

Fairfax County Public Schools

School Improvement Plan 2011-2012

Clearview ES

Cluster 1

October 7, 2011



Kimberly Willison, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Kimberly Willison	Principal	Alice Wilhelm	Preschool Special Education Teacher
Lynn Brown	Assistant Principal	Elizabeth Moss	Kindergarten Teacher
Chris Lazun	Assistant Principal, Parent	Tricia Pentz	First Grade Teacher, Math Lead
Kari Kain	Reading Teacher	Celeste Samaniego	First Grade Teacher
Elise Passentino	Reading Teacher	Hanna Tomhave	Second Grade Teacher
Michelle Lis	Instructional Coach	Susan Einsel	Third Grade AAP Teacher, Science Lead
Debbie Kight	SBTS	Suzanne Bucynski	Fourth Grade Teacher
Kelly Ginieczki	Guidance Counselor, parent	Karen Kucik	Fifth Grade AAP Teacher
Andrea Brandt	Special Education Teacher	Sharon Kuhns	Sixth Grade Teacher
Marvana Bennett	Data Specialist	Andrea Yerovi	ESOL Teacher

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

The vision of the Clearview Elementary School is to have each student achieve his or her greatest potential and build a solid foundation for future success.

CLEARVIEW—MISSION STATEMENT

Our mission is to ensure that all children will achieve and teachers will actively promote:

- academic, social and emotional success
- celebration of that success
- critical and creative problem solving
- caring for self, others and surroundings
- positive character development and relationships

CLEARVIEW—CORE VALUES/BELIEFS

At Clearview we build bridges.

Believe all children can succeed.

Reteach and enrich for understanding.

Invest in the team.

Develop strengths.

Guide positive behaviors.

Ensure that every minute counts.

Succeed when everyone learns.

SPECIAL PROGRAMS

Student Achievement Goal- Academics	Student Achievement Goal- Life Skills	Student Achievement Goal- Responsibility to the Community
<ul style="list-style-type: none"> • Early Head Start • FECEP/Head Start • Preschool Special Education • FLES • Advanced Academics Level IV Center • Continental Math • Virginia Young Readers • Everyday Counts Calendar Math for K-6 • Reading Mastery • Language! • Read Well • Read Naturally • Waterford Program for Kindergarten • Leveled Literacy Intervention 	<ul style="list-style-type: none"> • Running Club • Jump Rope for Heart • Positive Behavior Approach • Mentoring Program • Busy Bee Bank • Business Partnership with Uno • Business Partnership with Cardinal Bank • Business Partnership with California Tortilla 	<ul style="list-style-type: none"> • Student Council Association (SCA) • Student Patrols • WBZZ News • Early Literacy Classes for Spanish Speaking Families • Parent Outreach Programs for Spanish Speaking Parents

STUDENT ACHIEVEMENT GOAL—ACADEMICS
PreK-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.

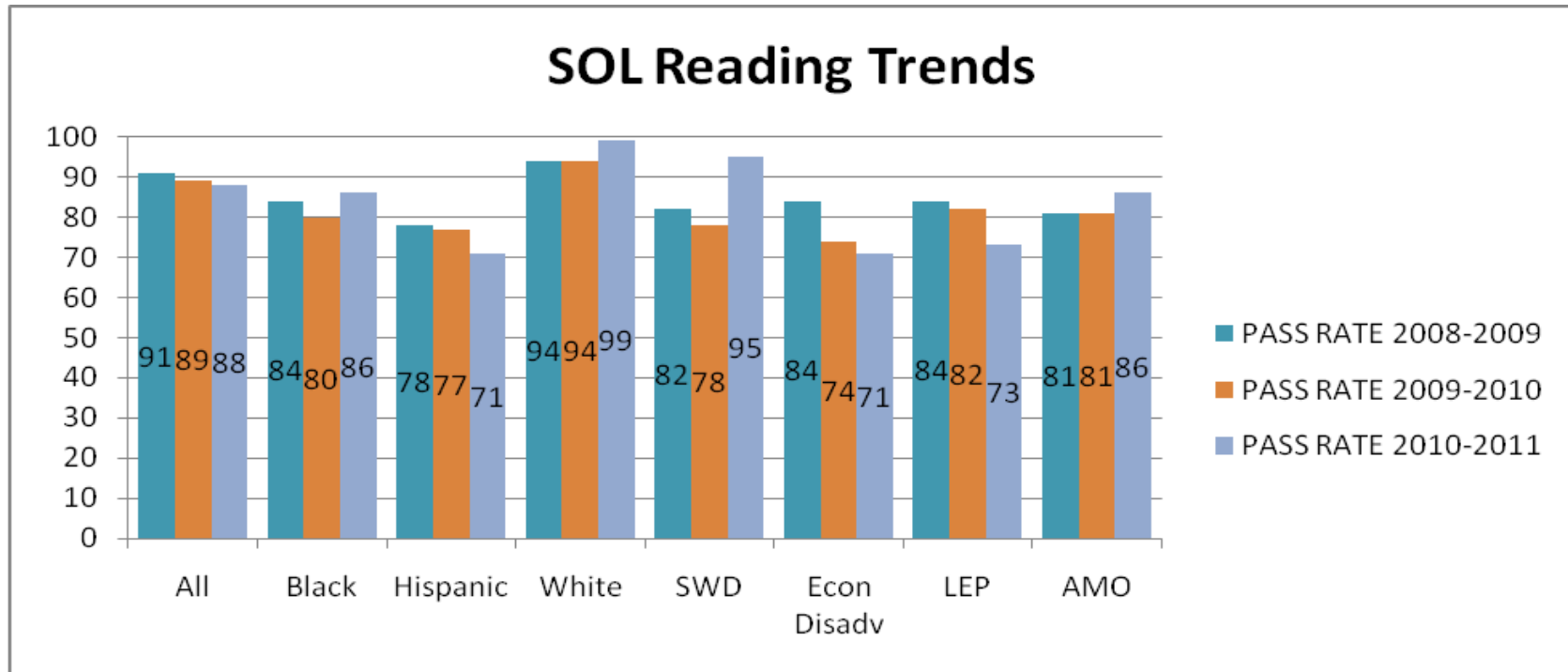
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|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 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 | |

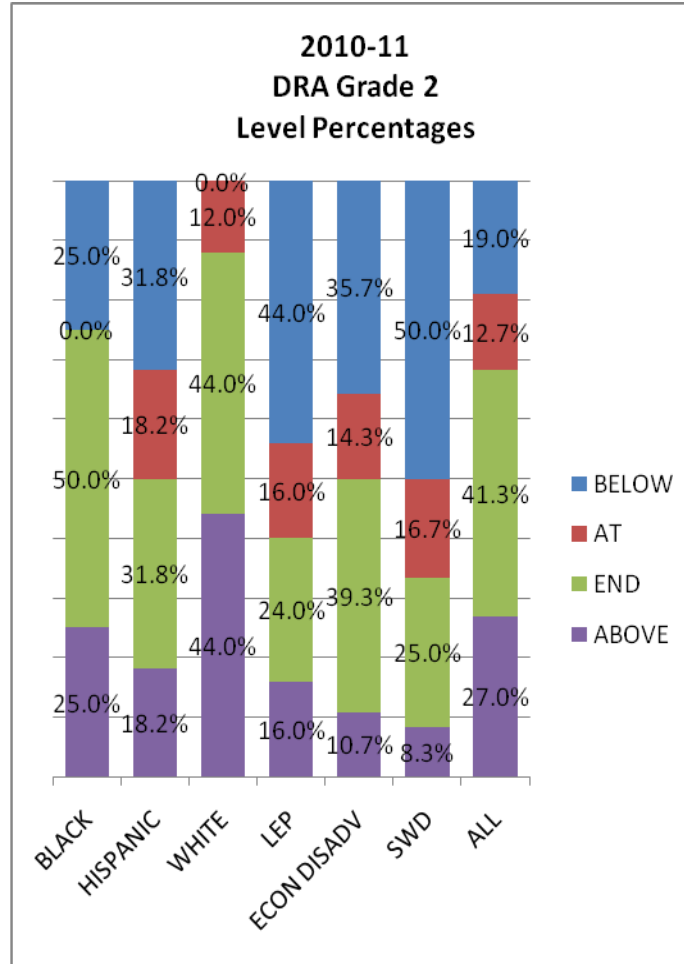
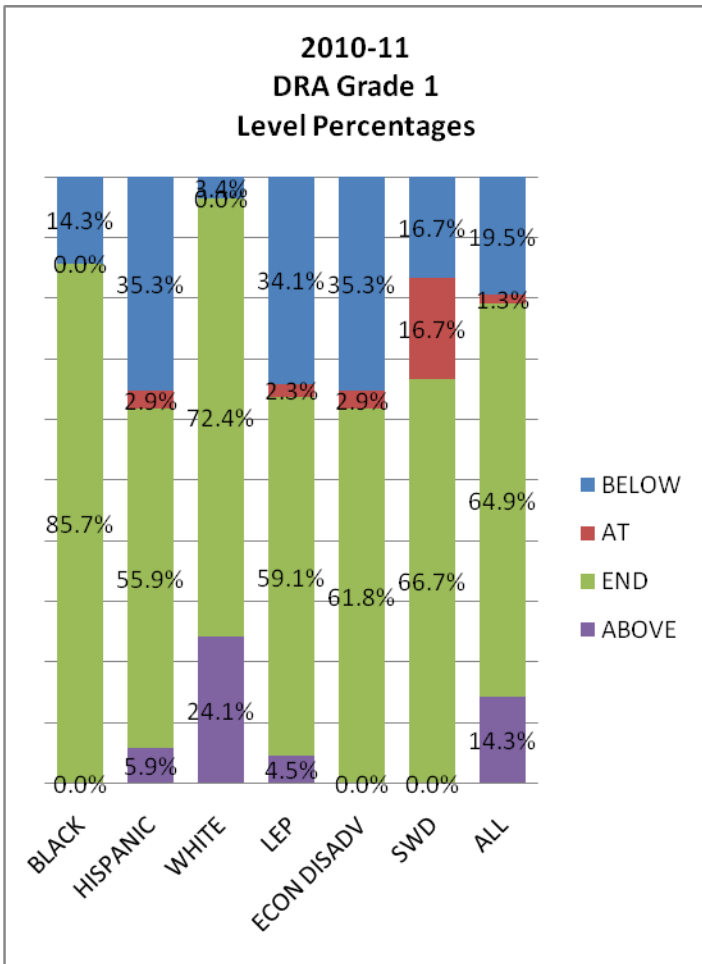
School Improvement Plan Objective: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

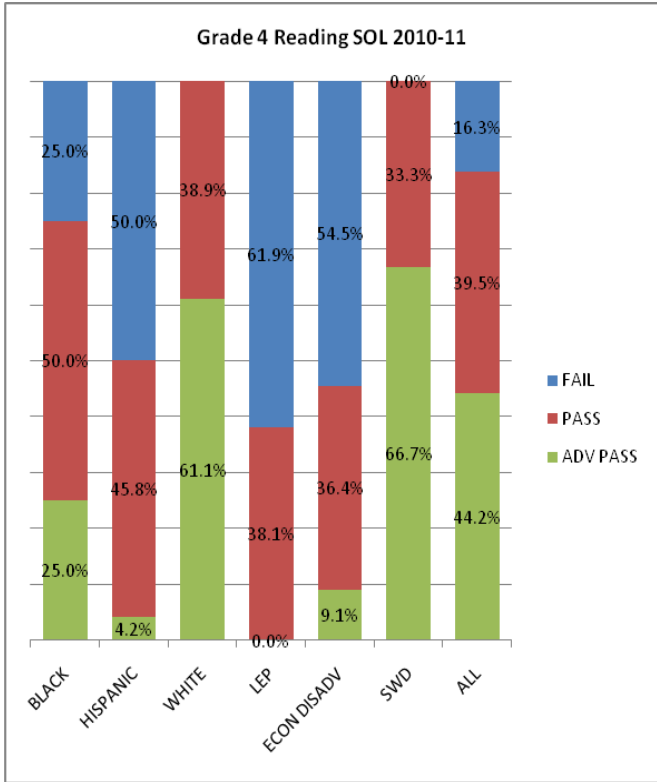
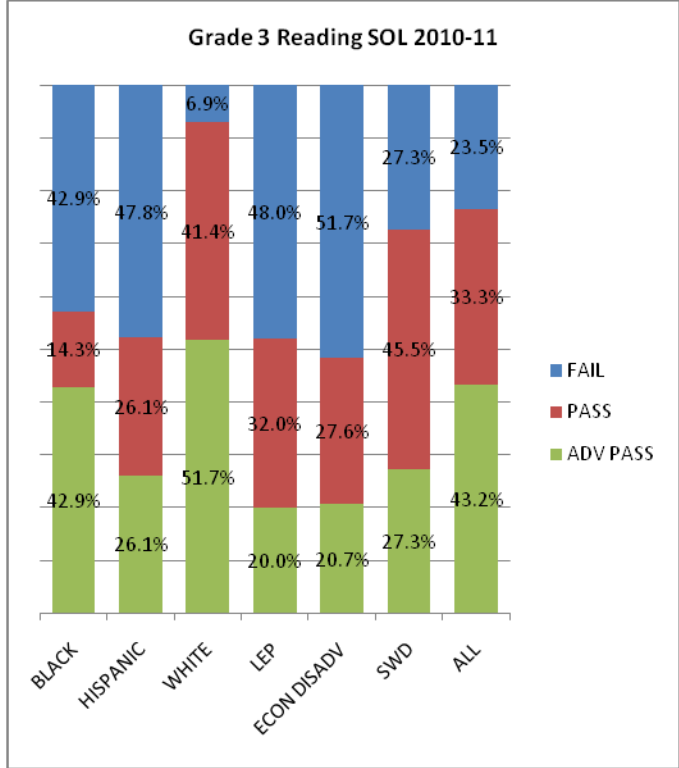
Improve reading comprehension and word analysis skills for all pre- K -6 students while focusing on closing the achievement gap between the Hispanic and white groups.

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

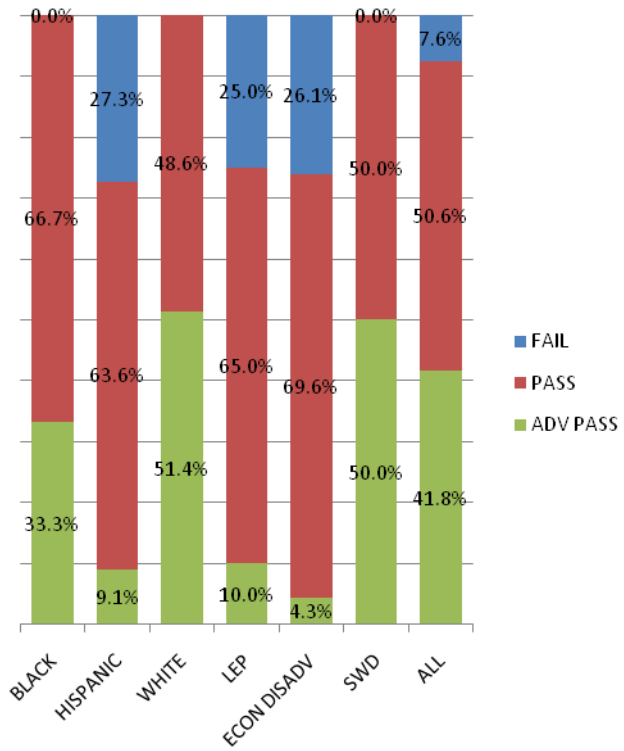
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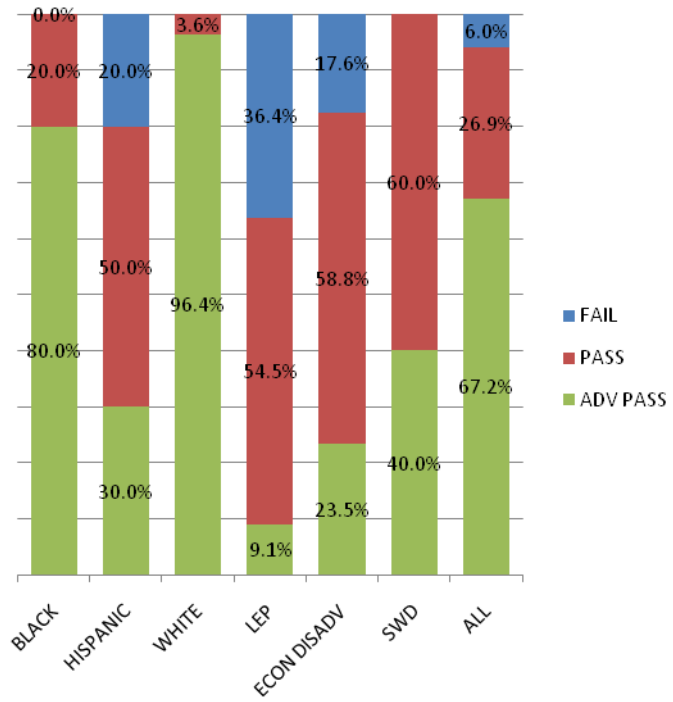




Grade 5 Reading SOL 2010-11



Grade 6 Reading SOL 2010-11



Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

Pre K – 6 Teachers work in collaborative teams to plan instruction and analyze common assessments.

Below is a list of instructional strengths being utilized by K-6 teachers:

- *The Daily 5* for developing classroom routines being implemented to some degree in first through sixth grade classrooms.
- Guided reading groups based upon formal assessments
- Modeling thinking and reading strategies through read aloud
- Special education and ESOL teachers, instructional assistants, and parent volunteers pull small groups during language arts instructional blocks
- Word study program to differentiate spelling and vocabulary instruction
- Waterford Program for selected kindergarten and first grade students
- Pairing younger students with older students for reading buddies as scheduling permits
- Reading A-Z.com in English and Spanish to support reading at home
- Integrating writing across the curriculum.
- Smart Board lessons
- LLI intervention groups for grades K-2

Weaknesses

Collaboration and dialogue at professional learning communities and literacy team meetings (K-2 and 3-6) identified the following areas for improvement:

- Additional time needed for Balanced Literacy instruction
- Aligning instruction with FCPS pacing guides
- Making data driven instructional improvements
- Using the Waterford Program more effectively with kindergarten and selected first grade students
- Providing intensive interventions for students in grades 3-6 who are reading below grade level
- Coordination of ESOL services in classrooms
- Coordination of comprehension reading strategy
- New staff unfamiliar with *The Daily 5*
- Many staff need to be trained to administer the DRA2
- *The Daily 5* routines are not being implemented with fidelity in all classrooms

Best Practice Research:

Research in best practices in reading clearly points to a balanced literacy approach as being a highly effective way of organizing a language arts program to meet students' individual needs. Within the components of a balanced literacy approach, our data indicates a need to focus on comprehension strategy instruction and to refine our approach to guided reading. In *Strategies That Work* (2000), Harvey and Goudvis cite research that identified six specific comprehension strategies used routinely by successful readers (making connections, questioning, visualizing, inferring, determining importance and synthesizing information) to construct meaning when they read and suggests that teachers need to teach these strategies explicitly and for surprisingly long periods of time, using well-written literature and nonfiction. Furthermore, Hoyt (2005) notes that teaching even one strategy for comprehending text can improve students' comprehension. Second, we know that guided reading is at the heart of a balanced literacy program, which leads to independent reading and builds the process of becoming a confident, competent reader (Fountas and Pinnell, 1996). Grades 1-6 will be utilizing *The Daily 5*, a student-driven structure that fosters meaningful independent work by the students while the teacher is working with guided reading groups. Research has shown that the most effective way to grow better readers is by having students read books of choice on their independent and instructional reading levels daily (Boushey and Moser 2006). In *The Daily 5* (2006), Reading to self, reading to buddies, listening to reading, word work, and writing are all important components of *The Daily 5*.

Curriculum mapping builds strong, effective schools. Research by DuFour and Eaker (1998) *Professional Communities at Work* states that effective schools collaborate, have reflective inquiry, shared purpose, teacher and student learning, and program coherence. These tenets that influence school improvements are deeply embedded in the curriculum mapping and sharing process. *A Handbook for Classroom Instruction That Works* by Marzano, Norford, Paynter, Pickering, and Gaddy states the importance of setting and communicating learning goals to students. They conclude that in order for students to learn most efficiently setting goals is essential. Communicating a clear, concise, yet not too specific target helps students focus on what to learn from the objective. In addition to curriculum mapping and stating goals, data driven discussions which focus on the needs of learners and an emphasis on learning processes drive improvement efforts (Lipton and Wellman, 2000). Collaborative discussions regarding student achievement and differentiation will move students forward in the learning process.

Intervention programs should be in place in order for all students to achieve success in a reading program. Leveled Literacy Intervention (LLI) is an intensive research-based program designed to support struggling readers at grades K, 1, 2 and 3. An independent LLI Efficacy Study conducted by the Center for Research In Education (2009-2010) showed low achieving students who participated in LLI were two times more likely to achieve grade level within the 12-20 week intervention time frame than the control group who received typical reading instruction within the general education classroom. *Waterford Early Reading Program* was found to have potentially positive effects on learning of letters and letter sounds. Fluency First, Read Naturally, Language!, Read Well, and other research based interventions will be available for students based on their instructional needs through Tier 2 and Tier 3 intervention model this school year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS
PreK-6

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	100% of kindergarten students will meet benchmark on the DRA2 Word Analysis by Spring 2012.
1.1.1	The achievement gap in first grade on the DRA2 between white students and Hispanic students will decrease from 34% to 20%.
1.1.1	The percentage of LEP students in first grade meeting the end of grade benchmark on the DRA2 will increase from 65% in June 2011 to 80% in June 2012.
1.1.1	The total number of first graders who pass advanced on the DRA2 will increase from 14% in June 2011 to 25% in June 2012.
1.1.1	The achievement gap in second grade on the DRA2 between white students and Hispanic students will decrease from 38% to 22%.
1.1.1	The percentage of LEP students in second grade meeting the end of grade benchmark on the DRA2 will increase from 40% in June 2011 to 55% in June 2012.
1.1.1	The total number of second graders who pass advanced on the DRA2 will increase from 27% in June 2010 to 38% in June 2011.
1.1.1	The achievement gap in third grade on the Reading SOL between white students and Hispanic students will decrease from 41% to 25%.
1.1.1	The percentage of LEP students in third grade meeting the end of grade benchmark on the Reading SOL will increase from 52% in June 2011 to 67% in June 2012.
1.1.1	The total number of third graders who pass advanced on the Reading SOL will increase from 43% in June 2011 to 54% in June 2012.
1.1.1	The achievement gap in fourth grade on the Reading SOL between white students and Hispanic students will decrease from 50% to 34%.
1.1.1	The percentage of LEP students in fourth grade meeting the end of grade benchmark on the Reading SOL will increase from 38% in June 2011 to 53% in June 2012.
1.1.1	The total number of fourth graders who pass advanced on the Reading SOL will increase from 44% in June 2011 to 55% in June 2012.
1.1.1	The achievement gap in fifth grade on the Reading SOL between white students and Hispanic students will decrease from 27% to 11%.

1.1.1	The percentage of LEP students in fifth grade meeting the end of grade benchmark on the Reading SOL will increase from 75% in June 2011 to 90% in June 2012.
1.1.1	The total number of fifth graders who pass advanced on the Reading SOL will increase from 42% in June 2011 to 53% in June 2012.
1.1.1	The achievement gap in sixth grade on the Reading SOL between white students and Hispanic students will decrease from 20% to 4%.
1.1.1	The percentage of LEP students in sixth grade meeting the end of grade benchmark on the Reading SOL will increase from 67% in June 2011 to 82% in June 2012.
1.11	The total number of sixth graders who pass advanced on the Reading SOL will increase from 67% in June 2011 to 78% in June 2012.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Improve reading comprehension for all pre-K -6 students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will assess and identify students for intervention and/or extensions.	Kimberly Willison Lynn Brown Chris Lazun Michelle Lis	eCART Horizon Common Assessments DRA DSA (word study) Anecdotal notes	X	X	X	X	Spreadsheet encompassing assessment data, three times per year Student intervention plans
2. Teams will pace out the standards for each unit and display them in kid friendly language in the classroom.	Michelle Lis Kimberly Willison Lynn Brown Chris Lazun Elise Passentino Kari Kain Team Leaders	3 quarterly half day substitutes for 36 teachers - \$8,566.02 for LA half day only. Job-embedded professional development through CLTs	X	X	X	X	Completed curriculum map for each quarter. Literacy Look-Fors checklist
3. Teams will hold data driven dialogue discussions after each eCART and DRA window.	Michelle Lis Marvana Bennett	Job-embedded professional development through CLTs	X	X	X	X	Reading database

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<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Fully utilize Waterford in K to support literacy.	Michelle Lis Kari Kain Elise Passentino Chris Lazun	Waterford Materials are already available. Job-embedded professional development through CLTs County-Level Training	X	X	X	X	Individualized computerized progress reports for each student participant.
5. Implement <i>The Daily 5</i> approach during the language arts block in K-6 th grade classrooms.	Kari Kain Elise Passentino Michelle Lis Kimberly Willison Lynn Brown Chris Lazun	Books have already been purchased for appropriate staff members. Job-embedded professional development through CLTs	X	X	X	X	Evidence of visuals supporting the approach in the classroom. Updated DRA data and running records

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Improve reading comprehension for all pre-K -6 students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Implement two hours of Balanced Literacy Instruction per day that includes daily reading and writing.	Kari Kain Elise Passentino Michelle Lis	Request that all K-6 teachers of reading take a county provided Balanced Literacy class. Monthly Balanced Literacy Professional Development for K-2 and 3-6 offered on Mondays, once per month. \$1,000 for copies of Reading for Meaning by Debbie Miller for K-2 teachers and Strategies that Work by Stephanie Harvey for 3-6 teachers. Job-embedded professional development through CLTs	X	X	X	X	classroom schedule Balanced Literacy Look-Fors

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Improve reading comprehension for all pre-K -6 students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Teachers will plan, teach and assess Guided Reading daily	Kari Kain Elise Passentino Michelle Lis Kimberly Willison Chris Lazun	When Readers Struggle- already have. Job-embedded professional development through CLTs Half-day training for teachers new to Guided Reading- \$1300.00		X	X	X	Classroom schedule Guided Reading Binder Look-Fors Team review of Guided Reading notes
8. Teams will include comprehension strategies on their curriculum maps and integrate strategy instruction across the curriculum.	Kari Kain Elise Passentino Michelle Lis	List of Comprehension Strategies for Each Grade Additional Comprehension Toolkits- \$4,900 Interactive Read-Alouds by Linda Hoyt-\$1000 Job-embedded professional development through CLTs	X	X	X	X	eCART and Horizon trends DRA analysis Anchor charts Supporting materials and student work in evidence

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Improve reading comprehension for all pre-K -6 students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
9. Focus on early literacy components.	Early Childhood Staff	Early childhood classroom and school library collections and signs. No cost.	X	X	X	X	Anecdotal notes, digital photos, work samples, checklists.
10. Teachers will implement intensive, researched-based programs to provide intervention for struggling readers.	Ann Paciulli Kari Kain Elise Passentino Andrea Yerovi	One additional LLI Kit- Blue Level- \$2635 Materials we have or can borrow- LLI Language!- Read Naturally Reading Mastery EdMark Lexia	X	X	X	X	Program monitoring system: DRA, eCART, anecdotal notes

STUDENT ACHIEVEMENT GOAL—ACADEMICS
Pre-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.

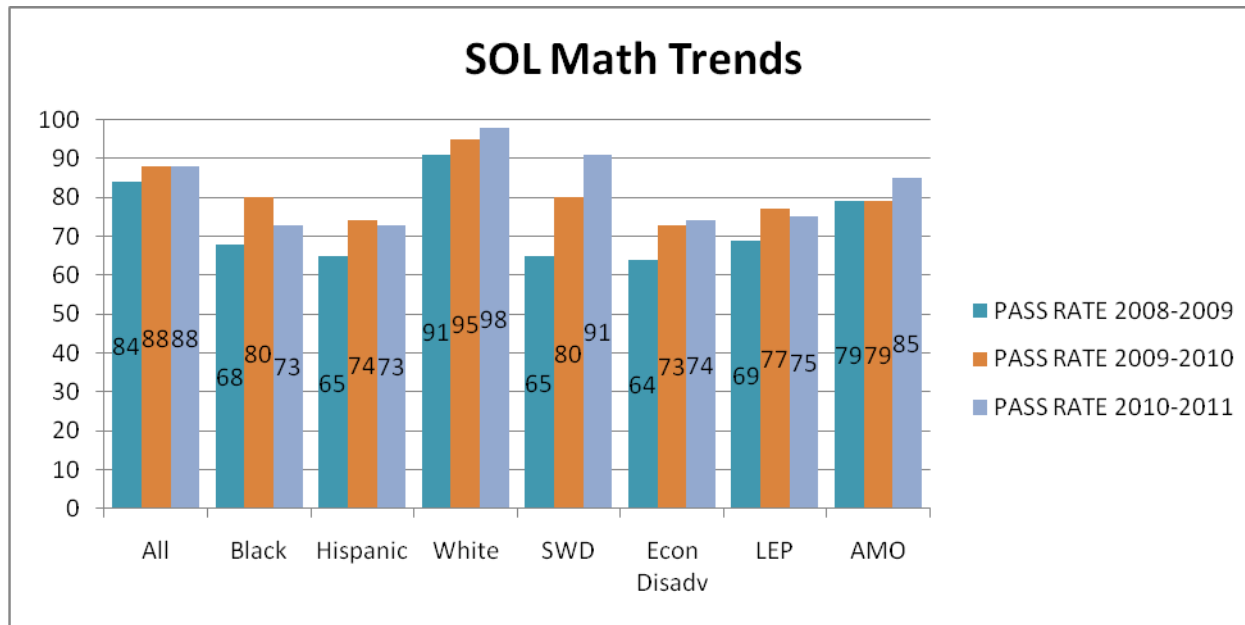
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| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

School Improvement Plan Objective: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teams will plan and implement differentiated LEARN lesson plans to include the use of manipulatives and students defending their thinking.

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

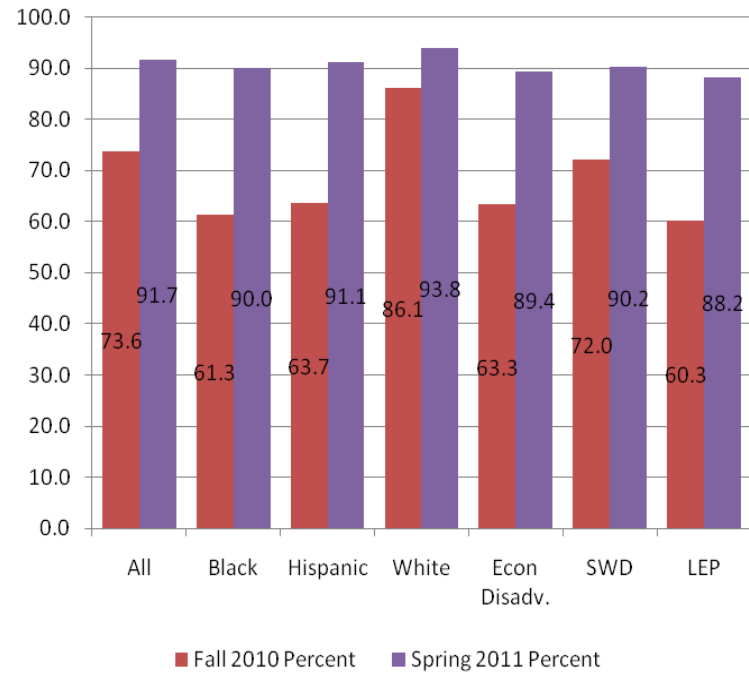
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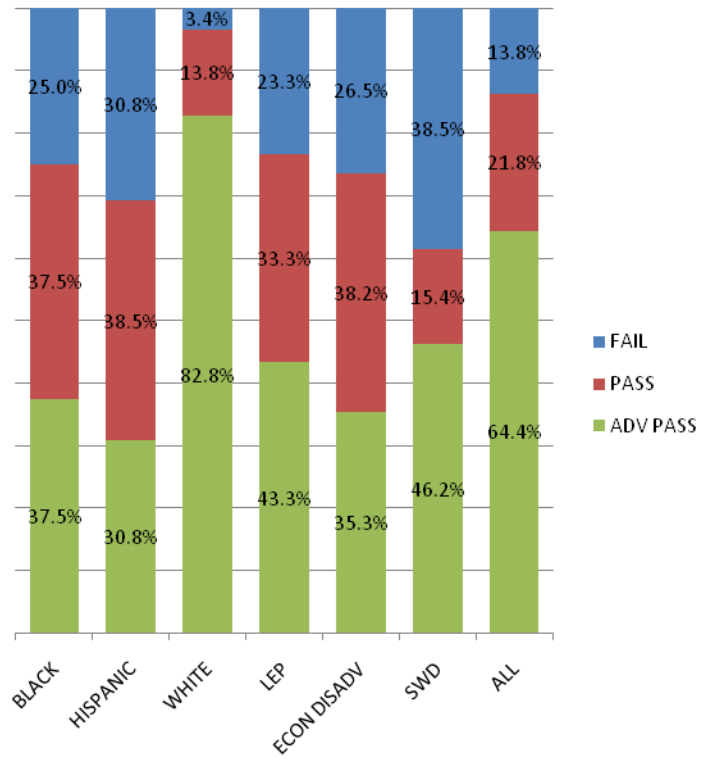
MRA Grade 1



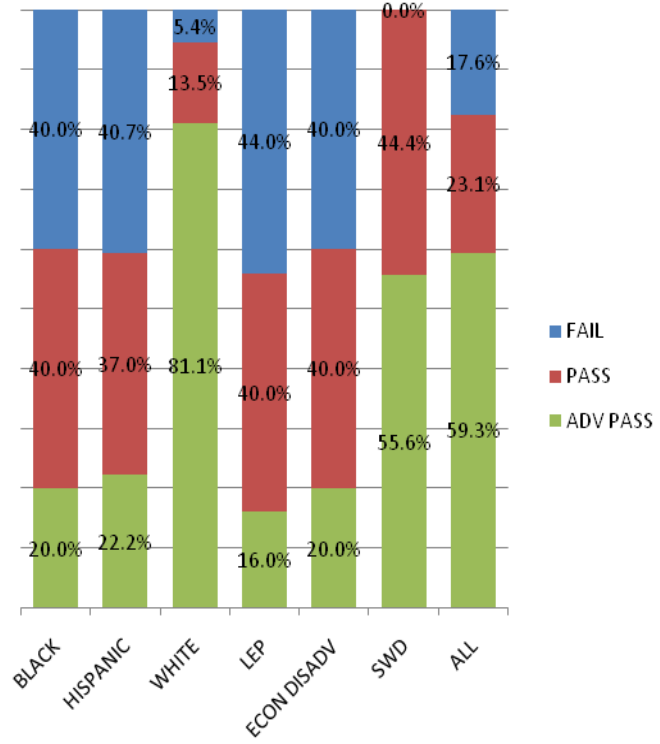
MRA Grade 2

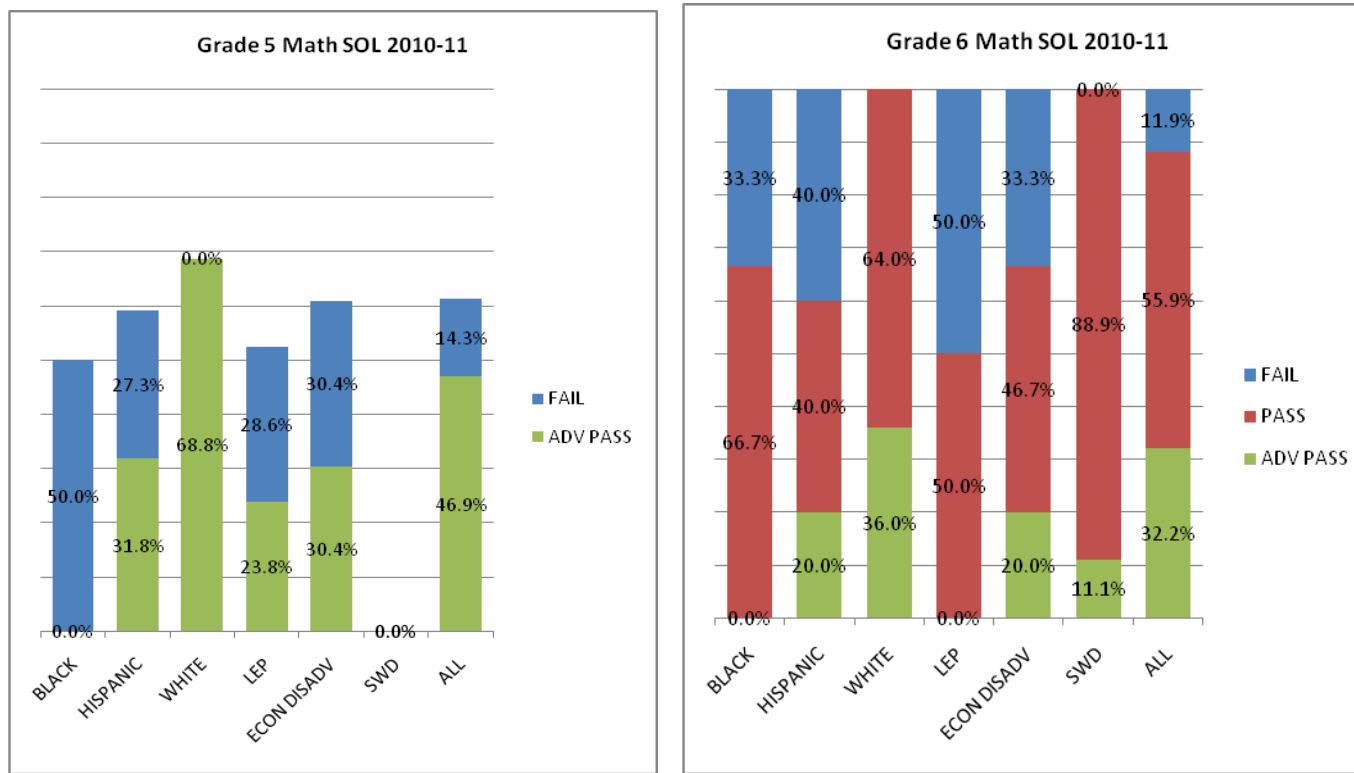


Grade 3 Math SOL 2010-11



Grade 4 Math SOL 2010-11





Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

All grade levels developed common assessments through the use of Horizon. During CLTs grade levels analyzed common assessment results to plan for intervention. Classroom teachers are beginning to implement open ended problems solving and having their students defend their thinking through pictures, numbers, and words. All classrooms have been outfitted with the Everyday Counts Calendar Math kit. Professional development was provided at the beginning of the school year for all classroom teachers. Teachers continue to build their capacity for using manipulatives and Smart Board visuals to develop students’ conceptual understanding. During the 2010-11 school year, differentiated professional development sessions on the use of manipulatives, games, and open-ended problem solving approaches were offered to staff. The master schedule allowed for a consistent math block structure across grade level teams.

Weaknesses

Making time for integrating Everyday Counts Calendar Math was a challenge. The differences between classes across grade levels that have the Advanced Academics Program made curriculum pacing and team planning challenging. There needs to be an increase in the use of small groups to differentiate instruction during the math block. Additional staff development is required to ensure that

teachers are able to employ best practices in teaching and learning that will result in the strengthening of the conceptual understanding of our students.

Best Practice Research:

As cited in websites from National Council of Teachers of Mathematics (NCTM) as well as The Access Center (a national technical assistance center funded by the U.S. Department of Education’s Office of Special Education Programs) many students not only benefit, but also require math instruction with concrete manipulatives in order to develop conceptual understanding of many mathematical concepts. “Research-based studies show that students who use concrete materials develop more precise and more comprehensive mental representations, often show more motivation and on-task behavior, understand mathematical ideas and better apply these ideas to life situations” (The Access Center). Structured concrete materials work well as a foundation to develop understanding of concepts such as early number relations, place value, computation, fractions, decimals, measurement, geometry, money, percentage, number bases, word problems, probability and statistics.

In addition to the use of concrete and virtual manipulatives to help students develop a conceptual understanding of mathematical concepts, the Clearview ES goal will focus on helping teachers to use current resources within the building other than the textbook. These resources include math activities and games that focus on developing students’ number sense using resources such as *Number Sense* by McIntosh, Reys, Reys, and Hope; *Nimble with Numbers* by Childs, Choate, and Wicket; *Groundwork* by Greenes and Findell, eCART resources, as well as *Every Day Counts Calendar Math* by Kanter, Gillespie, Ardell, and Clark.

Students need opportunities to talk about math and defend their thinking. The NCTM emphasizes the importance for direct instruction in this standard. In their *Principles and Standards for School Mathematics* NCTM states, “As students are asked to communicate about the mathematics they are studying--to justify their reasoning to a classmate or to formulate a question about something that is puzzling--they gain insights into their thinking. In order to communicate their thinking to others, students naturally reflect on their learning and organize and consolidate their thinking about mathematics.”

According to *Guided Math, a Framework for Mathematical Instruction* by Laney Sammons, “Using Guided Math instruction, teachers are able to work with small groups that are determined specifically by students’ achievement levels and needs. This allows teachers to closely observe student work, monitor students’ attention, provide strong support for struggling learners, and provide extra challenges for proficient learners.” This research supports the need for differentiated instruction with small groups in the mathematics classroom. In addition Sammons states, “Guided Math groups offer teachers an efficient way to provide differentiated instruction to meet the needs of diverse learners.”

STUDENT ACHIEVEMENT GOAL—ACADEMICS
Pre-K-6

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	The percentage of grades 3-6 LEP students passing the math SOL will increase from 75% to 80%.
1.1.2	The percentage of grades 3-6 Hispanic students passing the math SOL will increase from 73% to 80%.
1.1.2	The percentage of grades 3-6 students passing the math SOL in the pass advanced category will increase from 53% to 63%.
1.1.2	The percentage of grades 1-2 students passing the MRA in the pass advanced category will increase from 72% to 82%.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teams will plan and implement differentiated LEARN lesson plans to include the use of manipulatives and students defending their thinking.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teams will pace out the standards for each unit.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	EMIS pacing guide Job-embedded professional development through CLTs	X	X	X	X	Completed curriculum map
2. Teams will write the standards in student friendly language and display in the classroom.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	Three quarterly half day substitutes for 36 teachers - \$8566.02 for math half-day only Job-embedded professional development through CLTs	X	X	X	X	Math Instruction Look-Fors checklist
3. Teams will work collaboratively to plan lessons, specifically focusing on the E and A in the LEARN model, which will allow for small group instruction.	Kimberly Willison Chris Lazun Lynn Brown Tricia Pentz Michelle Lis	Three quarterly half day substitutes- See charge above Job-embedded professional development through CLTs.		X	X	X	Completed curriculum map Math Instruction Look-Fors checklist

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teams will plan and implement differentiated LEARN lesson plans to include the use of manipulatives and students defending their thinking.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Teams will use the four block chart to implement students' defending their thinking.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	Job-embedded professional development through CLTs.	X	X	X	X	Math Instruction Look-Fors checklist
5. Teachers will consistently use <i>Everyday Counts Calendar Math</i> three times a week for 15 minutes.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	Introductory Training for New Staff- No cost. Job-embedded professional development through CLTs.	X	X	X	X	Math Instruction Look-Fors checklist
6. Teams will hold data driven dialogues after each eCART/MRA window.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	Job-embedded professional development through CLTs		X	X	X	Data Charts and Priority School reports
7. Teams will implement <i>Do the Math</i> program as intervention.	Kimberly Willison Chris Lazun Lynn Brown Michelle Lis	<i>Do the Math</i> kits, provided by DSS and ISD Introductory training provided to Michelle Lis at no cost.		X	X	X	Student intervention records

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
Pre-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 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |

School Improvement Plan Objective: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

During the 2011-12 school year, Clearview will develop and strengthen students' capacity for resolving conflicts and assist them in becoming self-initiated problem solvers.

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

Data Sources:

June 2011 Team Implementation Checklist (collected by Mandy Freeman, PBIS Curriculum Resource Teacher)

Clearview ES	Not Complete	In Progress	Complete
Leadership			
1. Representative team meets monthly with effective operating procedures.	0.00%	100.00%	0.00%
2. Administration supports PBS and is actively involved.	0.00%	100.00%	0.00%
3. Coach and Team Leader are designated and complete assigned roles.	0.00%	0.00%	100.00%
4. Team engages staff in regular data review and elicits input/feedback.	0.00%	100.00%	0.00%
Continuum of Behavior Support			
5. Expectations and matrix are designed and implemented for specific settings.	0.00%	0.00%	100.00%
6. Procedures/routines developed and taught for specific settings as needed.	0.00%	0.00%	100.00%
7. Acknowledgement system designed and implemented consistently that uses varied incentives for students/staff.	0.00%	0.00%	100.00%
8. Clearly defined consequences and procedures for undesirable behaviors are designed and implemented.	0.00%	100.00%	0.00%
9. Plan developed to support students and staff across the three levels of intervention-universal, targeted group, and individual, intensive.	0.00%	100.00%	0.00%
Teaching/Implementation			
10. School-wide PBS plan developed and taught to staff.	0.00%	0.00%	100.00%
11. Plans designed and delivered to teach staff how to use the acknowledgement system.	0.00%	0.00%	100.00%
12. Teaching Plans are developed and taught directly and formally to the students by staff.	0.00%	0.00%	100.00%

13. Booster sessions for students/staff planned and delivered.	0.00%	0.00%	100.00%
Evaluation			
14. System to collect Office Discipline Referral data designed and implemented.	0.00%	0.00%	100.00%
15. Discipline and other data are gathered, summarized, and reported to team and staff monthly and used to make decision.	0.00%	100.00%	0.00%
16. Team uses Self-Assessment and summative school discipline data to establish PBS Action Plan goals and is working to implement the identified activities.	0.00%	100.00%	0.00%
17. Outcomes are used to evaluate PBS Action Plan and/or School Improvement Plan (SIP) goals.	0.00%	100.00%	0.00%
	Not Completed	In Progress	Completed
	0.00%	47.06%	52.94%

School-wide Evaluation Tool (SET) May 2011

Overall Score	98%
Expectations/Rules Defined-	100%
Behavioral Expectations Taught	100%
System for Acknowledging Behavioral Expectations	100%
System for Responding to Behavioral Violations-	87.5%
Monitoring and Decision Making	100%
Management	100%
District Level Support	100%

Analysis of the 2010-11 EOY Clearview PBA survey (a series of open-ended questions posed to staff at the end of the 2010-2011 school year, the Team Implementation Checklist (TIC) and the School-Wide Evaluation Tool (SET) highlighted many of the beneficial changes as well as the strength of the year one implementation.

As indicated on the SET, the category regarding systems for responding to behavioral violations produced the lowest score of the features assessed at 85%. Given that information, the PBA team plans to make that an area of focus for year two implementation. As

indicated on the EOY in-house survey, further information/clarification is needed for level two and level three infractions and appropriate consequences.

Additionally, since the implementation of the major structural features of School-wide PBIS was accomplished during the 2010-2011 school year the PBA team will focus on implementing a problem solving model to engage students in learning and using strategies to resolve conflicts and solve problems with adult guidance and increasing independence.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Staff members at Clearview Elementary School have agreed upon three expectations for students: Respect Self, Others, and Surroundings (Respect S.O.S.) which are displayed in throughout the building.
- Expectations for student behavior were taught through lessons that are available on the teacher share.
- Because the school is combining *Responsive Classroom*© with PBIS, the specific language that the staff uses is emphasized as a positive recognition is given to students through the form of “bumbles”.
- A system for dealing with and reporting specific behavioral violations is in place. Staff and administration have worked together to define what problem behaviors are office-managed versus classroom managed.
- Discipline referrals are collected and entered into the PBIS Progress Monitoring Tool, and into SASI when required.
- The PBA Leadership Team is representative of the staff, meets monthly, and shares progress at monthly staff meetings.
- Most new staff members completed the Responsive Classroom I course during the summer of 2011.

Weaknesses:

- Staff members indicate a need for refining processes to result in timely follow through and consistency in our approaches to student behavior.
- Procedures for recording level 2 and level 3 behaviors and bumble counts weren’t clearly understood or seen to be consistent by staff.
- Administrative responses to level 3 behaviors weren’t consistently communicated to all stakeholders.
- Finding meaningful consequences that kids care about is sometimes challenging.
- Student accountability and personal engagement in problem solving and conflict resolution needs to be strengthened.

Best Practice Research:

The Commonwealth of Virginia has mandated that every school adopt a positive behavior approach such as Positive Behavior Interventions and Supports (PBIS) or Responsive Classroom (RC). Clearview continues with the year 2 implementation of a combined

approach (PBA) to incorporate aspects of both PBIS and RC to maintain positive school climate and school experiences for all students.

PBIS is a framework of classroom and school-wide strategies identified to create a positive social climate. Three tiers of prevention of problem behaviors result in a consistent set of expectations and responses throughout the school. An important part of PBIS is individual recognition of the desired positive behavior. Research has shown that genuine acknowledgement of positive behavior and achievement results in greater feelings of belonging, value, and respect, encouraging students to demonstrate these attributes toward their peers. (NTAC Online Brochure, 2008). When students learn pro-social behaviors through PBIS lessons, teachers can better focus on teaching and students can better focus on learning (FCPS Student Services PBIS page). Additionally, according to research by McIntosh, Horner and Chard (2006), there is a strong relationship between positive behaviors and increased academic success.

The PBIS approach encompasses the following best practices:

- Teachers use high rates of behavior-specific praise.
- Primary, secondary and tertiary interventions are in place.
- The primary intervention is a way to use common language among all staff and students.
- Teachers use positive reinforcement instead of negative reinforcement and punishment. (OSEP Center on Positive Behavioral Interventions and Supports).

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional and academic growth in a strong and safe school community. The Responsive Classroom approach is guided by the following principles:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children’s education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

(Northeast Foundation for Children)

Clearview has merged key tenets of both approaches to create a Positive Behavior Approach. Since research shows appropriate behavior must be explicitly taught (Elliott, Hamburg, and Williams, 1998), regularly scheduled PBA lessons will be available for staff use. Staff development and continued training on the PBA approach will be ongoing. As research and documentation from the book “Positive Discipline” by Jane Nelson shows, giving compliments, modeling helpfulness to others, and assisting in resolving conflicts peacefully work to help create a more positive atmosphere both within a class and school-wide. Clearview will continue to use

“Bumbles” as acknowledgements/compliments to encourage positive behaviors to increase the positivity of attitude and behavior across all areas of the school.

According to Barbara Clark PhD and Diane Hipp, CPS, all children are capable of becoming peacemakers. With instruction and modeling, children can self-initiate resolutions to conflicts. During the 2011-2012 school year, Clearview will begin to use Kelso’s Choice, a Conflict Management Program designed for elementary students. This program will complement the elements of Responsive Classroom and PBIS that Clearview has already incorporated as part of its Positive Behavior Approach. Kelso’s Choice will empower our students by providing them with skills and strategies for resolving conflicts and solving problems independently and with the support of adults.

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

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1, 2.4, 2.7	A decrease in office discipline referrals by 15% when compared to the total office referrals from the 2010-2011 school year
2.1, 2.7	Collect student data for the number of conflicts resolved while using the school-wide problem solving approach – Kelso’s Choice, 10% increase in number of student resolved conflicts from end of 2 nd quarter when compared to date from the end of the 4 th quarter.
2.1, 2.4	Checklist – for administrative drop in visits – looking for evidence of problem solving approach being modeled and utilized in classroom. Data will show 50% increase in the number of “look-fors” being observed from 2 nd quarter when compared to 4 th quarter.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: During the 2011-12 school year, Clearview will develop and strengthen students’ capacity for resolving conflicts and assist them in becoming self-initiated problem solvers.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Implement the Kelso Conflict Management Program school wide.	Kimberly Willison Chris Lazun Lynn Brown Kelly Ginieczki Kristi Celata	Purchase Kelso Conflict Management Program- \$500.00	x	x	x	x	Anecdotal evidence from guidance and office visits Staff survey of student performance in employing the strategies

SCHOOL IMPROVEMENT PLAN OBJECTIVE: During the 2011-12 school year, Clearview will develop and strengthen students' capacity for resolving conflicts and assist them in becoming self-initiated problem solvers.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. Teachers will implement the Kelso Problem Solving Wheel.	Kelly Ginieczki Kristi Celata	Model guidance lessons Before/After School Support Sessions		x	x	x	Sign in sheets at staff development sessions
3. Classroom teachers will conduct regular class meetings/morning meetings to address concerns/problems, model problem solving approaches and provide opportunities for student practice.	Kimberly Willison Chris Lazun Lynn Brown	No cost.		x	x	x	PBA Look-Fors
4. Staff Mentors will set SMART goals relating to problem – solving skill with their mentees.	Andrea Brandt, Andrea Yerovi, Kelly Ginieczki – Mentor Coordinators and other staff and selected mentees	Participation in MentorWorks – FCPS mentoring program training – coordinators attend; in-house training for volunteer mentors, Mentoring extra activities supported by grant funds.		x	x	x	Students and staff will complete a reflection at the start and finish of the program.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Pre-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.

School Improvement Plan Objective: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

We will promote the duties and responsibilities of good citizenship by providing opportunities for all students to be positively involved in their community.

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

Data Sources:

Clearview has offered service learning projects in the past, but school wide data has not been collected to document participation or impact on the community. Data collected during the 2010-2011 school year for sixth grade service hours indicated that 92% of the students participated in various opportunities during the school day and after school. These activities primarily served needs in the immediate school community. Students collected over \$1500 for Pennies for Peace and collected food for Project LINK.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

We have a number of projects that create opportunities for students to use their talents and time to serve others during the school day. An active SCA, a student-run school news program, school safety patrols, library helpers, and a number of scouting organizations provide opportunities for the students to serve others.

Weakness

Despite these opportunities, a small group of students has not found an opportunity to contribute. We will continue to focus on programs that students can participate in throughout the day: Project LINK, the Audacity Project and participation in Giving Gallery. In addition, structured opportunities for reflection have not routinely been built into service learning projects.

Best Practice Research:

“Through this ethic of service, Americans express their belief in the importance of individual effort and concern for others. One way in which this value has been passed on to younger generations is through the inclusion of community service and service-learning opportunities in our schools, where young people begin to develop their roles as active members of the community who make contributions to addressing community needs. The idea that the nation’s schools serve as a crucial place for young people to learn this ethic has been corroborated by research by scholars such as John Dewey.”

“Research shows that when young people participate in service projects, they are more likely to continue on a pathway of lifelong civic engagement. Research also shows that service-learning an approach to education that ties community service to classroom instruction and reflection contributes to students' success and has a positive impact on their social behavior, habits, and attitudes.”

“If service-learning is to be viewed as a method of putting young people on a lifelong path of engagement, it is necessary to show that age is not a barrier to active citizenship and that elementary school students also benefit from service-learning.”

(Corporation for National and Community Service, Office of Research and Policy Development, Community Service and Service-Learning in America’s Schools, Washington, DC 2008.)

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

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	During the 2011-2012 school year, 100% of 6 th grade students will successfully complete at least five hours of service learning.
3.1	Student volunteers will participate as patrols, SCA representatives, WBZZ news crew members, and reading buddies within the school community during the 2011-2012 school year. Students will reflect upon their activities using a variety of methods including: discussion, written formats, and electronic forums throughout the year.
3.2	Increase participation in service learning experiences for students in K-5.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will promote the duties and responsibilities of good citizenship by providing opportunities for all students to be positively involved in their community							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will modify the ongoing “Audacity Project”, to include practice time for reading of books before digitally recording.	Debbie Kight, Karen Kucik Andrea Brandt	All are available onsite.		X	X	X	Keep a record of participating students along with their practice/recording time and the created digital library.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will promote the duties and responsibilities of good citizenship by providing opportunities for all students to be positively involved in their community

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<i>What we will do to achieve the objective. (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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. The Responsibility to the Community committee will generate ideas for service learning experiences for grade level team to raise awareness of simple, yet meaningful ways children can serve others.	Debbie Kight Classroom Teachers	Cameras, journals, 24-7 Learning	X	X	X	X	Monthly Communication to Staff of Service Learning Ideas Service learning projects implemented by teachers in their classrooms will be highlighted on WBZZ/24/7 Learning
3. Teachers will encourage participation in Project LINK beginning in the fall.	Kelly Ginieczki Kristi Celata	None	X	X			Count number of items collected
4. Teachers will invite students to support the Clearview Relay for Life team by bringing in loose change to be donated to the American Cancer Society.	Andrea Brandt Andrea Yerovi	None			X	X	Counting of change.
5. As part of the 100 th day learning event, grade level teams will work with students to collect 100 nonperishable items of food for a local food bank.	Kelly Ginieczki Grade level teams	None			X		Photograph of each grade level's collection.