to differentiate and maximize learning opportunities.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	14	35	47	19	21	41
Elementary	15	46	34	7	24	20
Division	19	45	30	7	27	18

Best Practice: Expectations for Learning

Item 33 : Develop and communicate learning targets to students.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	24	39	35	15	33	37
Elementary	28	46	24	7	32	44
Division	23	46	25	14	30	46

Best Practice: High-Yield Instructional Strategies

Item 29 : Use a variety of high-yield instructional strategies (e.g., similarities and differences, non-linguistic representation such as graphs and pictures) purposefully and appropriately during instruction to meet the needs of all students.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	19	49	29	14	39	29
Elementary	14	44	25	7	36	15
Division	19	43	28	7	39	16

Item 34 : Set learning goals with students.

	Scale 1: Knowledge			Scale 2: Quality of Use		
School	31	31	31	20	39	16
Elementary	31	36	21	11	37	13
Division	25	39	24	19	34	13

*** Best Practice: Checking for Understanding**

Item 35: Use a range of approaches to identify what students have learned, gaps in understanding, and areas where students have exceeded expectations.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	24	27	49	20	12	39	31	18	
Elementary	22		51	24	4	32	46	14	
Division	22		20	24	5	32	47	14	

Item 36: Assign project-based work to determine what students have learned up to a certain point.										
Scale 1: Knowledge					Scale 2: Quality of Use					
School	4	14	29	22	31	16	22	20	18	22
Elementary	2	10	34	32	15	15	33	31	9	
Division	7	15	31	33	19	14	32	33	11	

Item 37: Allow students to demonstrate their understanding through various modalities, including oral, written, and pictorial.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	12		51	35	24	29	37	31	
Elementary	12		47	38	8	23	50	23	
Division	14		45	37	5	22	49	23	

Item 38: Use clear, focused questions at various cognitive levels to determine what students do and do not understand.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	29		35	37	24	31	33	33	
Elementary	18		52	28	12	38	50	18	
Division	18		51	29	8	27	52	17	

Best Practice: Feedback

Item 39: Provide consistent opportunities for students to receive detailed feedback from teachers, peers, or student's self-reflection on how to advance their learning.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	27		45	27	4	23	37	35	16
Elementary	1		39	45	21	4	36	42	11
Division	25		46	24	4	23	33	44	14

Best Practice: Common Assessment

Item 40: Regularly administer collaboratively-designed assessments.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	2	27	45	18	4	15	39	35	12
Elementary	4	21	39	28	11	7	27	36	17
Division	4	23	37	29	10	7	27	37	18

Item 41: Regularly evaluate the results of collaboratively designed assessments.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	33		39	27	4	15	39	33	14
Elementary	4	24	40	24	11	8	29	36	15
Division	4	25	38	24	11	8	30	35	14

Best Practice: End of Unit and End of Course

Item 42: Use summative assessments to determine student knowledge, skills, and understanding that reflect instructional goals.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	18		43	33	4	15	24	47	18
Elementary	2	21	49	28	4	5	39	49	18
Division	19		47	29	4	4	28	47	18

Best Practice: Large Scale External Assessment

Item 43: Use large scale external assessment results (e.g., SOL, AP/IB tests, SAT) to inform instructional practices.									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	4	22	43	24	6	15	24	49	10
Elementary	7	22	39	27	14	8	28	38	14
Division	8	22	36	27	12	8	27	37	12

Item 44: Plan lessons that prepare students for success in large scale external assessments (e.g., SOL, AP/IB tests, SAT).									
Scale 1: Knowledge					Scale 2: Quality of Use				
School	4	14	49	31	2	4	24	41	20
Elementary	6	17	42	32	11	11	21	45	19
Division	7	18	40	34	12	11	21	44	20

**RESULTS AND REFLECTION ON THE 2011-2012 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>Academics Objective-Reading: Teachers will increase student achievement in reading and writing through a balanced literacy approach that focuses on explicit modeling and teaching of reading comprehension strategies and a common writing program.</p>	<p><u>Performance Indicator:</u> Student performance on the 2012 Grades 3-6 Reading SOL tests will be greater than or equal to 91% passing for all students. and all subgroups.</p> <p>Student performance by subgroup will increase as follows on the Grades 3-6 Reading SOL: Black students from 74% to 91%, SWD from 65% to 91%, Economically Disadvantaged students from 78% to 91%, Hispanic students from 87% to 91%, and LEP students from 80% to 91%.</p> <p>Student performance in the pass advanced range will increase as follows on the 2012 Grades 3-6 Reading SOL: 3rd grade from 52% to 56%, 4th grade from 62.7% to 66.7%, 5th grade from 50.3% to 54.3%, 6th grade from 49.2% to 53.2%.</p> <p>Student performance on the 2012 Grades 1 and 2 DRA2 will reflect at least 91% of the students meeting or exceeding the grade level benchmark by the end of the year.</p> <p>Student performance on the Kindergarten DRA-WA will</p>	<p><u>Supported:</u></p> <p><u>Inhibited:</u></p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>reflect at least 91% of students achieving a score of 193 by the end of the year.</p> <p><u>Results:</u></p> <p><u>Qualitative/Quantitative Data:</u></p>		
<p><i>Academics-Math Objective:</i> Teachers will increase all students' competency in number sense and problem solving.</p>	<p><u>Performance Indicator:</u> Student performance on the 2012 Grades 3-6 Math SOL tests will be greater than or equal to 90% passing for all student.</p> <p>Student performance by subgroup will increase as follows on the Grades 3-6 Math SOL: Black students from 74% to 90%, SWD from 52% to 90%, Economically Disadvantaged students from 84% to 90%, Hispanic students from 81% to 90%, and LEP students from 84% to 90%.</p> <p>Student performance in the pass advanced range will increase as follows on the 2012 Grades 3-6 Math SOL: 3rd grade from 65.9% to 69.9%, 4th grade from 71% to 75%, 5th grade from 77.6% to 81.6%, 6th grade from 51.4% to 55.4%.</p> <p>Student performance on the 2012 Grades K-2 MRA will be greater than or equal to 90% passing for</p>	<p><u>Supported:</u></p> <p><u>Inhibited:</u></p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>all students and all subgroups.</p> <p><u>Results:</u></p> <p><u>Quantitative/Qualitative Data:</u></p>		
<p>Essential Life Skills Objective: Teachers will increase student achievement through the consistent use of Positive Behavior Intervention Support (PBIS), including direct instruction in student goal setting and reflection.</p>	<p><u>Performance Indicators:</u> PBIS Program end-of the-year analysis of data will demonstrate a 15% decrease in discipline referrals/reports from 187 to 160, while maintaining our high ratio of positive to negative reports at 31:1. Additionally, students will work together as an entire school to earn 10,000 classroom bulls before the end of the school year.</p> <p>100% of Bull Run students will develop academic and/or behavioral SMART goal(s), monitor progress toward that goal, and reflect on the process.</p> <p>100% of Bull Run students will demonstrate knowledge of school-wide behavioral expectations (respect, responsibility, and self-restraint) as contributing members of society, as determined by an end of the year student survey.</p> <p><u>Results:</u></p> <p><u>Qualitative/Quantitative Data:</u></p>	<p><u>Supported:</u></p> <p><u>Inhibited:</u></p>	
<p>Responsibility to Community Objective:</p>	<p><u>Performance Indicators:</u> By the end of the school year, a school-wide checklist (by</p>	<p><u>Supported:</u></p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Teachers will provide meaningful opportunities for all students to be respectful, contributing participants within their community through active service learning.</p>	<p>homeroom & student) will reveal that 100% of the student body participated in at least one service learning project and age appropriate reflection, documenting their service learning.</p> <p>By the end of the school year, a school-wide checklist (by homeroom and student) will reveal that 100% of the student body participated in at least one age-appropriate activity that fostered good stewardship of the environment.</p> <p><u>Results:</u></p> <p><u>Qualitative/Quantitative Data:</u></p>	<p><u>Inhibited:</u></p>	