

# **Fairfax County Public Schools**

## **School Improvement Plan 2009 – 2010**

### **Clearview ES**

#### **Cluster 1**



**Elaine Wellner, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

| Name                | Position  | Name                         | Position                                  |
|---------------------|---|------------------------------|---|
| Elaine Wellner      | Principal   | Alice Wilhelm<br>Scott Evans | Pre-K team leader/Pre-K Committee Chair   |
| Chris Lazun         | Assistant Principal   | Kelly Ginieczki              | Counselor                                 |
| Christy Aronheim    | Committee Co-Chair/Reading Specialist                                     | Manjula Ganesh               | Responsive Classroom Core Committee Chair |
| Whitney Cook        | Committee Co-Chair/Math Lead – upper /5th grade teacher                   | Debbie Kight                 | SBTS                                      |
| Tricia Pentz        | Committee Co-Chair/ Math Lead – primary/1 <sup>st</sup> grade team leader | Rosemary Buley               | PTA Representative                        |
| Katie Compton       | Kindergarten team leader  | Karen Kucik                  | PTA Representative                        |
| Payal Dutt          | 2 <sup>nd</sup> grade team leader   | Renee Maxwell                | PTA Representative                        |
| Abby Kirk           | 3 <sup>rd</sup> grade team leader   |                              |   |
| Suzanne Miljenovich | 4 <sup>th</sup> grade team leader   |                              |   |
| Karen Smith         | GT team leader  |                              |   |
| Sharon Kuhns        | 6 <sup>th</sup> grade team leader   |                              |   |
| Holly Hill          | 3-6 vertical team leader  |                              |   |

## **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.

### **CLEARVIEW—VISION STATEMENT**

Clearview Elementary provides a warm, friendly, nurturing environment for children that stimulates intellectual curiosity and emphasizes high expectations for student achievement and behavior. An active PTA, a Student Council Association, and dedicated staff members assure that Clearview’s students participate in a variety of activities that support and supplement the academic, emotional, physical, and social growth of every child.

### **CLEARVIEW—MISSION STATEMENT**

ALL WE CAN FOR EVERY CHILD

### **CLEARVIEW—CORE VALUES/BELIEFS**

- All children can be successful, No Exceptions!
- The social curriculum is as important as the academic curriculum.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, self-control (C.A.R.E.S.)
- Parents are our partners in education.

## **SPECIAL PROGRAMS**

- **Early Head Start**
  - This program serves families of infants, toddlers - newborn to age three (including children with disabilities), and expectant parents. Enrollment is based on income-eligibility using the Federally poverty guidelines, <http://www.fcps.edu/DIS/OECFS/fecep/index.htm#income>.
  - For more information, go to <http://www.fcps.edu/DIS/OECFS/earlyhs/index.htm>
- **English for Speakers of Other Languages (ESOL)**
  - The English for Speakers of Other Languages (ESOL) Program supports over 20,000 students in elementary, middle, high, transitional and alternative schools.
  - ESOL instruction assists students from more than 100 different home language backgrounds to learn and demonstrate understanding in English. Students progress through beginning, intermediate and advanced ESOL levels, mastering specific criteria in oral, reading and writing skills before moving to the next level.
  - The ESOL curriculum is aligned with the Language Arts Program of Studies and prepares students with vocabulary, syntax and literature of academic disciplines.
  - For more information, go to <http://www.fcps.edu/DIS/OESOL/index.htm>
- **FECEP/Head Start**
  - The Family and Early Childhood Education Program FECEP/Head Start is a free child development program for children birth to age five, including children with disabilities or special needs, from income-eligible families.
  - For more information, go to <http://www.fcps.edu/DIS/OECFS/fecep/index.htm>
- **Foreign Language in the Elementary Schools (FLES)**
  - It is an approach to language learning that allows students to develop basic communicative skills in a language while reinforcing and enriching content in other disciplines.
  - For more information, go to <http://www.fcps.edu/DIS/OHSICS/forlang/fles/index.htm>
- **Full-Day Kindergarten**
- **Gifted and Talented Center (GT)**
  - Programs are available for gifted and talented students, kindergarten through grade 12. School-based programs for identified students are located at each school, grades K-12. Full-time center programs for the highly academically gifted are located at selected elementary and middle schools, grades 3-8. The gifted and talented program at the high school level is open and includes preIB, honors, and gifted courses for ninth and tenth grade English, mathematics, science, and social studies. The AP and IB programs for 11th and 12th grades are available in English, fine arts, foreign language, science, and social studies.
  - For more information, go to <http://www.fcps.edu/DIS/gt/index.html>
- **Preschool Special Education**
  - The Preschool Special Education program provides services by teachers, speech clinicians, psychologists, social workers, physical therapists, and occupational therapists for 20-month-old to 5-year-old children with developmental delays in communication, motor, cognitive, perceptual, social/emotional, and/or adaptive skills. Children and parents are served through federally mandated Child Find, home resource and class-based services. The program goals include working with children's individual needs in the areas of delay, helping them to acquire skills in preparation for transitioning to kindergarten, and building parent's knowledge and understanding of their children's needs and the appropriate ways to respond to and stimulate their development.
  - For more information, go to <http://www.fcps.edu/ss/preschool/childfd1.htm>

## SPECIAL PROGRAMS

Doughnuts With Dad & Muffins With Mom (Supporting Math)  
Girls on the Run  
Junior Great Books  
Continental Math  
Peer mediation  
Responsive Classroom Approach  
Student-organized daily afternoon TV show, *WBZZ*  
Student-to-student reading buddy program  
Virginia Young Readers  
Cardinal Bank Business Partnership  
FIT (Focused Instruction Time)  
After School Kindergarten Extended Learning Program  
Before school remediation program

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**  
**Pre-K (Early Head Start, FECEP/Head Start, PAC, Preschool Special Education)**

**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.*

- |   |  |
|---|--|
| <p><input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 1.1.1 English language arts</li><li><input type="checkbox"/> 1.1.2 Mathematics</li><li><input type="checkbox"/> 1.1.3 Science</li><li><input type="checkbox"/> 1.1.4 Social studies</li></ul> <p><input type="checkbox"/> 1.2 Communicate in at least two languages</p> | <p><input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.</p> <p><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.</p> <p><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity</p> |
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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness) Create a print-rich environment that stimulates the developing literacy and language skills in a meaningful context for Pre-K students (Early Head Start; FECEP Head Start, P.A.C. and Early Childhood Special Education).*

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

Analysis of the Brigance Diagnostic Inventory of Early Development; anecdotal notes; work samples; Pre-K PALS; ALP; EAC; Denver Developmental Screening; A.S.Q.; and trial data sheets reveal discrepancies between chronological ages and developmental ages to assist in planning instruction.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Teachers continually use visuals; Boardmaker; Applied Behavior Analysis; Verbal Behavior; sign language; Augmentative Assistive Communication ( Big Mac; Intellikeys, Switch Click); and Smart Board Technology to meet the varied needs of students. The Wolftrap Baby Arts Program incorporates music, songs, and movements into classroom activities to enhance pre-literacy skills and inspire appreciation for music in early learners. Teachers provide developmentally appropriate materials and experiences in written language.

**Best Practice Research:**

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 suggests that children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds and word identification.

Milestones of Child Development. Each member of team (teacher and IA) has access to copies of these publications from Va. Department of Social Services for reference and appropriate lesson planning.

School Readiness and Social-Emotional Development, (edited by Bowman & Moore) is used as an ongoing reference. Research indicates that "while the focus has been largely on helping preschool children develop early language, literacy, and numeracy skills, the state of children's early social-emotional development is equally if not more important in getting children ready for school."

Fairfax County Public Schools Prekindergarten Program of Studies. "The PreK POS curriculum and indicators support a developmentally appropriate early childhood program for children three to five years of age. It is based on current research around early childhood curriculum and best practices as well as input from early childhood and special educators."

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**  
**Pre-K**

| <b>Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>  |
|--------------------|---|
| 1.1.1              | 85% of students will demonstrate appropriate use of books (i.e. turning pages singly, front to back, top to bottom) by June 2010 as measured by anecdotal notes, informal assessments, checklists, and digital photos.                            |
| 1.1.1              | 80% of students will demonstrate recognition of characters in non-fiction stories using a variety of modalities (e.g. puppets; song; art work) by June 2010 as measured by anecdotal notes, informal assessments, checklists, and digital photos. |
| 1.1.1              | 100% of students will be exposed to and/or participate in writing experiences throughout 2009-2010 school year as measured by anecdotal notes, informal assessments, checklists, and digital photos.  |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

### WORK PLAN Pre-K

| <b>School Improvement Plan Objective:</b> Create a print-rich environment that stimulates the developing literacy and language skills in a meaningful context for Pre-K students (Early Head Start; FECEP Head Start, P.A.C. and Preschool Special Education). |   |   |  |                         |                         |                         |   |
|--|---|---|--|-------------------------|-------------------------|-------------------------|---|
| Strategies   | Person(s) Responsible                           | Materials Needed and Costs  | Time Line  |                         |                         |                         | In-Process Measures   |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>   | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i>      | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>                                |
|  |   |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Implement lessons on the Smartboard in individual classrooms.   | Pre-K teaching teams                            | Order New Smart Board and Projector \$2000<br>Observe K classrooms using Smart Boards | X  |                         |                         | X                       | Sharing ideas and work plans at team meetings                       |
| 2. Engage parents in literacy-based classroom activities,(cooking, art, music, and photography).   | Pre-K teachers; parent volunteers               | No Cost   | X  | X                       |                         |                         | Agenda; sign-in sheets  |
| 3. Present Smartboard demonstration to entire Pre-K staff.   | Entire Pre-K staff                              | No Cost   | X  | X                       | X                       | X                       | Sharing ideas, teaching strategies, and materials at team meetings. |

| <b>School Improvement Plan Objective:</b> Create a print-rich environment that stimulates the developing literacy and language skills in a meaningful context for Pre-K students (Early Head Start; FECEP Head Start, P.A.C. and Preschool Special Education). |   |  |  |                      |                      |                      |  |
|--|---|--|--|----------------------|----------------------|----------------------|--|
| Strategies   | Person(s) Responsible                           | Materials Needed and Costs   | Time Line  |                      |                      |                      | In-Process Measures  |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>   | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                      |                      |                      | <i>How we will monitor progress.</i>                               |
|  |   |  | 1 <sup>st</sup> Qtr.   | 2 <sup>nd</sup> Qtr. | 3 <sup>rd</sup> Qtr. | 4 <sup>th</sup> Qtr. |  |
| 4. Utilize FC Public Librarians for storytelling activities.   | ECIP and EHS staff                              | No Cost  | X  | X                    | X                    | X                    | Sharing ideas, teaching strategies, and materials at team meetings |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS K-6

**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.*

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|--|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1.1.1 English language arts</li> <li><input type="checkbox"/> 1.1.2 Mathematics</li> <li><input type="checkbox"/> 1.1.3 Science</li> <li><input type="checkbox"/> 1.1.4 Social studies</li> </ul> <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.<br><br><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.<br><br><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
**Increase k-6 student ability to utilize reading comprehension strategies while integrating writing across the curriculum using a variety of materials and resources.**

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

**Analysis of a variety of formal and informal assessments administered in the spring of 2009:** Anecdotal Records; Running records; Rising grade 1 – DRA2 Word Analysis; Teacher observation; Waterford reports; DRA2 for grades 1-6; SOL Grades 4 - 6 only; Word Study; eCART.

**Results of Analysis:** 5th grade writing SOL data revealed inconsistent performance among subgroups. DRA2 2009 spring data for 1st grade Hispanic students 21% passing rate compared to White students 68% passing rate. DRA2 2009 spring data for 2nd grade Hispanic students 22% passing rate compared to White students 81% passing rate. Reading SOL scores (Grades 3-6) for Hispanic Students indicate 66% passing on concepts and specific skills taught when compared to the white subgroup 93% passing. Writing SOL scores for Grade 5 indicate 50% of Hispanic students passed when compared to 88% of white students. Pre/post common assessments (Annotated Rubric for Determining Importance and Summarization) administered during the three week Summer Intervention Program for grades 1-6 focusing specifically on the reading comprehension strategies determining importance and summarizing indicate 95% of participating students maintained or improved skill levels.

**Strengths identified included:** K-2 letter identification (upper and lowercase), recognizing their names; directionality (left-right and top-bottom); decoding and self correction; (3-6) – reading comprehension and analogies.

**Areas to strengthen included:** (K-2) Time on non-fiction text; reflection/opinion – identifying key items and defending answers; choosing a strategy and saying how it helped (metacognition); large number of the details needed in the retelling; fluency (3-6) – using word analysis strategies and information resources; using context to infer meaning, fluency, and reflection.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Collaboration and dialogue at grade level team meetings, vertical team meetings (K-2 and 3-6), and staff meetings regarding “what’s working” to increase student achievement revealed: developing guided reading groups based upon formal assessments; modeling thinking and reading strategies through read alouds; assigning special education and ESOL teachers, instructional assistants, and parent volunteers during language arts instructional blocks; using literacy work stations (K-2); using word study program to differentiate spelling and vocabulary instruction; using the LEARN model to maximize the use of instructional support team members; utilizing EIRI tutors (K); implementing an after school program for identified K-1 students using literacy stations; utilizing a

Kindergarten instructional assistants to coordinate services for students in Kindergarten with the Waterford Program; using FIT (Focused Instructional Time) to provide supplemental reading instruction; pairing younger with older students for reading buddies as scheduling permits; incorporating parent volunteers to provide enrichment opportunities for 1<sup>st</sup>-6<sup>th</sup> grade students with Junior Great Books; pulling supplemental resources from Reading A-Z.com in English and Spanish to support reading at school and home. K - 6 teachers are teaching reading strategies using materials across the curriculum as well as integrating writing across the curriculum. Explicit reading instruction to a small group is being provided by an extended contract teacher before school.

**Best Practice Research:**

Reading requires the reader to crack the alphabetic code and think about the words to make meaning. Reading for understanding and merely decoding the words on a page without meaning is not reading. Isabel Beck et al. (1997) defines understanding as “being able to explain information, connect it to previous knowledge, and use information.” Readers question, interpret, and evaluate what is read. Reading can change thinking (Harvey). Consequently, readers continually construct meaning and thinking simultaneously.

Researchers have found that proficient readers use key reading strategies. These strategies can be taught to the less abled reader and reinforced for the more advanced reader. The Comprehension Toolkits, authored by Stephanie Harvey and Anne Goudvis, fosters active thinking and promotes reading comprehension in nonfiction texts K-6 and include these reading strategies: monitor comprehension, activate and connect, ask questions, infer meaning, determine importance, and summarize and synthesize.

Reehm and Long (1996) write: "There is a place and a need for skill development in reading for the purpose of understanding mathematics concepts...The best place to teach the specific reading skills necessary for mathematics is in the mathematics classroom....."

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
K-6**

| <b>Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific Measurable Attainable Realistic and Time-Bound)</i>  |
|--------------------|--|
| 1.1.1              | The achievement gap in Reading between 1 <sup>st</sup> grade Hispanic students and 1 <sup>st</sup> grade White students will decrease from 47 percentage points to 42 percentage points using the DRA2 as the assessment tool for a total gap closure of 5 percentage points                                     |
| 1.1.1              | The achievement gap in Reading between 2nd grade Hispanic students and 2nd grade White students will decrease from 59 percentage points to 54 percentage points using the DRA2 as the assessment tool for a total gap closure of 5 percentage points   |
| 1.1.1              | The achievement gap in Reading between 3 <sup>rd</sup> through 6th grade Hispanic students and 3 <sup>rd</sup> through 6th grade White students will decrease from 27 percentage points to 22 percentage points using the SOL Reading test as the assessment tool for a total gap closure of 5 percentage points |

|       |  |
|-------|--|
| 1.1.1 | The achievement gap in writing between 5th grade Hispanic students and 5th grade White students will decrease from 38 percentage points to 33 percentage points using the SOL 5 <sup>th</sup> grade writing test as the assessment tool for a total gap closure of 5 percentage points |
|-------|--|

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN  
K-6**

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Increase k-6 student ability to utilize reading comprehension strategies while integrating writing across the curriculum using a variety of materials and resources.*

| <b>Strategies</b>   | <b>Person(s) Responsible</b>                       | <b>Materials Needed and Costs</b>   | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>  |
|---|--|---|--|-------------------------|-------------------------|-------------------------|---|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>      | <i>Person(s) who will monitor the strategy.</i>    | <i>What materials will be used to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>  |
|   |  |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Fully utilize (level 1 and level 2) Waterford K to support literacy  | Kindergarten Instructional Assistants              | Waterford materials   | X  | X                       | X                       | X                       | Attendance at scheduled Waterford sessions.<br>Individualized computerized progress reports for each student participant. |
| 2. Utilize Interactive Read-Aloud strategies for Kindergarten students as well as ESOL students in all grade levels | Reading Teacher; Kindergarten staff; ESOL teachers | Linda Hoyt’s “Interactive Read-Alouds” \$300                                      |  | X                       | X                       | X                       | Anecdotal notes and implementation of read-aloud strategies in kindergarten classrooms                                    |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Increase k-6 student ability to utilize reading comprehension strategies while integrating writing across the curriculum using a variety of materials and resources.*

| Strategies   | Person(s) Responsible   | Materials Needed and Costs  | Time Line  |                      |                      |                      | In-Process Measures  |
|--|---|---|--|----------------------|----------------------|----------------------|--|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>   | <i>Person(s) who will monitor the strategy.</i>                                       | <i>What materials will be used to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                      |                      |                      | <i>How we will monitor progress.</i>                       |
|  |   |   | 1 <sup>st</sup> Qtr.   | 2 <sup>nd</sup> Qtr. | 3 <sup>rd</sup> Qtr. | 4 <sup>th</sup> Qtr. |  |
| 3. Use F.I.T. for individualized instruction to assess progress, reinforce reading comprehension strategies, conduct reading and writing conferences based on formal and informal assessment data. | K-6 Classroom teachers; Reading teacher; Specialists;                                 | DRA assessment kits provided by FCPS  | X  | X                    | X                    | X                    | Anecdotal notes<br>DRA2                                    |
| 4. Integrate non-fiction/math literature and materials into literacy activities during after School K  | Classroom teachers; IAs; Reading teacher; parent volunteers;                          | Nonfiction/math literature (Math in the Real World)                               | X  | X                    | X                    | X                    | Comparison of Fall '09 and Spring '10 DRA2 WA results.     |
| 5. Use Smartboard 10 to model graphic organizers adapted from The Reading Comprehension Toolkit.   | Classroom teachers; Library   |   | X  | X                    | X                    | X                    | Student work samples                                       |
| 6. Apply information gained from the SmartBoard Notebook class to develop vocabulary activities.   | All Staff; SBTS   | No cost   | X  | X                    | X                    | X                    | Teacher Lesson Plans; Smart Notebook vocabulary activities |
| 7. Expand use of reading comprehension strategies for new staff members.   | 3 new to Clearview classroom teachers and 6 new to Clearview instructional assistants | New IA funded by federal stimulus program   | X  | X                    | X                    | X                    | Anecdotal Notes  |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Increase k-6 student ability to utilize reading comprehension strategies while integrating writing across the curriculum using a variety of materials and resources.*

| Strategies  | Person(s) Responsible   | Materials Needed and Costs  | Time Line  |                         |                         |                         | In-Process Measures  |
|---|---|---|--|-------------------------|-------------------------|-------------------------|--|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>                      | <i>Person(s) who will monitor the strategy.</i>   | <i>What materials will be used to implement the strategy? What are the costs?</i>   | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>   |
|   |   |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 8. Integrate LA and Science curriculum using The Jason Project.   | Grades 4-6 (general education teachers, AAP itinerant teacher)                          | Jason Project online resources,   | X  | X                       | X                       | X                       | Lesson Plans;<br>Student Products  |
| 9. 2 day Jason Project training session   | Grades 4-6 (general education teachers, AAP itinerant teacher)                          | No cost - Oct. 8th.   | X  |                         |                         |                         | Completed training session   |
| 10. Utilize county developed grade level writing rubrics.   | Reading Teacher, 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers | Newly developed county rubrics designed by Clearview teachers; Existing county writing rubric for 5 <sup>th</sup> grade writing SOL |  | X                       | X                       | X                       | Completed rubrics in 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade |
| 11. Incorporate Reading, Writing, Research and trade books across the curriculum to support the Global Awareness Technology Project | Specialists, SBTS, Librarian, Reading Specialist, 5th Grade Teachers, SPED and ESOL     | No cost   | X  | X                       | X                       | X                       | Completed student projects scored according to county rubric                       |
| 12. Design quarterly writing prompts around a math problem solving theme  | All staff   | No cost   | X  | X                       | X                       | X                       | Completed quarterly writing prompts in all grade levels K-6                        |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Pre-K (Early Head Start, FECEP/Head Start, PAC, Early Childhood Special Education)

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

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

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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
**Create opportunities to facilitate student’s understanding of basic mathematic concepts.**

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

Analysis of the Brigance Diagnostic Inventory of Early Development; anecdotal notes; Pre-K ECAP (currently ALP); EAC; Denver Developmental Screening; ASQ; Early Learning Checklist trial data sheets to reveal discrepancies between chronological and developmental age and to assist in planning instruction.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Strengths: Teachers use a variety of fiction and non-fiction literature-based reading materials to reinforce basic math concepts throughout the day. Teachers use activities and knowledge gained from workshops attended and reading The Young Child and Mathematics to plan daily math lessons. Teachers continue to express interest in expanding their knowledge and application of best practices in mathematics for early learners. Returning students exposed to math concepts during the 2009/2010 school year have demonstrated an awareness of vocabulary during counting activities throughout the day.

**Best Practice Research:**

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through 8 (NAEYC) suggests that teachers provide a variety of activities and materials; teachers increase the difficulty, complexity and challenge of an activity as children are involved with it and as children develop understanding and skills.

Milestones of Child Development provides developmental stages in a variety of domains for typically developing students.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
Pre-K**

| <b>Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>  |
|--------------------|---|
| 1.1.2              | 100% of students will be exposed to/participate in a variety of activities using developmentally appropriate mathematical concepts (e.g. problem solving; numeration; patterning) across all domains throughout the day by March 2010 as evidenced by anecdotal notes and digital photos. |

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN  
Pre-K**

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Create opportunities to facilitate student’s understanding of basic mathematic concepts. |   |  |  |                         |                            |  |
|--|---|--|--|-------------------------|----------------------------|--|
| <b>Strategies</b>  | <b>Person(s) Responsible</b>                    | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         | <b>In-Process Measures</b> |  |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>                     | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                            |  |
|  |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr.    | 4 <sup>th</sup><br>Qtr.                            |
| 1. Increase mathematics books in classroom libraries   | Early Childhood teaching teams                  | \$125 for books for classroom libraries  |  | X                       |                            | Mathematics books are added to classroom libraries |

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Create opportunities to facilitate student's understanding of basic mathematic concepts.            |   |  |  |                         |                         |                         |                                      |
|---|---|--|--|-------------------------|-------------------------|-------------------------|--------------------------------------|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                    | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>           |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>                                | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i> |
|   |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |                                      |
| 2. Create school-home book share using basic mathematical concepts  | Early Childhood teaching teams                  | Digital camera; tote bags  |  |                         |                         | X                       | Parent participation logs            |
| 3. Participate in Professional Learning Community with focus on mathematics and science in the classroom                                      | Early Childhood teaching teams                  | No Cost  | X  | X                       | X                       | X                       | Sharing at team meetings             |
| 4. Participate in math walks to highlight math concepts in our environment.   | Pre-K Teachers                                  | No Cost  |  | X                       |                         | X                       | Digital Photos of math walks         |
| 5. Assist in FCPS effort to further develop Pre-K math standards by opening their classrooms to Math Team Development Staff for observations. | Pre-K Teachers                                  | No Cost  | X  | X                       | X                       | X                       | Sharing at team meetings             |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS K-6

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

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

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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
**Increase k-6 student achievement in problem solving across all content strands utilizing a variety of resources and instructional strategies.**

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

**Analysis of a variety of formal and informal assessments in the spring and fall 2009:** Anecdotal; Kindergarten Math Reasoning Assessment; 1<sup>st</sup> and 2<sup>nd</sup> grade MRA; Everyday Math Mid-year and End of Year assessment; 3<sup>rd</sup>-6<sup>th</sup> grade SOL; 3<sup>rd</sup> – 6<sup>th</sup> grade eCART scores including 2 district wide assessments; formative assessments throughout the year; teacher observations.

### **Results of Analysis:**

**Grades 1-2:** Math Reasoning Assessment; 1<sup>st</sup> grade Hispanic subgroup had an average score of 65% compared to an average score of 83% for the White subgroup, representing an achievement gap of 18 percentage points. 2<sup>nd</sup> grade Hispanic subgroup had an average score of 80% compared to an average score of 92% for the White subgroup, representing an achievement gap of 12 percentage points.

**Grades 3-6:** Spring 2009 SOL results for grades 3-6 indicated 56% of students in the Hispanics subgroup passed as compared to 90% of students in the white subgroup, resulting in an achievement gap of 34 percentage points. Pre and post common assessments for grades 1-6 focusing specifically on the math strand of problem solving for the three week Summer Intervention 2009 Program indicate 87% of the students stayed the same or improved.

**Strengths identified included:** K – Rote counting to ten, shape identification (star and circle) grade 1 – Orally count and write numbers to 31, telling time to the hour, sort plain geometric figures, grade 2 – Patterns, number sense (rote counting forward and backward), geometry; 3-6 computation and estimation.

**Areas to strengthen included:** K – measurement; grade 1 Number and Number Sense, specifically grouping a collection of objects; Computation and Estimation (solving story problems and number sentences); grade 2 – operations and choosing operations to solve word problems (double digits), mixed coins, time to the quarter hour; grades 3-6 probability and statistics and measurement.

### **Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Common assessments have been developed for k-2 and pre/post assessments for each unit for 3-6 to determine flexible math groupings. Instructional assistants, special education and ESOL teachers are utilized to provide additional small group and individualized support in general education classrooms k-6. A part-time math resource teacher was hired for the 2008-09 school year to provide additional math instruction for 5th and 6th grade students. The Title II teacher is assigned to grades 3 and 4 to provide additional math support. A fulltime FLES teacher reinforces math concepts thirty minutes two times per week in 1<sup>st</sup> and 2<sup>nd</sup> and 3rd grade. *Home Links* from *Everyday Math* are sent home in English and Spanish to encourage parents to reinforce math concepts in the home. Due to the complexity and abstractness of the math vocabulary introduced in the *Everyday Math* text, a variety of resources and concrete manipulative materials are needed school-wide in order to meet the developmental needs of our increasingly diverse population. Teachers are cognizant of the achievement gap that exists and are open to incorporating new strategies to meet the diverse needs of our transient population. Additional time needs to be allocated to effectively utilize FCPS resources available in the math/science lab. The multitude of new FCPS on-line resources and materials needs to be introduced through professional discussion and collaboration on an ongoing basis. Upper grade teachers have expressed a desire to explore alternative strategies to meet the needs of students functioning significantly below grade level benchmarks.

### **Best Practice Research:**

The relationship between vocabulary knowledge and academic achievement is implicit in the research. Jenkins, Stein, and Wysocki (1984) explain that “vocabulary knowledge is one of the best predictors of overall verbal intelligence.” Furthermore, vocabulary knowledge has a strong relationship related to background knowledge, family income, academic achievement, and intelligence.

In Marzano’s book, *Building Background Knowledge for Academic Achievement*, summary of the research-based recommendations supports improving students’ background knowledge and the comprehension of academic content through direct vocabulary instruction. Solving word problems in math requires utilizing all resources one has developed in other situations including vocabulary, knowledge, previous experience, intuition. According to Marilyn Burns ( *About Teaching Mathematics 2007*) the elementary curriculum must prepare children to become effective problem solvers. In addition, Tony Wagner’s book, *The Global Achievement Gap*, supports problem-solving skills as the first of seven survival skills needed for closing the global achievement gap between what we are teaching and what our students need to be successful in the twenty-first century.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
K-6**

| <b>Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific Measurable Attainable Realistic and Time-Bound)</i>  |
|--------------------|--|
| 1.1.2              | The achievement gap in math between 1 <sup>st</sup> grade Hispanic students and 1 <sup>st</sup> grade White students will decrease from 18 percentage points to 13 percentage points when comparing the average scores of the two subgroups from the spring 2010 MRA.                                      |
| 1.1.2              | The achievement gap in math between 2nd grade Hispanic students and 2nd grade White students will decrease from 12 percentage points to 7 percentage points when comparing the average scores of the two subgroups from the spring 2010 MRA.   |
| 1.1.2              | The achievement gap in math between 3 <sup>rd</sup> through 6th grade Hispanic students and 3 <sup>rd</sup> through 6th grade White students will decrease from 34 percentage points to 29 percentage points using the SOL math test as the assessment tool for a total gap closure of 5 percentage points |

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN  
K-6**

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase k-6 student achievement in problem solving across all content strands utilizing a variety of resources and instructional strategies. |  |   |  |                         |                         |                         |  |
|---|--|---|--|-------------------------|-------------------------|-------------------------|--|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                                     | <b>Materials Needed and Costs</b>   | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>   |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>  | <i>Person(s) who will monitor the strategy.</i>                  | <i>What materials will be used to implement the strategy? What are the costs?</i>                             | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         |  |
|   |  |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 1. Donuts with Dad/Muffins with Mom concentrating on Problem Solving Strategies   | All staff preK-6   | Problem solving strategy icons; one problem per grade level per problem solving strategy; \$1,000/school year | X  | X                       | X                       | X                       | Attendance sign in sheets for each of 8 sessions throughout the year   |
| 2. Attend training sessions on using Aspire/eCART in order to administer and document results of the MRA assessment tasks   | Kindergarten teachers; Primary math lead teacher; SBTS; Oct. 5th | no cost   | X  |                         |                         |                         | Share student progress at grade level Child Specific meetings and monitor students who demonstrate task proficiency at the support level |
| 3. Administer MRA and quarterly tasks for the 2nd year and analyze assessments  | 1-2 grade classroom teachers                                     | MRA - no cost   |  | X                       |                         | X                       | MRA and documented completed tasks   |
| 4. Reinforce math concepts during FLES  | 1 - 4 teachers and FLES teacher                                  | Spanish materials made by FLES teacher  | X  | X                       | X                       | X                       | Sharing at 1 - 4 grade level meetings found in minutes and agendas   |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase k-6 student achievement in problem solving across all content strands utilizing a variety of resources and instructional strategies.

| <b>Strategies</b>  | <b>Person(s) Responsible</b>                        | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>  |
|--|---|--|--|-------------------------|-------------------------|-------------------------|---|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>                             | <i>Person(s) who will monitor the strategy.</i>     | <i>What materials will be used to implement the strategy? What are the costs?</i>                                      | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>  |
|  |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 5. Implement student math journals to practice note taking skills as a warm-up to math instruction   | 3 <sup>rd</sup> grade staff and students            | math journals  | X  | X                       | X                       | X                       | Using math journals to study for SOL tests  |
| 6. Utilize math games and graphic organizers to enhance vocabulary.  | 4 <sup>th</sup> grade staff and students            | math games and graphic organizers  | X  | X                       | X                       | X                       | Monitoring vocabulary usage in classroom by keeping anecdotal records   |
| 7. Create a problem solving rich environment through various classroom and school wide activities.   | All staff (K – 6)                                   | Problem solving icons from FCPS Instructional Services; Problem Solving activities for grades K-6 from various sources | X  | X                       | X                       | X                       | Students can identify and explain how they used the strategies in informal and formal classroom assessment throughout the year. |
| 8. Use Calendar Math daily to reinforce vocabulary and NCTM standards.   | K-6 all staff                                       | Kits purchased for grades K-2 (\$1800)   | X  | X                       | X                       | X                       | Informal assessment, teacher observation  |
| 9. Utilize vertical team meetings k-2 and 3-6 to brainstorm problem solving and critical thinking strategies.                              | All Staff (K-6)                                     | Groundworks and Fundamentals by Creative Publications (FCPS purchased)   | X  | X                       | X                       | X                       | Meeting minutes.  |
| 10. Coordinate trends and teaching methods to include both compacted math curriculum and general education curriculum across grade levels. | 3 <sup>rd</sup> through 6 <sup>th</sup> grade staff | No cost  |  | X                       | X                       | X                       | Teacher lesson plans  |

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase k-6 student achievement in problem solving across all content strands utilizing a variety of resources and instructional strategies. |   |  |  |                         |                         |                         |   |
|---|---|--|--|-------------------------|-------------------------|-------------------------|---|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                    | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>  |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>  | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>  |
|   |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 11. Integrate interactive math notebooks to respond to instruction and write about problem solving.   | K-6 staff                                       | Math composition books   | X  | X                       | X                       | X                       | Student interactive notebooks collected periodically and shared at grade level team meetings. |

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS K-6

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment.   | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input checked="" type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic.   | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" 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 checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> 2.8 Make healthy and safe life choices.                    |

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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
**Apply Responsive Classroom components to maintain a safe and secure community of learners with a challenging curriculum.**

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

Highlights from the QPAS survey administered to staff and parents spring 2009 indicates: students feel safe and secure; logical consequences are relevant, realistic, and respectful; training and support from colleagues facilitates Responsive Classroom implementation; and parents are welcomed and encouraged to participate. The QPAS survey revealed a need for students to transfer classroom rules to the hallways and cafeteria. The staff agreed that time is needed to plan and continue to nurture implementation of the Responsive Classroom approach. Implementation of Guided Discovery and Academic Choice were shown to be topics of interest for future discussion. The Discipline Referral log indicates students are sent to the office for inappropriate cafeteria behavior.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

The Responsive Classroom Committee members have observed that classroom rules are posted and stated positively and support school wide expectations. Students have been involved in the process of developing rules for the classroom. Teachers facilitate schoolwide Morning or Afternoon Meetings. Students need to internalize the classroom rules throughout the entire school especially in the cafeteria.

**Best Practice Research:**

Summary of a longitudinal, quasi-experimental study by the University of Virginia's Curry School of Education on how the Responsive Classroom approach affects children's academic and social skills indicated a greater increase in reading and math scores. In addition, students and teachers felt more positive about school and learning. According to the Northeast Foundation for Children, educators using Responsive Classroom strategies in urban, suburban, and rural settings nationwide, reported increased student engagement and academic progress and decreased disciplinary actions.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS  
K-6**

| <b>Goal Number</b>    | <b>Performance Indicators</b><br><i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>  |
|-----------------------|---|
| 2.1, 2.2, 2.3,<br>2.4 | 80% of students in 1-6 will achieve an “S” or above as indicated on the progress report by the fourth quarter for “Complies with established rules.”                            |
| 2.1, 2.2, 2.3,<br>2.4 | Positively stated school rules will be posted in 100% of classrooms and common school areas such as cafeteria, library, gym, music rooms, hallways by the end of December 2009. |

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS  
WORK PLAN  
K-6**

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> <i>Apply Responsive Classroom components to maintain a safe, secure, and challenging community of learners.</i>  |   |  |  |                         |                         |                         |  |
|--|---|--|--|-------------------------|-------------------------|-------------------------|--|
| <b>Strategies</b>  | <b>Person(s) Responsible</b>  | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>   |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>   | <i>Person(s) who will monitor the strategy.</i>   | <i>What materials will be used to implement the strategy? What are the costs?</i>            | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>   |
|  |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 1. Continue a Responsive Classroom Core team composed of representatives from various grade levels. Selected Core team members (2) will be trained to provide turn around training on Morning Meeting for staff members. | Principal,<br>Assistant Principal,<br>Responsive Classroom Core Team Chairperson,<br>Responsive Classroom Trainer | Morning Meeting Kit \$750/-<br>2 sub days for trainers provided by school.                   | X  | X                       | X                       | X                       | Responsive Classroom Core Team meeting minutes will be posted on Clearview Staff Scene 24/7. Making Morning Meetings more effective across grade levels that will allow students to practice respect and responsibility. |
| 2. Plan and facilitate discussions on how to incorporate Responsive Classroom teacher language components at regularly scheduled staff meetings.   | Responsive Classroom Core Team Members,<br>Responsive Classroom Trainer.  | <u>The Power of Our Words</u><br>by Paula Denton<br>25 copies @ \$22/- each<br>Total \$550/- | X  | X                       | X                       | X                       | Staff will reflect on teacher language heard throughout the school and use it as a catalyst for discussions on how to incorporate Responsive Classroom teacher language.   |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Apply Responsive Classroom components to maintain a safe, secure, and challenging community of learners.*

| <b>Strategies</b>   | <b>Person(s) Responsible</b>  | <b>Materials Needed and Costs</b>   | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>  |
|---|---|---|--|-------------------------|-------------------------|-------------------------|---|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>  | <i>Person(s) who will monitor the strategy.</i>                                   | <i>What materials will be used to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>  |
|   |   |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 3. Read quarterly focused chapters of <u>The Power of Our Words</u> , practice the strategies, and participate in discussions on how to incorporate Responsive Classroom teacher language.          | Staff members preK-6  | "Words I've Heard" Box<br>No Cost   | X  | X                       | X                       | X                       | Discussions held at staff meeting .<br>Monitoring the contents of anonymous staff feedback<br>"Words I've Heard" box in Staff Workroom. |
| 4. Open a forum for the staff to clarify their responses to question #90 on the 2007-08 RC survey   | All staff members   | Slips of paper that include the question and a place to respond                   | X  | X                       |                         |                         | Collect responses and assess  |
| 5. Present at a monthly PTA meeting "The Power of Positive language."   | PTA Executive Board, principal, assistant principal, Responsive Classroom Trainer |   | X  | X                       | X                       | X                       | PTA meeting attendance  |
| 6. Continue to display an interactive message board in the main lobby daily that welcomes students and proposes a question that relates to curriculum and/or interesting events in students' lives. | Office staff  | No Cost   | X  | X                       | X                       | X                       | Main Lobby message board  |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Apply Responsive Classroom components to maintain a safe, secure, and challenging community of learners.*

| <b>Strategies</b>   | <b>Person(s) Responsible</b>                              | <b>Materials Needed and Costs</b>   | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>                             |
|---|---|---|--|-------------------------|-------------------------|-------------------------|--|
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>  | <i>Person(s) who will monitor the strategy.</i>           | <i>What materials will be used to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         | <i>How we will monitor progress.</i>                   |
|   |   |   | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 7. Utilize "Talent Cards" as a tool to highlight the social strengths of students and to demonstrate the connected belief system of <i>Responsive Classroom</i> and <i>Kids at Hope</i> . | Counselor, classroom teachers, and students.              | No Cost   |  |                         | X                       | X                       | Completed talent cards                                 |
| 8. Meet with Ramona McCullough for continued guidance on developing positive teacher language.  | Responsive Classroom Core Committee and Ramona McCullough | No Cost   | X  | X                       | X                       | X                       | Attendance at Responsive Classroom Core Team meetings. |

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY K-6

**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.

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**School Improvement Plan Objective:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
***Increase awareness and sensitivity towards others in need and enhance participation in SCA/PTA community service projects.***

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**Rationale for objective:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

**Data Sources:**

Introducing community service at a young age will help children develop skills such as empathy and awareness of others in need. These life skills will in turn help children to develop into well rounded, contributing citizens in their community and world. Traditionally the Clearview community has been involved in a variety of service learning projects that have proven beneficial to the community as a whole. This is shown in the participation numbers of the community's members and by the media responses, the conversations of parents and students, the journal writings of students, as well as by the presentation of the surrounding neighborhood.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Our students currently participate in many extracurricular activities, both academic and athletic. Many of our families also participate in community service opportunities on their own. We would like to increase school wide awareness as well as participation so that more families are supporting those in need.

**Best Practice Research:**

Across America, service-learning is helping students perform better in school while improving their communities through service. By connecting classroom lessons with community service projects, service-learning engages students and brings learning to life! Through

community service learning projects both within and outside of the school, students learn a great deal about important community issues and that they have the power to do something about these issues. This type of learning can be "tapped to support deep and memorable social and academic learning." (Engaging Hearts and Minds - by Elaine Stinson - April 2008 Responsive Classroom Newsletter)

[http://www.servicelearning.org/resources/bring\\_learning/](http://www.servicelearning.org/resources/bring_learning/)

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY  
K-6**

| <b>Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>  |
|--------------------|---|
| 3.2                | Students and parents will participate and reflect upon community service projects in a variety of communication media. (WBZZ, YellowJacket, BUZZ, SCA meetings, Morning Meetings) |

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY  
WORK PLAN  
K-6**

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> <i>Increase awareness and sensitivity towards others in need and enhance participation in SCA/PTA community service projects.</i> |   |  |  |                         |                         |                         |   |
|---|---|--|--|-------------------------|-------------------------|-------------------------|---|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                    | <b>Materials Needed and Costs</b>  | <b>Time Line</b>   |                         |                         |                         | <b>In-Process Measures</b>  |
| <i>What we will do to achieve the objective.<br/>(Include professional development and parent involvement)</i>  | <i>Person(s) who will monitor the strategy.</i> | <i>What materials will be use to implement the strategy? What are the costs?</i> | <i>Check the projected quarter for implementing the strategy this school year.</i> |                         |                         |                         |   |
|   |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Collect and donate canned food items to LINK – an organization that provides food for families in need   | SCA, Counselors                                 |  | X  |                         |                         |                         | Receipt of delivered canned goods   |
| 2. Organize SCA school clean-up project   | SCA sponsors and representatives                | gloves and trash bags supplied by Fairfax Clean Council                          |  |                         | X                       | X                       | Completed checklist of students participating and responsibilities            |
| 3. Participate in Reflections –"Beauty is"  | PTA   |  | X  |                         |                         |                         | Reflections culminating/celebration evening – list of participants in program |
| 4. Organize a Used Book Drive   | Librarian, students, community members          |  |  |                         | X                       |                         | Count of books donated and delivered to others                                |
| 5. Participate in a Recycling program by adding recycling containers to the outdoor fields for school and community events.   | FCPS county-wide project                        | Recycling bins for outside athletic fields                                       | X  | X                       | X                       | X                       | Recycling logs kept to record how often recycling bins are emptied            |

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|  |   |  | 1 <sup>st</sup><br>Qtr.  | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 6. Host Heritage Night/Cultural Celebration World Literature Festival  | PTA, staff                                      |  |  | X                       |                         |                         | Attendance records – sign-in sheets for the night of the event           |
| 7. Plan, implement and host the third annual career fair to highlight careers and career choices in our community  | Counselors                                      |  |  |                         |                         | X                       | feedback surveys from parents, students, teachers                        |
| 8. Pennies for Peace as a service learning project   | SCA   |  |  |                         |                         | X                       | Tally sheet with accumulation of pennies collected from all grade levels |
| 9. Helping Hands Club - small group coordinated by counselors with 6th grade students who will choose a monthly community/school service project - they will choose, plan and implement these projects | Counselors                                      |  | X  | X                       | X                       | X                       | completion of service projects and student surveys                       |