

**Fairfax County Public Schools**

**School Improvement Plan  
2010 – 2011**

**Clifton Elementary School  
Cluster VI**



**Renee Miller, Principal  
Ellen Colter, Assistant Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



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

## COMMITTEE MEMBERS

Name	Position
Renee Miller	Principal
Ellen Colter	Assistant Principal
Rachael Wozniak	LA Committee Chair
Annie Dipert	LA Committee Chair
Christa O'Brien	LA Committee Chair
Paula McGourty	Math Committee Chair
Jennifer Zaman	Math Committee Chair
Faye Godfrey	Math Committee Chair
Melanie Lessard	Essential Life Skills Committee Chair
Vivian Siry	Service Learning Committee Chair
Chris Weber	Service Learning Committee Chair
Ann Donargo	Parent/Learning Garden
Patti Hopkins	Parent/PTA President

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

**LOOKING TO THE FUTURE**—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

**COMMITMENT TO OPPORTUNITY**—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

**COMMUNITY SUPPORT**—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

**ACHIEVEMENT**—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

**ACCOUNTABILITY**—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### We Believe in Our Children

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

### We Believe in Our Teachers

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

### We Believe in Our Public Education System

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

### We Believe in Our Community

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

**SCHOOL—VISION STATEMENT**

**Clifton Elementary School's staff is dedicated to educating students to be academically superior to compete in a changing world.**

**SCHOOL—MISSION STATEMENT**

**Clifton Elementary empowers the students, staff and the school community to collaborate as scholars, mentors, and responsible citizens who foster creative learning, innovative thinking, and positive contributions to society.**

**SCHOOL—CORE VALUES/BELIEFS**

**We believe in treating the whole child's academic, social, physical and emotional needs.**

**In order to meet these needs the Clifton staff will:**

- **Focus on learning to help all students reach their full potential.**
- **Facilitate collaboration with faculty, parents, and community members.**
- **Empower students to take ownership of their learning.**
- **Implement most effective instructional practices.**
- **Have fun!**

# Clifton Elementary School's Look-Fors

## Are we *Rockin' the Red*?



We believe in meeting the whole child's academic, social, physical, and emotional needs.

In order to meet these needs the Clifton staff will:	Consistent Evidence	Partial Evidence	Little Evidence	No Evidence
Focus on learning as evidenced by:				
o Planning aligned with eCART Pacing Guides				
o LEARN model lessons				
o eCART/Horizon assessments				
o Teacher-generated common formative assessments aligned with targets				
o Master schedule with intervention and enrichment built into school day				
o Individual learning plans				
Facilitate collaboration among staff, parents, and community as evidenced by:				
o Collaborative Learning Team Agendas & Notes				
o School Improvement Plan				
o Learning Garden Projects				
o Service learning project student self-assessments, reflections, & surveys				
o Parents as partners in educational programs (Inventions & Innovations Fair, STAMP Night, Authors' Night, GRACE Art)				
o Increased Use of Blackboard Parent View & KIT				
Empower students to take ownership of their learning as evidenced by:				
o Student reflections				
o Students tracking and sharing their progress				
o Goal setting by students				
Implement most effective instructional practices as evidenced by:				
o Clear learning targets posted in schedules				
o Models of strong and weak work in rubrics				
o Regular descriptive feedback				
o Student self-assessment and goal setting forms				
o Focus on one learning target at a time				
o Focused revision by students				
o Students tracking and sharing their progress				
o Opportunities to demonstrate learning				
Have fun as evidenced by:				
o Monthly staff social events				
o Quarterly school-wide pep rallies				
o Quarterly school-wide Incentives/Rewards for positive behavior				
o Quarterly awards for academics, effort, behavior, improvement				
o Monthly birthday celebrations & staff appreciation events				

## SPECIAL PROGRAMS

Artists and Authors

Book It

Bread Day (Grade 1)

Challenge 24

China Day (Grade 3)

CNC (Clifton News Center)

Compacted Math-Grades 4, 5, and 6

Creepy Crawly Day (Grade 2)

Cultural Arts Assemblies

Fine Arts Block

Flex Math (Grades 3, 4, 5 and 6)

FLEX Program

GRACE Arts

Innovation and Invention Fair

Jump Rope for Heart

Junior Great Books Programs

Learning Gardens

Library Page Program

Medieval Day (Grade 5)

Mentoring Program

National Geographic Geography Bee

Operation Sandwich/Lamb Center

Partnership with the Katherine Hanley Center

Pennies for Patients

Positive Behavior Support

Quilt Club

Reach Everyone Daily (RED Block)

Read Across America

Reading Buddies

Recycling Club

Robinson Peer Helpers

School Plays (Grades K & 1)

STAMP Night

Walk for the Homeless

Western Day (6<sup>th</sup> Grade)

Virginia Day (4<sup>th</sup> Grade)

Virginia Readers Choice



## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan:*

- |  |   |
|--|---|
| <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   |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE: (action-oriented): The Clifton staff will promote best practice research and the implementation of strategies and formative assessment to increase achievement in reading and writing for all students, with a focus on closing the achievement gaps of the individual subgroups which have been shown through a review of school SOL data to be at risk and improve the current pass proficient and pass advance rates of all students.**

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

**Data Sources:**

SOL data revealed weaknesses in the area of reading for students in subgroups for students with disabilities (SWD). Data reviewed included results from SOL test, as well as examination of overall date and data by individual subgroups. Data reviewed showed 78% pass rate for students with disabilities (SWD).

3<sup>rd</sup> grade SOL Reading Test: Results from 2007-2010 showed inconsistent pass rates (93%, 97%, 93%) with a decrease in 2010 to 88%. Overall pass advanced decreased from 62% in 2009 to 55% in 2010.

4<sup>th</sup> grade SOL Reading Test: Results from 2007-2010 SOL reading tests have steadily increased (95%, 98%, 100%, 100%). Overall pass advanced decreased from 72.4% in 2009 to 71.9% in 2010.

5<sup>th</sup> grade SOL Reading Test: Results from 2007-2010 tests showed inconsistent pass rates (96%, 95%, 98%) with a decrease in 2010 to 97%. Overall pass advanced increased from 48 % in 2009 to 53% in 2010.

6<sup>th</sup> grade SOL Reading test: Results from 2007-2010 tests have steadily increased (95%, 97%, 98%, 100%). Overall pass advanced increased from 48% in 2009 to 50% in 2010.

5<sup>th</sup> grade SOL Writing test: Results from 2007-2010 tests showed inconsistent pass rates (91%, 98%, 93%, 91%). Overall pass advanced increased from 28% in 2009 to 40% in 2010.

DRA results revealed that 93% of students in grades K-2 met FCPS end of the year benchmarks.

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

Based on assessment and practices currently in place within the language arts program, both strengths and weaknesses emerge:

Strengths within the Clifton ES language arts program include a commitment to align instruction with both the Virginia Standards of Learning and the FCPS Program of Studies. The school has a range of resources to support language arts instruction including leveled texts for guided reading, novel sets, big books, and a variety of other teacher resources. Staff members have a wide and varied background and are willing collaborators.

Most general education classrooms have Smart Boards and teachers have received training in their use. In addition, a primary and upper grade writing rubric has been implemented and formative assessments are used to guide the instruction. Most teachers have been trained in and utilize Words Their Way in their word study program. All staff read The Daily 5 over the summer.

In reading and writing, weaknesses emerge from the inconsistent use of common formative assessments and the lack of a common literacy and writing process model programs. Inconsistencies also exist in the implementation of and instruction of the Balanced Literacy approach, particularly in the areas of guided reading and writing workshop. The varied levels of implementation of word study also impact the overall success of a balanced literacy program.

## **Best Practice Research:**

### *Balanced Literacy Approach*

Best practice research in the teaching of literacy has shown that a balanced literacy approach is the most effective framework for achievement in literacy learning (Fountas & Pinnell 1996).

Fountas & Pinnell (1996) present components of a flexible framework developed by Ohio State University containing a range of reading and writing activities shown by research to be essential for literacy development. A balanced literacy approach is one that oral, reading and writing activities are entwined, each being an important part of the balance-- a three-legged stool. The framework serves as a guide for teachers including instructional methods and the integration of reading and writing within the content areas. The range of activities in the literacy framework gives 8 instructional elements: reading aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing (writing workshop) and independent writing. Each of these elements reflect differing ranges of teacher support. Woven into the 8 elements are four other areas: word work, content integration, documenting and ongoing assessment of student progress and home/community involvement.

According to Fountas and Pinnell (2001), “the first years of school establish the essential foundation of literacy that enables all future literacy achievement.” In the intermediate grades, a focus on teaching of comprehension, content literacy, and genre build upon the achievement of the foundation of literacy and help students to master the reading and writing skills that will “serve them throughout their life time.”

Research in language arts instruction has shown that balanced literacy is a framework designed to help all students read and write effectively. Scaffolding instruction helps support students in their reading and writing by teaching them in their zone of proximal development. As stated by Reggie Routman in *Reading Essentials*, we need to focus on what matters most in teaching and learning. A balanced literacy program will enhance a love of learning and help acquire the skills to become successful in school and become lifelong learners. It will ensure that learners become thinkers, establish and continue a collaborative community and implement a challenging and relevant curriculum (Routman 2002).

### *Instruction in Word Work*

According to Clay (1991), “the heart of literacy is the language process in which children use what they know about the language they speak and connect it to print.” A structured word study program involves a continuum which includes phonics, spelling, word meaning, and word structure. Word study offers strategies which enable students to move away from simple decoding of isolated symbols/words to a level where they are able to narrow down possibilities in “solving words” embedded in continuous text by using context and syntactic patterns as well.

### *Writing*

According to the Florida Department of Education (Proven Instructional Practices for High Quality Writing, January, 2005), the effective teaching of writing involves separate and modeled activities which introduce a skill or knowledge item to the class and the purposeful application of an integrated activity. Cited was the five-year research project on excellence in teaching English by Judith Langer, which stated, “In effective schools, learning and instruction related to knowledge and convention of English and high literacy take place as separated, simulated and integrated experiences.” (Langer, 2002) A particular emphasis should be placed on writer’s craft, the use of high quality exemplars, time for classroom writing practice and thoughtful reflection before, during and after the writing. The best practices of writer’s workshop should be incorporated through direct writing instruction, scaffolded within the instructional components of **writing aloud; shared writing, guided writing and independent writing**. (Allen, 1998; Routman, 2000; Fountas & Pinnell, 2001).

From the authors of *Craft Lessons*, “The writing workshop has endured and even flourished in thousands of schools across the country because no other approach or program matches the writing workshop when it comes to growing strong writers.” (Ralph Fletcher and JoAnn Portalupi, 1998.)

*Edutopia.org* (2010) states that students need to be writing every day. According the National Writing Project, students and teachers who write side-by-side on a regular basis using writer’s workshop show wide gains in student writing.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The percentage of students identified as Students with Disabilities (SWD) in grades 3-6 who achieved pass proficient or above on the 2010 Reading SOL test will increase from 77.78% pass rate to 95% pass rate for the 2010-2011 SOL reading test.
1.1.1	The percentage of 3-6 students who achieve pass advanced on the SOL reading test will increase by at least 10 percentage points for the 2010-2011 SOL reading test.
1.1.1	The percentage of K-2 students who achieved FCPS benchmark scores on the DRA2 or Word Analysis will increase from 93% to 98% on the spring 2011 assessments.
1.1.1	The percentage of 5 <sup>th</sup> grade students who achieved pass proficient or above on the 2010 Writing SOL test will increase from 91.2% to 98% for the 2010-2011 SOL writing test.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN**

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase achievement in reading and writing for all students, with a focus on closing the achievement gaps of the individual subgroups which have been shown through a review of school SOL data to be at risk and improve the current pass proficient and pass advance rates of all students.**

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	

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<p><b>1. Analyze data from common assessments, ongoing formative assessments, and summative assessments in order to drive instruction.</b></p> <ul style="list-style-type: none"> <li>At the beginning and end of each year, students will be assessed.                -Fall assessments will be used to determine student achievement levels and set baselines.                -Spring assessments will be used to gauge yearly progress in reading, writing and word study.</li> <li>Collect evidence of all students' ongoing achievement in literacy portfolios. With this evidence, students who are at risk of failing to make grade level benchmarks in reading and writing will be identified in order to provide intervention.</li> <li>Intervention strategies review.</li> </ul>	<p>Rachael Wozniak</p> <p>Annie Dipert</p> <p>Annie Dipert</p>	<ul style="list-style-type: none"> <li>Primary and Upper Level DRA2</li> <li>Aspire/ECART</li> <li>Grade level team created common assessments</li> <li>School created, primary and upper level, writing rubrics</li> <li>DSA</li> </ul>	<p>X</p> <p>9/30</p> <p>10/14</p> <p>10/29</p>	<p>X</p> <p></p> <p>11/30</p> <p>1/28</p> <p>1/30</p>	<p>X</p> <p></p> <p>3/30</p> <p>4/1</p>	<p>X</p> <p>6/15</p> <p>6/15</p> <p>6/10</p>	<ul style="list-style-type: none"> <li>Writing rubric scores (fall and spring)</li> <li>DSA (fall, winter, spring)</li> <li>HORIZON results stored in school database</li> <li>DRA scores (fall, winter and spring assessments)</li> <li>eCART scores (fall and spring assessments)</li> <li>Individual Learning Plans</li> <li>PLC and team meeting notes</li> </ul>





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			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<b>3. Continue implementation of Word Study for grades K-6</b>  a. Coaching and collaboration review of best practices in word study.	Rachael Wozniak	a. Words Their Way b. Words Their Way Supplemental Books	<b>10/28</b>	<b>1/28</b>	<b>4/1</b>	<b>6/3</b>	<ul style="list-style-type: none"> <li>• Team Meeting Notes</li> <li>• Sharing Student Samples</li> </ul>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

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

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

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *The Clifton Staff will promote best practice research and the implementation of strategies and formative assessment to increase mathematics achievement school wide with focuses on closing the achievement gap with our Special Education and Limited English Proficient students, as well as increasing the pass advanced rate for all students.*

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

Data Sources: SOL results for 2009-2010 held steady at an overall pass rate of 97%. However, SOL results from 2009-2010 show a decrease of 1% for students with disabilities, and a decrease of 14% for Limited English proficient students. Our lowest subgroup score was 50% for Black students; however, our Black student population consisted of 2 students with no Black students enrolled in the previous two years. Our pass advanced rates improved significantly in both 3<sup>rd</sup> and 5<sup>th</sup> grades but decreased in 4<sup>th</sup> and 6<sup>th</sup> grades. Analysis of student Performance by Question data identifies four specific areas of weakness. These were identified as equivalence, decimals, properties of geometric figures, and patterns.

## Knowledge of Programmatic/Instructional Strengths and Weaknesses:

**STRENGTHS:** The curriculum is aligned with the FCPS Program of Studies and Virginia Standards of Learning, and teachers are using the pacing guides provided on eCART to plan instruction. Some teachers use eCART/Horizon test results to drive instruction and identify students for remediation or enrichment. Smartboards are also being used on a more consistent basis to complement math instruction. There is an increase in the use of additional resources identified in the pacing guides. The frequency of grade level Professional Learning Community meetings has increased from biweekly to twice weekly. We are utilizing the most highly qualified staff to provide additional support for students with the greatest need. Enrichment will also be provided for students who have mastered the grade level curriculum. Thirty minute blocks of time have been built into the daily schedule for enrichment and intervention.

**WEAKNESSES:** While not a weakness, an area of growth is assisting new staff members in becoming familiar with FCPS pacing guides, objectives, and resources. Use of Horizon/Aspire common assessments has been limited.

## Best Practice Research:

The results of the TIMMS study, which compared performance of students across nations in fourth, eighth and twelfth grades, have highlighted wide gaps in achievement of US students in comparison to their peers in other countries. Follow up studies have identified differences in teaching methods as a significant factor in the “learning gap.” According to Stigler and Hiebert in the Teaching Gap, “improving the quality of teaching must be front and center in efforts to improve student learning.” (p. 3).

In Japan, teachers are involved in a “kounaikenshuu,” a continuous process of school based professional development. An important component of this is lesson study. In lesson study, groups of teachers meet together over time to identify an area that needs improvement and to develop a lesson together that will best address that problem target. They then test these out in actual classroom practice, observing each other deliver the lesson and also the effects on the students learning. They evaluate the results, revise the lesson, and re-teach. The goal is to continue to refine teaching techniques to insure the best results in student learning. “By focusing on how students interact with the material, teachers study the nature of learning and child development. The process can be viewed as one of peer and self coaching. (The Math Coach Field Guide, Carolyn Felux and Paula Snody pg. 84.)

“One unique feature of the assessment *for* learning process is that it acknowledges the critical importance of the instructional decisions made by students working in collaboration with their teachers. In this case, assessment provides students with information about their own achievement improvement and status when they need it. In that context, students become consumers of assessment information too, using evidence both to see their current successes and to understand what comes next for them. If done well, it elicits a productive response from learners every time. Another important feature of assessment *for* learning is its reliance on repeated self-assessments, each of which instructs the learner on how to improve performance on the next one. This kind of continuous descriptive feedback provided strategically in amounts that students can address effectively and that builds progressively over time helps them continue to believe that success is within reach if they keep trying. Still another unique feature of this process is its reliance on

carefully drawn learning progressions or curriculum maps written in teacher-, student- and family-friendly versions so that the trajectory (i.e., what has been learned and what comes next) is clear to all throughout the learning. This, like the descriptive feedback above, leads directly to our second reason for assessing: If we assess to motivate students to try, assessment *for* learning enables students by helping them watch themselves grow—by causing them to believe that success is within reach if they keep trying.” Rick Stiggins in *Assessment Manifesto: A Call for the Development of Balanced Assessment Systems*, April 2008.

*Russell Gersten and Benjamin S. Clarke (2007)* authored another Effective Instruction Brief from the National Council of Teachers of Mathematics titled “Effective Strategies for Teaching Students with Difficulties in Mathematics.” According to Gersten and Clarke, research points to several strategies that have been consistently effective in teaching students who experience difficulties in mathematics: 1) The use of structured peer-assisted learning activities; 2) Systematic and explicit instruction using visual representations; 3) Modifying instruction based on data from formative assessment of students (such as classroom discussions or quizzes); and 4) Providing opportunities for students to think aloud while they work.

In Dr. Cynthia Lindquist’s and Dr. Robin Brewer’s presentation entitled *Critical Issues in Differentiating Math Instruction to Students with Special Needs (2009)* they promote teacher think aloud and modeling as an important teaching strategy for students with special needs. However, as time goes on, the teacher should begin to model less and less. They also believe that peer-tutoring, cooperative learning, and computer assisted instruction are useful strategies for aiding success in all subject areas. Lindquist and Brewer believe that monitoring progress, pre- and post-testing, and error analysis are important for teachers to do in order to differentiate appropriately for all students.

Studies on schools in Rhode Island with a high population of students with Individual Education Programs were reported by Vincent J. Hawkins in his article *Narrowing Gaps for Special-Needs Students*. The practices found to be the most successful with closing the gap include: 1.) Using multiple forms of assessment; 2.) Differentiating instructional practices to address student needs; 3.) Collaboratively and frequently analyzing student work; 3.) Teaching within stations to a mini-class (small group instruction and learning stations). The final study revealed that students with special needs can achieve high standards when schools address learning needs.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	The percentage of students identified as Special Education students in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 88.89% to 91.29%.
1.1.2	The percentage of students identified as LEP in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 85.71% to 100%.
1.1.2	The percentage of students in General education in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 96.52% to 97.62%.
1.1.2	The percentage of all students in grades 3-6 who achieve pass advanced on the Math SOL will increase by 10% per grade level: third grade from 73.3% to 83.3%; fourth grade from 73.0% to 83%; fifth grade from 75.9% to 85.9%; and sixth grade from 47.3% to 57.3%.



**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *The Clifton Staff will promote best practice research strategies and assessment to increase mathematics achievement school wide with focuses on closing the achievement gap with our Special Education and Limited English Proficient students, as well as increasing the pass advanced rate for all students.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
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3. Display non-linguistic math information and interactive math stations throughout the school	Jennifer Zaman	Math Vocabulary Pictures Digital Cameras Construction paper Posters Laminating film Paint Tape Markers Di-cuts	X	X	X	X	Student responses
4. Begin the process of incorporating Lesson Study into mathematics instruction.	Paula McGourty				X	X	Research lessons Observations checklist

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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Emphasize grade level math objectives during science instruction. <ul style="list-style-type: none"> <li>• An AIMS (Activities Integrating Math and Science) activity folder will be set up on Staff Share. Activities related to quarterly science units will be posted by grade level.</li> </ul>	Faye Godfrey	AIMS Books AIMS Online Activities	X	X	X	X	<ul style="list-style-type: none"> <li>• Catalog of AIMS materials on server</li> <li>• Team meeting notes</li> <li>• Lesson plans</li> </ul>
1. Increase staff understanding and utilization of assessment <i>for</i> learning strategies through Collaborative Learning Teams. <ul style="list-style-type: none"> <li>• Clear targets</li> <li>• Effective feedback</li> <li>• Self-assessment &amp; goal setting</li> <li>• Focused teaching and revision</li> <li>• Tracking, reflecting on, and sharing learning</li> </ul>	Renee Miller Ellen Colter	Copies of <i>Seven Strategies of Assessment for Learning</i> provided by Cluster VI administration.	X	X	X	X	<ul style="list-style-type: none"> <li>• Teacher pre/post self-assessments &amp; results</li> <li>• Team meeting agendas/learning plans</li> <li>• Team meeting notes/learning logs</li> <li>• Teacher reflective journals</li> <li>• CLT products such as forms, rubrics, and graphic organizers</li> </ul>

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.  | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic.  | <input checked="" 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.                    |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* Reduce behaviors that negatively affect, and increase behaviors that positively impact, student learning through the implementation of

1. a comprehensive Positive Behavior Approach (PBA) system with consistent, school-wide expectations;
2. a comprehensive, school-wide prevention and intervention approach to bullying behaviors; and
3. individual student S.M.A.R.T. goal-setting school-wide.

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

Data Sources:

Results from the Fall 2009 and Spring 2010 student surveys as well as the FCPS Working Conditions Survey provided the basis for this objective.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The staff has had previous in-school training on anti-bullying strategies. The students have also had training on anti-bullying strategies to include guidance lessons, a school assembly and signing and regularly reciting an anti-bullying school pledge.

In the 2010 Working Conditions Survey, under the category of Student Conduct and Safety, 84.6% of teachers responded that “students make efforts to stop bullying”, and 100% of teachers responded that “faculty makes efforts to stop school bullying”. Under the category of Facilities and Resources, 66.7% responded that “students’ learning is affected by students’ perception of safety at the school”, and 100% responded that “the atmosphere of the school climate makes students feel safe”.

Student perceptions were not as positive as the above responses, although the majority of responses to the Fall 2009 and Spring 2010 student surveys indicate that most students (from 80 to 86%) do not believe there is a problem with disrespect or bullying. There are three main areas of concern with these results:

1. While the percentages of students who perceive a lack of respect among students or the existence/fear of bullying spans a range of 15 – 20%, those percentages represent individual students whose numbers extend from 15 to 40 children in grades 3 through 6.
2. The student surveys were administered to track the progress of newly-implemented anti-bullying strategies. Not only did the percentages remain roughly the same, but in the category of student respect the numbers of students who disagreed increased by 20%. Overall, there was a slight increase in the number of students who perceived problems in these areas.
3. If teacher and student perceptions differ to the degree that 100% of teachers respond that students feel safe and that teachers address problems of disrespect and bullying, while 15 – 20% of students feel unsafe and have seen an increase in disrespect, the disparity must be addressed by means of more staff development and more empowerment of students.

Results of the Spring 2010 Survey indicated 17.2% of students did not feel safe from bullying outside the classroom – in hallways, rest rooms, etc. 16% of students did not feel safe from bullying when riding the bus or at the bus stop, and 19.7% of students did not feel safe from bullying at recess.

Other than student surveys, there is no SASI data regarding number of behavior incidents at Clifton.

### Best Practice Research:

#### *Positive Behavior Approach*

PBA includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings.

They key features of PBA, as identified by a pioneer in the field, George Sugai, are the following:

- a prevention-focused continuum of support;
- proactive instructional approaches to teaching and improving social behaviors;
- conceptually sound and empirically validated practices;

- systems change to support effective practices; and
- data-based decision making.

The U.S. Department of Education cites several national and international research-based comprehensive programs for preventing and intervening in bullying situations. The most highly recognized program is the Olweus Bullying Prevention Program. Most recently the Association of Pediatric Physicians has endorsed the program as a model program to target bullying. It is a comprehensive, school-wide model for students in grades 3-10. Results of program implementation include a 30% - 70% reduction in student-reported incidents of bullying others and being bullied, reduction of antisocial behaviors and improved social climate.

Strategies from this program can be integrated into a school-wide Positive Behavior Approach. The results of this integration are demonstrated in an improved sense of school and classroom community, an increased sense of empathy toward others, and empowerment of students to recognize disrespect or bullying and to self-advocate in conflict situations.

### *Goal Setting*

Stanford University's Albert Bandura, in "Self Motivation for Academic Attainment: The Role of Self Efficacy Beliefs and Personal Goal Setting", states that "...self-regulated learners direct their learning processes and attainments by setting challenging goals for themselves, by applying appropriate strategies to achieve their goals, and by enlisting self-regulative influences that motivate and guide their efforts." Consequently, this "...influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges." The concept of "...self-directed learning not only encompasses the cognitive skills emphasized by metacognitive theorists, but also extends beyond to include the self regulation of motivation, the learning environment, and social supports for self-directedness." Additionally, research has shown that even with lower-achieving students, setting goals "...enhances academic achievement and their intrinsic interest in the subject matter."

In their article "Seven Practices for Effective Learning" Jay McTighe and Ken O'Connor (2005) state: "The most effective learners set personal learning goals, employ proven strategies, and self-assess their work. Teachers help cultivate such habits of mind by modeling self-assessment and goal setting and by expecting students to apply these habits regularly."

Jan Chappuis emphasizes the following in *Seven Strategies of Assessment for Learning*: "Goals that have the greatest impact on performance are what are called hard goals: specific rather than vague, and challenging rather than easy. Hard goals require students to move beyond their current level of achievement in some significant way (Sadler 1989). "Goals that are specific identify the intended learning, describe the current status, and outline a plan of action. The plan can include a description of what the student will do, determination of assistance (if any) needed, a time frame, and identification of what evidence the student will use to verify accomplishments. The age of your students and the complexity of the learning will guide what you ask students to include in their action plans. In this case, as in so many others, more is not always better; sometimes it's just more. To help students with the challenging part of the goal requirement, make sure they are selecting learning targets at their challenge level—difficult but within reach with effort" (2009).

## **STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.3, 2.5,2.6, 2.7	100 % of students in grades K, 1, and 2 will learn the definition of a goal and how to set an individual goal.
2.3, 2.5,2.6, 2.7	100% of students in grades 3-6 will set and track academic and behavioral goals using the S.M.A.R.T. goal format.
2.1, 2.2, 2.4, 2.8	The percentage of students who do not feel safe from bullying when riding the bus will decrease from 16.7% to 0% by June 2011.
2.1, 2.2, 2.4, 2.8	The percentage of students who do not feel safe from bullying at recess will decrease from 19.7% to 0% by June 2011.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Reduce behaviors that negatively affect, and increase behaviors that positively impact, student learning through the implementation of							
<ol style="list-style-type: none"> <li>1. a comprehensive Positive Behavior Approach (PBA) system with consistent, school-wide expectations;</li> <li>2. a comprehensive, school-wide prevention and intervention approach to bullying behaviors; and</li> <li>3. individual student S.M.A.R.T. goal-setting school-wide.</li> </ol>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Job-embedded training to teachers for S.M.A.R.T goal instruction	Melanie Lessard	Lesson Plans	X	X	X	X	Teacher attendance; agenda
2. S.M.A.R.T. goal lessons taught to all students	Dawn O'Quinn (K-3) Laura Ashley (4-6)	Lesson Plans	X	X	X	X	Student academic and behavioral goals, monitored daily, weekly, monthly via self-assessments
3. Establish PBA team representing all grade levels, including specials	Renee Miller	No Cost	X				PBA Agenda and meeting notes
4. School-wide training for staff in PBA, establishing school-wide expectations and consequences (positive and negative), and school procedures/ create materials	Renee Miller (Kathy McQuillan)	\$70 to copy posters at TMPC Apply for grant from PTA for student and staff incentives	X	X			Teaching matrix; Consequences poster; Referral Form; PBA Handbook; record-keeping logs, visual aids, student recognition/incentives

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Reduce behaviors that negatively affect, and increase behaviors that positively impact, student learning through the implementation of							
<ol style="list-style-type: none"> <li>1. a comprehensive Positive Behavior Approach (PBA) system with consistent, school-wide expectations;</li> <li>2. a comprehensive, school-wide prevention and intervention approach to bullying behaviors; and</li> <li>3. individual student S.M.A.R.T. goal-setting school-wide.</li> </ol>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Create lesson plans to teach students school-wide expectations and consequences.	Melanie Lessard	Existing lesson plans as templates	X	X			Lesson plans posted on staff Blackboard site; student-created work
6. Staff will implement school-wide PBA	Rachael Wozniak	Lesson Plans, posters, visual aids, incentives, discipline referral forms		X	X	X	Incentives/Recognition; office referral forms
7. Monitor and share with staff monthly progress, including reports of bullying behavior.	Rachael Wozniak	Referral forms; SASI data		X	X	X	Data from discipline referral forms; SASI data; incentives/recognition
8. Share PBA with parents	Renee Miller Ellen Colter	Power Point	X	X	X	X	Principal's KIT; FCPS 24-7; school website; PTA Meetings
9. Job-embedded training for teachers in bully prevention/intervention strategies at staff meeting and at CLT meetings.	Melanie Lessard (Katie Barbour)	Teacher hand-outs; Power Point presentation, graphs, videos	X	X	X	X	Self-Assessments; office referral forms
10. Teachers instruct students in bully prevention awareness, strategies, and intervention during weekly class meetings.	Ellen Colter	Lesson plans, role-play cards	X	X	X	X	Discipline referral forms Student writing responses
11. Administer FCPS anonymous student questionnaire, grades 3-6	Melanie Lessard	FCPS Questionnaires		X		X	Data collection from survey results

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

**STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.**

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

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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

The Clifton ES staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective of their school, community, country, and world. As a result, students will be respectful and contributing participants in their community and exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science, health, and language arts.

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

Data Sources:

Clifton ES has a rich and ongoing tradition of providing community service throughout the school year. Community involvement programs have been in place at Clifton ES for many years and giving back to the community is truly part of the culture of the school. Each grade level will continue with these projects this year. Recently, the school has been recognized by Pennies for Patients, Jump Rope for Heart, the Girl Scout Council of the Nation’s Capital, the Katherine Hanley Center, and the Lamb Center for its generosity.

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

In the past, many of the school's community involvement programs have been supported by donations of economic or material resources. In the 2010-2011 school year, the Service Learning Committee at Clifton ES is committed to shifting community involvement programs to a service learning model, where all students will be engaged in community service projects that are embedded in their curriculum to directly impact their learning. Our staff, students, and parents will work collaboratively to develop programs that connect service to meaningful, reflective, and essential learning that directly impact student achievement.

### Best Practice Research:

Service learning projects offer an effective means to engage and excite students about learning (Price, 2008; Sloan, 2008). Building on this heightened level of engagement; service learning is an effective strategy for raising student achievement (Barkley, 2007; Marzano, et. Al, 2001; Price, 2008). By becoming active participants in service learning projects, students broaden their awareness of community and social responsibility (Smith, 2007). Such experiences build character, provide a better understanding of social responsibility, and lay the foundation for future career skills (Sloan, 2008; Barkley, 2007).

### References:

Barkley, Stephen G. *Tapping Student Effort: Increasing Student Achievement*. Performance Learning System: Cadiz, Kentucky, 2007.

Marzano, Robert, et al. *Classroom Instruction that Works: Research-Based Strategies For Increasing Student Achievement*. Association for Supervision and Curriculum Development: Alexandria, Virginia, 2001.

Price, Hugh B. *Mobilizing the Community to Help Students Succeed*. Association for Supervision and Curriculum Development: Alexandria, Virginia, 2008.

Sloan, Willona M. "Serving the Needs of Learners," *Education Update*. Association for the Supervision and Curriculum Development: Alexandria, Virginia, 2008.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2 3.4	Every grade level will develop and implement a culminating service- learning project that is authentic, reflective, and meaningful to the classroom and the community by presenting a student generated project by June 2010.
3.2 3.4	100% of second, third, and fourth grade students and teachers will maintain the learning gardens and use them to further integrate curriculum in science and language arts throughout the 2010-2011 school year.
3.2 3.4	100 % of staff and students will recycle paper and plastic bottles on a weekly basis, and students will document collection on a quarterly basis through the 2010 – 2011 school year.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The Clifton ES staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective of their school, community, country, and world. As a result, students will be respectful and contributing participants in their community and exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science, health, and language arts.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<p>1. Grade Level Service – Learning Projects: K/1 – Learning Garden &amp; Recycling, 2/3/4 – Animals, Plants, and/or Habitats within Learning Gardens, 4-Homlessness, 5/6 – Bully Prevention</p> <p>a. Meet a recognized community need: Conduct class meetings to identify authentic community need measured by the needs assessment form</p> <p>b. Evidence of planning and collaboration</p> <p style="margin-left: 20px;">- Team Meetings - Vertical Articulation</p>	See names below (grade): Jessica Busch (K)	Seeds, manure, soil	10/10	11/10			<p>All grade levels will provide the following in-process measures listed by strategy (a-f):</p> <p>a. Needs assessment results</p> <p>b. Team meeting notes</p>
	Carol Gardner (1) Faye Godfrey (1/2)	N/A			2/10	4/10	
	Christa O’Brien (2) Dawn O’Quinn (2)	Seeds & plants; fertilizer; gardening tools			1/10	4/10	
	Cheryl Menotti (3) Vivian Siry (3)	Soil samples; seeds & plants; fertilizer; gardening tools	10/10	11/10	1/10	4/10	

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The Clifton ES staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective of their school, community, country, and world. As a result, students will be respectful and contributing participants in their community and exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science, health, and language arts.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. (Include professional development and parent involvement)</p> <p>- Lesson Plans</p> <p>c. Curricular Connections</p> <p>- Lesson plans</p> <p>d. Reflection</p> <p>- Reflection logs for students and for teachers</p> <p>e. Impact</p> <p>-Helping the community and teaching responsibility</p> <p>f. Application</p> <p>-Presentations and/or assessments showing evidence of learning</p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be used to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p> <p>c. Lesson plans</p> <p>d. Student self-assessments</p> <p>e. Student logs/reflection</p> <p>f. Student-generated products that demonstrate learning and identification of next steps</p>
	<p>Laura Ashley (4) Kathy Owens (4)</p>	<p>Seeds &amp; plants; fertilizer; gardening tools; WFCM Homeless Advocate</p>	<p>1<sup>st</sup> Qtr.</p>	<p>2<sup>nd</sup> Qtr.</p>	<p>3<sup>rd</sup> Qtr.</p>	<p>4<sup>th</sup> Qtr.</p>	
	<p>Annie Dipert (5) Kristen Johnson (5) Bridgette McAllister (5)</p>	<p>FCPS Bullying Survey</p>	<p>10/10</p>	<p>11/10</p>	<p>1/10</p>	<p>4/10</p>	
	<p>Paula McGourty (6) Jennifer Zaman (6)</p>	<p>FCPS Bullying Survey</p>	<p>10/10</p>	<p>11/10</p>	<p>1/10</p>	<p>4/10</p>	

**RESULTS AND REFLECTION ON THE 2009-2010 SIP  
A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Academics</b></p> <p><b>Objective:</b> Staff members will be trained and implement “Word Study” in order to bring consistency to the school’s spelling program and improve the spelling and writing skills of their students.</p>	<p><b>Performance Indicator:</b> --Students will show a 10% improvement in their spelling when fall, and spring writing prompts are compared and measured on a school developed rubric. --Students will show improvement from a fall, midyear and spring Developmental Spelling Inventory, and will show progression through the spelling stages.</p> <p><b>Quantitative/Qualitative Data:</b> --Spelling Inventory data given in September, 2009 and in January, 2010 (and again in June, 2010) -- Implementation of spelling strategies in classrooms with weekly assignments -- PLC meetings and classroom implementation of Word Study/<u>Words Their Way</u> read and used by all classroom teachers.</p>	<p><b>Supported:</b> --Training for all staff members on Word Study by Kelly Carper -- Staff members attended training by Kathy Ganske and conducted turn around training for the staff. -- Students’ progress in spelling was measured.</p> <p><b>Inhibited:</b> --6<sup>th</sup> grade had difficulty implementing word study due to the advanced levels of spelling --disagreement among grade levels with regard to program organization</p>	<p>The initial adoption of word study was successful, with all classroom teachers implementing the program. We need to continue growing in this area.</p>

<p>Teachers in grades 1-4 will identify and teach an appropriate technology skill which will support the fifth grade Global Awareness Technology Project</p>	<p><b>Performance Indicator:</b> All students will reach at least a proficient level on the fifth grade Global Awareness Technology Project as measured by the standards of the rubric.</p> <p>Students in grades 1, 2, 3, and 4 will demonstrate mastery of a grade level technology skill on a school developed checklist by creating a project or through grade level competencies.</p> <p><b>Quantitative/Qualitative Data:</b> Grade 1: Past/ Present/ Future research pamphlets (First and second quarters) Grade 2: Class booklets about animals (Second quarter) Grade 3: Biography posters (Second and third quarter) Grade 4: Biography research</p>	<p><b>Supported:</b> Each grade level worked on a project which actively engaged students in the integration of technology and research.</p> <p><b>Inhibited:</b> Delayed roll out of FCPS technology standards.</p> <p>Lack of quantitative and qualitative data.</p>	<p>Continue to develop grade level technological competencies through alignment of core curriculum with technology standards and scaffolded instruction.</p>
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<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> Teachers will educate students on appropriate ways to address bullying.</p>	<p><b>Performance Indicator:</b> (2.3) Student survey results will show a 10% increase in the number of positive responses (strongly agree/agree) on questions 1-5 when the fall and spring survey responses are compared.</p> <p><b>Quantitative/Qualitative Data:</b> 2009-2010 Student Survey 2010 Working Conditions Survey</p>	<p><b>Supported:</b> The teachers had training in anti-bullying strategies, the students also had guidance lessons in anti-bullying strategies, the entire school signed an anti-bullying pledge as well as attended a school-wide anti-bullying assembly</p> <p><b>Inhibited:</b> The student surveys were administered to track the progress of newly-implemented anti-bullying strategies. Not only did the percentages remain roughly the same, but in the category of student respect the numbers of students who disagreed increased by 20%. Overall, there was a slight increase in the number of students who perceived problems in these areas</p>	<p>The anticipated improvement did not materialize as hoped. While there was not a significant increase in the perception of bullying, there was not a significant decrease either.</p> <p>Focus needs to continue on helping students stand up to bullies, utilize strategies which they have been taught and encourage them to no longer be silent bystanders.</p> <p>Implementing a school-wide program such as Olweus, may be warranted, tying it to our PBS program.</p>
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<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Teachers will have students participate in community service projects and do reflective writing throughout the school year on the importance of these projects and how it affects them.</p>	<p><b>Performance Indicator:</b> Students will participate in classroom discussions and reflective writing related to the value of community service and how it impacts them during the first, second and third quarters.</p> <p><b>Quantitative/Qualitative Data:</b> Schedule of 100% classroom participation in Operation Sandwich.</p> <p>100% class participation in Walk for the Homeless/ October 16, 2009.</p> <p>Reflective writing by all students after the walk.</p> <p>Pennies for Patients collection boxes and information shared in classrooms/ March 1-19, 2010.</p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>--Weekly project with students making sandwiches for the Lamb Center in Fairfax, VA</li> <li>-- Students and staff participated in walk and learn about the needs of homeless in Fairfax County</li> <li>-- Pennies for Patients flyers sent out and posters put up in school.</li> </ul> <p><b>Inhibited:</b></p> <ul style="list-style-type: none"> <li>--Although this was tremendous community outreach, it wasn't really service learning.</li> </ul>	<p>Clifton ES needs to adopt a service learning approach to developing responsibility to the community, possibly focusing on the ongoing work in the learning garden, recycling, and anti-bullying efforts.</p>
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