

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

Bush Hill Elementary

Cluster V

DRAFT

Jack Pitzer, 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
Jack Pitzer	Principal		
Jack Pitzer	Committee Chair		
Cecelia Breazeale	Assistant Principal		
Denise Goate	Reading Specialist		
Sherry Shin	2 nd grade/math lead		
Melissa Tisnado	4 th grade		
Pam Freer	Librarian		
Nancy Baker	Counselor		
Laura Flaherty	3 rd grade/science lead		
Maureen Manzo	5 th grade		
Leslie Robey	Physical disabilities teacher		
Patti Smith	ESOL teacher		
Katie Pinto	6 th grade teacher		
Barbara Katz	Parent		
Dr. Shana Bellow-Vicks	Parent		
Claire Branson	Parent		
Todd Branson	Parent		
Andrea Palermo	Parent/PTA President		

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

Our students will:

- Be well-rounded, high achieving students of character, who embrace life-long learning.

Our staff will:

- Routinely meet and collaborate to best meet instructional needs and goals
- Provide and model respect, empathy, encouragement, and support
- Seek opportunities to further involve families in learning
- Engage in life-long learning opportunities

Our families will:

- Actively participate in student learning and character development
- Be knowledgeable about and access resources available throughout Fairfax County

Our community will:

- Show a sense of pride in our school's excellent reputation
- Partner with our school to help us achieve our mission

SCHOOL—MISSION STATEMENT

THE BUSH HILL LEARNING COMMUNITY, COMPRISED OF STUDENTS, PARENTS, STAFF, AND THE COMMUNITY AT LARGE, SHARES A RESPONSIBILITY TO PROVIDE AN INVITING AND SAFE ENVIRONMENT AND DEVELOP APPROPRIATE HIGH STANDARDS FOR ACADEMIC ACHIEVEMENT AND CHARACTER DEVELOPMENT.

SCHOOL—CORE VALUES/BELIEFS

- We believe in teamwork; none of us is as smart as all of us
- We believe in making a positive difference in the lives of our children
- We believe in community involvement

SPECIAL PROGRAMS

- After school programs
- Physical Disability program
- Student mentoring program
- Responsive Classroom school-wide
- Full-day kindergarten

Student Achievement Goal-Academics

Compacted Math at grade 4-6

Geography Bee

Hands on Equations

Junior Great Books

Math Olympiad

FLEX program (Foreign Language Experience)

International Night

Reflections

Student Achievement Goal-Essential Life Skills

Daily morning news show

Chess and games club

Girls on the Run

Homework club

Kickball Club

Art/pottery club

Track club

Student Achievement Goal-Responsibility to the Community

Walk for the Homeless (supports New Hope Housing)

Food Drive (supports local charity Koinonia)

Giving Tree (clothing collection to support Koinonia)

Fifth and Sixth Grade service project

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 applies 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 checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

Student achievement in reading will improve through differentiation of reading instruction, based on consistent, common assessments.

Student achievement in writing will improve through the implementation of Writer’s Workshop blocks, including focus lessons on areas of need and the ongoing evaluation of student writing samples using the FCPS writing rubrics.

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

Data Sources:

DRA scores show 37% of students were not reading at grade level benchmarks in grades 1 and 2 with 87% of those belonging to our identified subgroups of Asian, Black, Hispanic, Multi-racial, ESOL, and SPED students. SOL data revealed that for grades 3, 4, 5, and 6, 11% failed the reading subtest. Longitudinal SOL data has shown a weakness in writing in grade 5 with an overall passing rate

declining from 98% in 2004 to 82% in 2007, up to 83% in 2008, and a slight drop back to 82% in 2009. The data also shows a decline in the percentage of students in the Pass/Advanced range has also declined from a high of 42% in 2005 to a low of 19% in 2008.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Materials such as fiction and non-fiction book sets, big books, books on tape, computerized reading and writing programs, phonemic awareness kits, content area books on various levels, and the professional library are all available. All school personnel have been DRA/DRA2 trained. Reading and writing assessments were added during previous years and literacy folders were distributed to appropriate classroom teachers. Time within the master schedule continues to be provided for grade level team members to collaborate. ESOL, Special Education, reading resource teachers as well as the librarian and SBTS collaborate with classroom teachers to plan and implement literacy lessons. Curriculum being taught in the classroom reflects both the Standards of Learning and the Program of Studies. Opportunities to attend professional development courses and seminars are promoted.

Grade level teams are not routinely reviewing literacy folders for all students. There has not been a systematic review at the end of each quarter to ensure that there are literacy folders for all students and that appropriate paperwork and test scores have been kept up to date. Focused, small group differentiated instruction is not occurring on a regular basis in reading and writing. There is not a consistent use of Writer's Workshop through out the school. Time focused on writing within the Language Arts block and the writing process varies greatly from grade level to grade level.

Best Practice Research:

Research in best practices for literacy instruction reveals the need for more time spent in direct reading instruction. Richard Allington (2006) supports "capturing more academic time" by creating longer blocks of uninterrupted time for reading and writing. This practice would encourage an increase in the students' volume of reading. In addition, the work of Fielding et. al (2007) also supports the value of maximizing the time spent in direct reading instruction. Their Kennewick experiment further proves that such intervention leads to higher student achievement. Harvey and Goudvis (2008) advocate explicit instruction with modeling, practicing, and applying strategies to foster comprehension while reading fiction and nonfiction. The six strategies of monitoring comprehension, activating and connecting, asking questions, inferring and visualizing, determining importance, and summarizing and synthesizing build a repertoire of skills to unlock meaning and gain an understanding of what is read. In any elementary classroom, there are students who struggle with learning, others who exceed grade-level expectations, and the rest who fall between these extremes. The teacher's attention to these differences is vital to student success. Research has shown that success in school will result if the students are taught in ways that respond to their readiness levels (Vygotsky, 1986), interests (Csikszentmihalyi, 1997) and learning profiles (Sternber, Torff, and Grigorenko, 1998).

Suzanne Perego and Owen Boyle (2005) state that process writing which breaks writing into manageable phases helps students improve writing for both native speakers and English language learners. In addition, "process writing provides a variety of scaffolds to assist students with all aspects of writing including correctness." Perego and Boyle's research also supports giving "opportunities for writing not only improves their writing but also promotes language acquisition." Finally, "direct instruction is essential for helping students revise and edit effectively and correctly" as researched by Ferris (2002).

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>
1.1.1	Student performance on SOL tests in reading in grades 3-6 will be greater than or equal to 85% passing for each subgroup as measured in Spring testing of 2010.
1.1.1	Student performance on SOL writing test in grade 5 will be greater than or equal to 90% passing for each subgroup as measured in Spring testing of 2010.
1.1.1	Student performance on the DRA2 in grade 2 will be greater than or equal to 94% on or above benchmark for students not identified as a subgroup.
1.1.1	Student performance on the DRA2 in grade 2 will be greater than or equal to 80% on or above benchmark for identified subgroups.
1.1.1	Student performance on the SOL test in writing in grade 5 will be greater than or equal to 90% passing as measured in Spring testing of 2010.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in reading will improve through differentiation of reading instruction, based on consistent, common assessments.							
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. Fall DRA/DRA2 assessments of all students in grade K, and at-risk students in grades 1-6.	Grade level teams ESOL team SPED team Denise Goate	DRA DRA2	X				Scores will be turned in to reading teacher by October 16.
2. Spring DRA/DRA2 assessments of all students in grades K-6	Grade level teams ESOL SPED team Denise Goate	DRA DRA2		X	X	X	All untrained personnel will attend DRA2 training class appropriate for their grade level. Support will be available as necessary.
3. Additional small group reading instruction for targeted at risk students not receiving ESOL or Special Education support	Denise Goate Marianne Givens	Leveled reading books Trade books Reader's Theater materials	X	X	X	X	Collaboration between classroom teacher and reading teacher. Ongoing informal assessments to monitor progress.
4. Additional small group reading instruction for above-grade level readers for challenge and engagement.	Denise Goate Marianne Givens Pam Freer Karin Coburn	Leveled reading books Trade books Reader's Theater materials	X	X	X	X	Collaboration between classroom teacher, reading teacher, and librarian. Ongoing informal assessments to monitor progress.
5. Continued use of Literacy folders that contain selections of student writing, individualized work plans, and reading assessment information.	Grade level teams Denise Goate ESOL team SPED team	Literacy folders Samples of student writing Individualized work plans Reading assessment information Intervention strategies if applicable	X	X	X	X	Team leaders will follow up quarterly to verify that folders reflect new data, samples, and work plans. Folders will be collected in June. In August, they will be distributed to appropriate classroom teachers.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in reading will improve through differentiation of reading instruction, based on consistent, common assessments.

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. Language Arts instructional blocks will include a structured 45 minute Writer's Workshop.	Jack Pitzer Cecelia Breazeale Grade level teams ESOL team SPED team	Master Schedule	X	X	X	X	Visits to classrooms as needed.
7. Implement use of FCPS writing rubrics at grades 3-6.	Denise Goate Jack Pitzer Cecelia Breazeale Grade level teams	FCPS writing rubrics Anchor papers	X	X	X	X	Inservice training on FCPS writing rubrics. Writing assignments will be evaluated using the appropriate rubric. Quarterly meetings to analyze data from writing rubrics will be held.
8. Teachers will attend "Writing in Grades 3 – 6"	Denise Goate Jack Pitzer Cecelia Breazeale	FCPS Academy Course materials		X	X		Teachers in grades 3-6 will have priority registration for this class which is to be held at Bush Hill. Follow up meetings will be held and support will be provided as necessary.
9. Monthly staff developments in writing.	Jack Pitzer Cecelia Breazeale Invited staff members	<u>Primary Purposes</u> <u>Expanding Expectations</u> eCART <u>Nonfiction Mentor Texts</u> by Lynne Dorfman and Rose Cappelli	X	X	X	X	Follow up support with grade level teams as they use strategies from the staff developments.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in writing will improve through the implementation of Writer’s Workshop blocks, including focus lessons on areas of need and the ongoing evaluation of student writing samples using the FCPS writing rubrics.							
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.	
10. Use of FCPS Language Arts pacing guides as a resource in planning focus lessons.	Grade level teams Denise Goate ESOL team SPED team Jack Pitzer Cecelia Breazeale	FCPS Language Arts pacing guides Grade level quarterly plans	X	X	X	X	Grade level quarterly plans will reflect the curriculum in the pacing guide.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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Check all that applies to this school improvement plan objective.

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| <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)*

Student achievement in mathematics will increase at grades 3-6 through the implementation of best practice strategies and by closing the achievement gap through the use of high-level tasks and data-driven instruction.

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

Data Sources:

Longitudinal SOL data shows increases in most grades except for 4th grade whose score decreased from 81.6% last year to 73.6% this year. The strand of Patterns, Functions, and Algebra presents a particular challenge for our students in grades 3 and 4. The percentage of students who scored below 30% was 32.7% and 41.2% respectively. Number and Number Sense and Computation and Estimation also proved to be problematic areas for our 4th graders as 30.9% scored below 30%. Data sources revealed that SPED and Black student performance are areas of concern as only 69.4% and 72.54% in those subgroups are currently passing proficiently. MRA data shows the need for focused instruction in problem solving strategies in grade 1. The percentage of students who were able to solve simple word problems and create their own story problems was 62.8% and 29.5% respectively. 1st grade students also require more explicit instruction in interpreting graphs and data as only 30.8% of students answered these questions correctly. Analysis of 2nd grade MRA data revealed the need to focus instruction on helping students explain their thinking when supporting their solution.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There has been overall growth this past year as we focused on strengthening our mathematics program through the use of cooperative learning, discourse, and formative assessment in the mathematics classroom. Teachers also worked to incorporate the use of manipulatives and participated in professional development opportunities such as lesson study with Tom Schersten, Kagan, and responsive classroom training. Teachers recognized the need to continue the use of tools in the mathematics classroom and developing high-level tasks that are cognitively demanding for students. Teachers feel better equipped to map out their mathematics curriculum this year following the implementation of the new eCART pacing guide last fall. Teachers need to use data sources and implement a collaborative inquiry model to improve teaching and learning.

Best Practice Research:

Research in best practices for mathematics revealed that all students require a rigorous, worthwhile mathematics curriculum. In A Casebook for Professional Development (Stein, Smith, Henningsen, and Silver), student gains in mathematics were greatest in classrooms in which “instructional tasks consistently encouraged high-level student thinking and reasoning and least in classrooms in which instructional tasks were consistently procedural.” In addition to closing the achievement gap using cognitively demanding tasks, Black students benefit from developing a positive rapport with caring teachers and positive academic interactions. These students also grow through the use of a standards-based curriculum which includes: problem solving in social contexts, expressive individualism, opportunities to communicate and discuss their mathematical thinking, and the opportunity to see the interconnectedness of mathematical ideas (Berry, 2003). Teachers will support the mathematics curriculum through building a culture of collaboration and using data systematically to improve instruction. According to a study done by the National Science Foundation, collaborative inquiry, “a process where teachers construct their understanding of student-learning problems and embrace and test out solutions together through rigorous use of data and reflective dialogue,” eliminated the achievement gap between students with disabilities and regular education students and doubled the percentage of Black students proficient in mathematics over a 3-year period (Love, 2009). To support our Patterns, Functions, and Algebra instruction, teachers will move their students beyond numeric procedures towards general reasoning about relationships between numbers, quantities, and symbols (NCTM).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	Student performance on SOL tests in mathematics in grades 3-6 will be greater than or equal to 81% passing for Black, Hispanic, SPED, and students with free or reduced fee as measured in spring testing of 2010.
1.1.2	Student performance on SOL tests in mathematics in grades 3, 4, 5, and 6 will be greater than or equal to 81% passing in spring testing of 2010.
1.1.2	Students' performance on MRA tests in mathematics in grades 1 and 2 will be greater than or equal to 81% passing in spring testing of 2010.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will increase at grades 3-6 through the implementation of best practice strategies and by closing the achievement gap.							
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. Teachers will include a 1 hour uninterrupted block for math instruction into their daily schedules.	Jack Pitzer Cecelia Breazeale Master Schedule Team	Flexibility with schedules	X	X	X	X	Instructional assistants and specialists will need to work with classroom teachers to help support the creation of this instructional block. Team levels will meet on a weekly basis to monitor and discuss the effectiveness of their schedule and discuss any adjustments that need to be made with their grade-level administrator.
12. Teachers in grades 3-6 will closely monitor student progress to determine the appropriateness of VGLA and SOL assessments when evaluating student learning.	3-6 Teachers Specialists Jack Pitzer Cecelia Breazeale	Common Assessments (formative and summative)	X	X	X	X	Teachers will consult with specialists during the first quarter to determine which students require the VGLA assessment. Specialists and classroom teachers will collaborate to document student learning.
13. Teachers will create interactive word walls to build student vocabulary and background knowledge.	Jack Pitzer Cecelia Breazeale Classroom teachers	Index cards, markers, pacing guide	X	X	X	X	Teachers will use the pacing guide to determine what essential vocabulary terms they need to focus on during each unit. Grade level teams will work together to determine a location and create the word walls.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will increase at grades 3-6 through the implementation of best practice strategies and by closing the achievement gap.

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.	
14. Teachers will continue their professional development by utilizing Smart Board tools and interactive manipulatives in their day-to-day instruction.	Jack Pitzer Cecelia Breazeale Sherry Shin Classroom teachers	L. Harvey Almarode (Professor from James Madison University) \$800	X				Teachers will actively participate in the inservice and utilize the skills garnered into their daily math lessons. Teachers will use the Bush Hill Staff Site on Blackboard to record their successes, questions, and concerns.
15. Teachers will incorporate math into their responsive classroom morning meetings at least once a week.	Jack Pitzer Cecelia Breazeale Team Leaders Classroom Teachers	Responsive Classroom Level 1 Training	X	X	X	X	Classroom teachers will complete the first level of responsive classroom training to learn how to use the morning meeting as a vehicle for academics. Team Leads will have the responsibility to designate a certain day of the week as a math focus.
16. Teachers will utilize common formative assessments to focus instruction and determine student learning problems.	Jack Pitzer Cecelia Breazeale Classroom Teachers Vertical Math Team	ECART	X	X	X	X	Teachers will use data to drive their instruction. Teachers will meet in PLC teams to discuss the data and provide re-teaching opportunities. Teachers will also help students clarify the errors they make on assessments so they can provide explanations for their corrections. Mathematics Vertical Team members will assist teachers at each grade level to drill down into the data and analyze student work.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will increase at grades 3-6 through the implementation of best practice strategies and by closing the achievement gap.

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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.	
17. Teachers will serve as mentors to students in subgroups who are at-risk.	Jack Pitzer Cecelia Breazeale Nancy Baker Teacher Mentors	Afternoon training on mentoring	X	X	X	X	Teachers will provide names of at-risk students to the school counselor by the 2 nd week of October. The school counselor will train teachers to mentor students and will ensure that each student who is at-risk has a mentor provided for them.
18. Teachers will incorporate the use of cognitively demanding tasks.	Jack Pitzer Cecelia Breazeale.	Silver Burdett Ginn Textbook	X	X	X	X	Teachers will modify existing questions in their textbooks to include questions that are more cognitively demanding. Grade level teams will share tasks to create a repository of standards-based quality tasks.
19. Teachers will incorporate the use of music into their mathematics instruction.	Jack Pitzer Cecelia Breazeale Kelly Servoss Sara Alipanah	Bush Hill server	X	X	X	X	Teachers will learn songs to support their mathematics instruction. Teachers will collaborate and create songs and place songs on the server for all teachers' access. Grade level teams will work with the music teacher and Kelly Servoss to develop songs for objectives that are difficult for students to master.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will increase at grades 3-6 through the implementation of best practice strategies and by closing the achievement gap.

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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.	
20. Teachers will support students' understanding of algebra by utilizing Hands on Equations.	Jack Pitzer Cecelia Breazeale Karin Coburn	Hands on Equation kits	X	X	X	X	Teachers will work with the GT specialist to schedule times for her to work with students on developing their algebraic reasoning skills through the use of Hands on Equations. Teachers will continue consulting with the GT specialist to include the use of the kit throughout the school year.
21. Teachers in grades 1 and 2 will have students explain their thinking and solution strategies verbally or in writing on all formative assessments.	Jack Pitzer Cecelia Breazeale 1-2 Teachers		X	X	X	X	Teachers will work to create common assessments that include tasks that require students to provide explanations for their solutions. Grade level teams will review tests together to create rubrics for scoring tasks.

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 applies to this school improvement plan objective.

- | | | | |
|-------------------------------------|---|--------------------------|--|
| <input type="checkbox"/> | 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input checked="" 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 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)*

Focus awareness and understanding of skills necessary to work effectively within a group dynamic to support student demonstration of them on a consistent basis.

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

Data Sources:

Staff observations, anecdotes, and comments have indicated that there is a need for more explicit teaching of group work skills so that students can more effectively use instructional time. In addition, informal evidence from the school counselor suggests that many students need to learn group skills such as active listening and consensus building. Finally, anecdotal evidence from the teachers who implemented Responsive Classroom last year suggests that explicit teaching of group work skills leads to greater social and academic growth.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

For many years, Bush Hill staff and students have focused on learning and demonstrating positive character traits. Staff has created a school climate which celebrates positive social growth along with academic growth. However, many staff members still feel that many students do not adequately demonstrate effective skills for working within a group dynamic. We have identified the specific

skills of active communication, consensus building, respecting multiple points of view, and expressing opinions as areas of focus for this year. These skills will help students work more effectively within groups.

Last year staff development at Bush Hill focused on Kagan strategies. Teachers had many opportunities to learn about and use these strategies with students and colleagues. Kagan strategies provide students with appropriate structures for positive group interaction and problem-solving in academic areas.

This year, Bush Hill is implementing the Responsive Classroom (RC) approach school-wide. Many teachers, but not all, have been trained in RC techniques. The staff is excited to incorporate the RC approach into their daily routines.

Best Practice Research:

According to best practice research (for example, Schneider and Bryk), trusting, cooperative, supportive relationships support educational growth. Students who learn and demonstrate effective group work skills might be better able to build such relationships. Research from MIT has shown that teaching students teamwork skills can improve the effectiveness of their work in addition to helping them develop important life skills for the future. Finally, a study of the Responsive Classroom approach showed a correlation between developing greater social skills and increased reading and math test scores.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.2	Student self-assessments will show an increase in development of group work skills from the first quarter to the third quarter of 2009-2010.
2.2	The number of students referred to administration for inter-personal conflict will decrease from the first quarter to the third quarter of 2009-2010.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Focus awareness and understanding of skills necessary to work effectively within a group dynamic to support student demonstration of them on a consistent basis.

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. Train all teachers in the Responsive Classroom approach by the end of the year.	Administrators	textbooks for staff attending training	x	x	x	x	Administrators
2. 5 th and 6 th grade students will take a pre- and post-assessment to measure their development of group work skills.	Nancy Baker	survey	x		x		School counselor will conduct surveys.
3. Teachers will implement morning meeting activities at least once a week which reinforce group work skills.	classroom and resource teachers	no extra materials needed	x	x	x	x	School counselor will check in with teachers to monitor progress.
4. School counselor will analyze discipline referrals for inter-personal conflict.	Nancy Baker	no extra materials needed	x		x		School counselor will look for a decrease in referrals.
5. Teachers will use Kagan strategies during instruction at least once a week to encourage practice and use of group work skills in an academic setting.	classroom and resource teachers	no extra materials needed	x	x	x	x	School counselor will check in with teachers to monitor progress.

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 applies 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)*

The staff of Bush Hill will encourage students in 5th and 6th grade to seek and participate in service opportunities.

The students, staff, and parents of the Bush Hill community will exercise greater stewardship of our environment by reducing consumption and recycling whenever possible.

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

Data Sources:

Current data shows that over 90% of 6th grade students participated in the required volunteer program. At this time, no data has been collected regarding the percentage of 5th grade students who independently choose to perform volunteer work.

Currently, information about recycling practices among students, staff, and families is not collected or organized. According to our head custodian, very few classrooms (approximately 20 percent) use their recycling bins for collecting recyclable material.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Last year, we completed our fourth year of incorporating a service program into the 6th grade program, and had a 90% participation rate. 75% of those who participated met the minimum requirement of 10 service hours. This year, we would like to have 93% of 6th grade students participate in the project, and have greater than 80% of those participants meet the minimum requirement for service hours.

There has been no organized effort to incorporate opportunity for students outside of 6th grade to participate in voluntary service opportunities. This year, we would like to offer opportunities to involve 5th grade students in service opportunities.

This will be our first year of educating students, staff, and parents about the mandatory Fairfax County Public Schools' Recycling Program.

Best Practice Research:

“Because learning has been found to be a social process as well as a cognitive process, increases in social responsibility create a social awareness that facilitates academic learning...

Participation in service-learning activities is positively correlated with social responsibility...

Students who participated in service-learning activities demonstrated measurable increases in personal/social development, civic responsibility, academic learning, and career development.” (Strott & Jackson, 2005)

“Volunteering and taking part in citizenship activities can develop students’ self-efficacy and can help them to see links between the curriculum and real-world issues.” (Ponder & Lewis-Ferrell, 2009)

Programs that “focus on school age children and closely link environmental knowledge with specific behaviors can be effective” at promoting pro-environmental behaviors...

One school program designed to increase students’ knowledge and involvement in paper recycling found that the program “significantly increased students’ recycling knowledge, created a more positive attitude toward recycling and increased the number of recycling behaviors.” (Smith, Rechenberg, Cruey, Magness, & Sandman, 1997)

“FCPS supports recycling! As citizens of the earth, and stewards of our environment, we recognize that recycling has many benefits to our community...

The program to recycle paper, cardboard, glass, plastic bottles, and metal is a school-based effort in which all staff and students are required to participate...” (FCPS web page)

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	93% of 6 th graders will participate in the required service program. 80% of the participants will meet the minimum volunteer requirement of 10 hours.
3.2	25% of 5 th graders will choose to participate in a service program. 15% of the participants will volunteer for a minimum of 10 hours.
3.4	All Bush Hill students and staff will routinely use recycle bins for paper, cardboard, glass, plastic bottles, and metal.
3.4	The number of parents and students participating in recycling efforts in their homes and the community will increase by 20% based upon pre-and post-instruction surveys.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Bush Hill will encourage students in 5 th and 6 th grade to seek and participate in service opportunities.							
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. Fine tune the current system for the 6 th grade service project.	Counselor, Nancy Baker 6 th grade teachers: Katie Pinto JoAnn Blaschke P.J. McCarthy	Excel program		X	X	X	Final printout of total time 6 th grade students volunteered during the school year.
2. Continual communication with parents about 6 th grade service project.	Counselor, Nancy Baker 6 th grade teachers: Katie Pinto JoAnn Blaschke P.J. McCarthy	Paper for flyers and letters. Telephone access for phone calls. The cost of paper will be needed		X	X		Program packet containing information and suggestions for service, with parent signature required. Monthly grade-level newsletters with reminders. A final reminder flyer three weeks prior to the end of the third quarter.
3. Conduct a pre-instruction survey for 5 th graders to assess their knowledge of concepts of citizenship and community service in mid-November. Incorporate discussions about community service and citizenship into weekly morning meetings and bi-weekly to monthly guidance lessons. Then, conduct a post-instruction survey in May, 2010, to assess changes in knowledge and understanding of the same areas.	Counselor, Nancy Baker 5 th grade teachers: Gena Kempf Maureen Manzo Jamila Wahab- Maxfield	Pre-Intervention Survey developed by Sam Steen, PhD George Washington University Katie Routzahn, M.Ed Loudoun County Schools		X	X	X	Assess gains in knowledge and understanding of citizenship and community service from pre-instruction to post-instruction

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Bush Hill will encourage students in 5th and 6th grade to seek and participate in service opportunities.

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. Teachers and guidance counselor will emphasize a 3-pronged approach to service projects, which includes the following: a) students brainstorming and discussing with their classmates and families potential volunteer opportunities that suit their interests and abilities; b) students engage in that volunteer activity; and c) students engage in some form of reflection related to the experience in which they choose to respond to one of the following: Whom have you helped? How have you changed? What thoughts and feeling do you have following your volunteer experience(s)? What did you like and dislike about the experience? What might you like to do in the future, based on what you experienced in this volunteer opportunity? Students may share their responses.	Counselor, Nancy Baker 5 th grade teachers: Gena Kempf Maureen Manzo Jamila Wahab- Maxfield	Flip Chart paper for use in lessons and morning meetings		X	X	X	Student reflections should shed light on if and how much progress is being made within the 5 th grade regarding

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The students, staff, and parents of the Bush Hill community will exercise greater stewardship of our environment by reducing consumption and recycling whenever possible.							
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.	
5. Custodial staff members will ensure that recycling bins are located in each classroom and other appropriate places in the school and those recyclable materials are placed in the recycling dumpster.	Leon Castano, head custodian; custodial staff members	Recycling bins as needed	X	X	X	X	Visual inspection will ensure that recycling bins are located wherever necessary.
6. Educational videos and materials will be developed to encourage students, staff, and parents to recycle whenever possible. These will supplement materials already available through Fairfax County. The school-wide recycling campaign will kick off in the first week of November.	Maureen Manzo; Pam Freer; Matt Mier; Classroom teachers; Student leaders	Flip Video camera; posters		X			Effective videos and materials will be available to educate students, staff, and parents by November 4.
7. Students will monitor the amount of materials recycled in their classrooms.	Students; Classroom teachers	Classroom-developed charts		X	X	X	Classroom charts will show that the amount of recyclable materials which are put in recycling bins rather than classroom trashcans will increase.
8. Parents will be asked to work with their children to increase the amount of materials recycled in their homes and community. Surveys about recycling awareness and current home practices will be developed for students to complete with their parents before and after the school-wide campaign.	Maureen Manzo; Pam Freer; Matt Mier; parents; students; classroom teachers	Pre-and post-recycling campaign surveys (Survey Monkey school subscription \$200). Cost of distribution of materials (paper for families without email.)		X	X	X	Surveys will be completed, returned to school, and analyzed by PLC members.

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: <i>Copy the 2008-2009 SIP Objective Here</i></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: <i>Copy the 2008-2009 SIP Objective Here</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective: <i>Copy the 2008-2009 SIP Objective Here</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	