

**Fairfax County Public Schools**

**School Improvement Plan  
2008– 2009**

**Dranesville Elementary School**

**Cluster 1**

**Susie McCallum, Principal  
Willye Nance, Assistant Principal**

**Revised 2/2/2009 (Goal 2 and accompanying reflections)**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
April 2, 2007

## COMMITTEE MEMBERS

Name	Position	Name	Position
Susie McCallum	Principal	Paulina Hildago	Parent
Willye Nance	Assistant Principal	Nancy Fehrle	Parent
Holly Conroy/Lynn Unser	Committee Chairs	Wendy Larson	2 <sup>nd</sup> Grade
Nichole Jimenez	Special Education-5th	Sarah Domres	
Melissa Armor	Kindergarten		
Jamie Wright	4 <sup>th</sup> Grade		
Sandy Bowen	3 <sup>rd</sup> Grade (alternate)		
Susan Shahidi	3 <sup>rd</sup> Grade		
Barbara Macomber	3-5 <sup>th</sup> Grade/Special Ed. Resource		
Allan Dacanay	5 <sup>th</sup> Grade		
Kristine DeMarinis	6 <sup>th</sup> Grade/Social Studies Lead Teacher		
Judi Ballenger	6 <sup>th</sup> Grade		
Katy Wright	1 <sup>st</sup> Grade		
Helen Deasy	ESOL		
Holly Conroy	Librarian		
Carolyn Fritz	SBTS		
Evi Hickman	Reading Teacher		
Lynn Unser	Math Instructional Coach		

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

## SCHOOL—VISION STATEMENT

Dranesville Elementary School is a collaborative learning community where

- Staff members explore and implement best practices to guide instruction;
- Students are actively engaged in learning academically and socially;
- Parents and businesses form strong partnerships with the school to promote its mission.

## SCHOOL—MISSION STATEMENT

We believe that all children can learn and succeed in today’s global society. We will create a nurturing environment that honors diversity, learning styles and abilities.

## SCHOOL—CORE VALUES/BELIEFS

### We believe

Children learn best in a supportive, nurturing

Teachers establish relationships with students

environment that allows them to take risks

Teachers provide rich opportunities for social interaction within the classroom  
Teachers forge a strong home-school partnership  
Teachers provide modeling, guided and independent practice

Children learn best when they are actively engaged during instruction

Teachers provide hands-on, concrete experiences before abstract ones  
Teachers individualize and differentiate work to address different learning styles  
Teachers give students choices  
Teachers provide interesting, authentic work  
Teachers based their instruction on best practice  
Teacher provide developmentally, appropriate instruction

Children learn the most when there are high, attainable expectations for them.

Teachers use a variety of formative assessment data  
Teachers understand the Program of Studies and the Standards of Learning objectives for the grade level  
Teachers require students to think deeply rather than memorize

**When our students leave Dranesville, we want them to**

- Possess basic academic and social skills for life-long applications and problem solving
- Have enthusiasm for and a love of learning
- Respect self, others and the community
- Show pride in achieving specific individual goals and stretching their reach
- Motivate themselves

**To support our school's success in achieving its mission, we make these promises to our colleagues:**

- Help each other use best practices
- Be professional in all relationships at school
- Be willing to give 100%
- Be open-minded to new ideas and suggestions
- Participate in professional learning
- Be respectful
- Be a good role model
- Be flexible
- Support one another

## PROGRAMS

### GOAL 1: ACADEMICS

- **PAC (Preschool Autism Class)** - An intensive, highly structured program of early intervention for children who are between the ages of two and five. The students attend class five full days each week, with the exception of a shortened day on Wednesdays. The ratio of adults to students is high with a maximum of five to six students to three adults. The teaching staff includes one special education teacher and two instructional assistants along with ancillary services of speech, occupational and physical therapies as written on each child's Individual Educational Program (IEP). The program philosophy incorporates the implementation of discrete trial training and verbal behavior as its instructional focus.
- **School-based GT Resource-** A program dedicated to providing enrichment to all students. Differentiated services are provided for students who have specific academic strengths and direct services for those students who need enrichment in all four core subject areas. Students who receive GT school-based services are challenged through lessons, models, and strategies designed to extend and enrich the POS in the four core subject areas. Collaboration between classroom teachers and the resource teacher allows support of differentiated instruction and provide additional challenges within the general education program.
- **Accelerated 5<sup>th</sup> Grade Math** - The Accelerated Math Program in the 5th grade is a class geared towards students that have the ability to master concepts quickly in math. Students work more on 6th grade material while still trying to cover the 5th grade material that is on the SOL's. The curriculum is set up to help them be better prepared for Compacted Math in 6th grade. Students also participate in a variety of enrichment activities such as Hands on Equations and Math Olympiad.
- **6<sup>th</sup> Grade Compacted Math (must take 7<sup>th</sup> grade math SOL test)** - Compacted math is offered to students who have proven to need extension and enrichment in math. There is a focus on many pre-algebra skills as well as opportunities to delve deeper into topics and how they relate to the real world. These students follow the pacing for sixth, seventh and eighth grade math and then follow up with the seventh grade math SOL in the spring.
- **Thinking Skills Strategies Lab** – A classroom stocked with activities and games to help children build skills in problem solving, strategy development, critical thinking, logical thinking and deductive reasoning. It supports the academic curriculum by enabling children to find solutions and create connections to their learning and their everyday lives. The Strategies Lab is a fun and innovative way to develop lifelong learners and creative thinkers! Games are shared with parents at the annual Math Night.
- **Teachers as Readers-** These learning groups are a component of professional learning and focus on identified areas of interest. Strategies and systematic structures that teachers can use to support their students' social and academic learning are discussed. Groups meet twice a month.
- **Art Club-** For students in grades 3-6 who are interested in visual arts beyond the classroom. Members meet after school on Wednesdays to explore many different artists and art mediums. Students' work is displayed locally at the Herndon Fortnightly library.
- **DRA** – This county assessment tool, Developmental Reading Assessment, is used in grades K-6 with school funds dedicated to provide substitutes for upper grade teachers to give individual assessment and analyze results twice a year to plan instruction.
- **Afterschool Remediation Program (ASRP)** - An after school program with a focus on math. Students are invited to participate in this free program to help them strengthen their basic math skills and better prepare them for the math SOL. This program meets twice a week starting in January and ending right before SOLs in May.
- **Teacher Leadership Group-** This group of classroom teachers reading specialist and administrators meet weekly to consider issues of best practices in teaching writing. Participants study student work, review conferring videotapes and transcripts and discuss instructional implications of on-going assessment. Lucy Calkins units of study are used in the writing program.
- **Investigations Series in Math at Kindergarten Level**

## **GOAL 2: ESSENTIAL LIFE SKILLS**

- **Responsive Classroom-** An approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, K-8. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day.
- **Odyssey of the Mind-** A competitive, team program that provides creative problem-solving opportunities for students. It encourages students to analyze a situation, imagine all the possibilities, and synthesize the best qualities into a workable solution.
- **Peer Mediation -** A school wide mediation program in which sixth grade students are trained and then mediate conflicts between children at the school. The mediators are trained using the FCPS conflict and mediation model from the FCPS Office of Safe and Drug Free Schools.
- **Student Ambassadors Program-** Program designed to welcome new students to Dranesville. Students are chosen at the beginning of the school year and are trained by counselors to introduce new students to staff members and give them a tour of the school. Ambassadors meet monthly to learn communication techniques and basic etiquette. The program ensures that a new student is befriended and acclimated upon arrival to DES.
- **Caught Caring Program -** A school wide program in which teachers “catch” students caring, or performing a good deed and report it to counselors. Counselors announce their names over the intercom and write up a certificate and award a pencil to each child. Additionally, their picture and deed is displayed on school bulletin boards.
- **Girls on The Run -** A life-changing learning program for girls in grades 3 – 8 that combines training for a 3.1 mile running event with healthy living education. The program instill self-esteem and strong values through health education, life skills development, mentoring relationships and physical training - all of which are accomplished through an active collaboration with girls and their parents, schools, volunteers, staff and the community
- **Student Government Association -** The Dranesville SCA consists of 42 students from grades 3-6 who were elected by their fellow students as representatives. Each representative is assigned to one of the standing school committees which are: service, spirit and the environment. At their monthly meeting the students identify several things they could do to improve and help the school and the community.
- **PTA Sponsored Before & After School Activities-** These classes are designed to enhance the educational experiences of DES students. The classes can be academic or instructional (foreign language and etiquette), athletic (basketball and volleyball), or creative (drama and crafts) and are taught by parent volunteers and commercial vendors.
- **Young Astronauts Club-** A national educational program for pre-school, elementary, middle and junior high students designed to promote the study of science, mathematics, technology, and space-related subjects. Its space-themed activities offer practical, hands-on experience in demonstrating scientific principles, using the scientific method, and processing science information that increases basic knowledge; and, also develops critical thinking and problem-solving abilities.

## **GOAL 3: RESPONSIBILITY TO THE COMMUNITY**

- **Good Morning Dranesville –** TV show produced by 5<sup>th</sup> and 6<sup>th</sup> graders that features topics of interest for the student body.
- **Student Ambassadors -** Two children from each class, Kindergarten-Sixth grade are chosen by the teacher to become student ambassadors at the start of the school year. Counselors meet and train the students in etiquette and social skills and prepare them to help any new student who may arrive in the school throughout the year. All new students are given a tour, and a coloring book about Dranesville and its staff.
- **International Festival-** An event that provides an opportunity for students, their families and school staff to become acquainted with different cultures and ethnic backgrounds. Students participate in the “parade of flags” representing countries where Dranesville’s

students come from. Participants sample ethnic foods from many different parts of the world. Many children and their parents wear traditional costumes.

- **Safety Patrols-** A school-based program that consists of 5th and 6th grade students that have shown interest in aiding other students in understanding and following the safety rules for school property, riding the school bus, and for walkers around the school. The program allows students to share the responsibility in keeping students safe and gives each patrol a chance to use leadership and problem-solving skills. Safety Patrols work closely with Safety Patrol Sponsors and Bus Drivers to ensure that all students are safe when traveling to and from school.
- **Paper Recycling** –Program designed by students to improve and help the school and the community by increasing awareness of proper recycling procedures. Fifth and sixth grade students are assigned to first and second grade classes as “recycling buddies”. Paper, cans and plastic bottles are recycled.
- **GRACE Art-** An arts-in-the school program, sponsored by The Greater Reston Arts Center (GRACE), a non-profit organization, is exposes children to a different artist and art genre every month. It enriches community life by promoting involvement and excellence in the visual arts.
- **Northwest Credit Federal Union (NWFCU) Business Partnership-** a partnership that provides mutual support for both, NWCFU provides financial literacy program for primary grades, financial support of afterschool programs and banking privileges for Dranesville families and relatives. DES provides artwork for display and opportunity to teach students about finances.
- **Dranesville Post** -Students develop and write stories to include photos, review books and movies, respond to letters submitted by readers. The paper is published electronically on the library blackboard site.
- **Hispanic Parent Meetings-** Hispanic Parents Meetings are held once a month. The main purpose is to provide information to Hispanic parents regarding the school system, the school community, becoming active participants of their children's education, and getting involved in the school community. Different topics are presented are offered to the parents each month. Added this year is a new opportunity, Intercambios, to facilitate partnerships between English-speaking and Spanish-speaking parents

## 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: | <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 checked="" type="checkbox"/> 1.1.2 Mathematics                  | <input type="checkbox"/> | 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
|                          | <input type="checkbox"/> 1.1.3 Science                                 |                          |  |
|                          | <input type="checkbox"/> 1.1.4 Social studies                          |                          |  |
| <input type="checkbox"/> | 1.2 Communicate in at least two languages                              |                          |  |

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

Math: Increase mathematics achievement through instructional focus on number sense and vocabulary development across grade levels.

Reading: Increase student achievement in English/Language Arts at grades K-6 through use of common assessments tools and targeted instruction to match identified students' needs.

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

Data Sources:

Test results from standardized assessments have been inconsistent in math (SOL) and language arts (SOL and DRA). There is a specific concern about the performance of Black, Hispanic, LEP, Students with Disabilities and Students Identified as Disadvantaged in both core areas. In math, SOL test results show overall pass rates in grade 3-6 are up and mostly down with these groups of students. However, results show Hispanic students improving in math and reading.

In reading data shows a 10% reduction in their failure rate. SOL English/Reading test results for 2007-08 show a 22 point difference, down from a 39 point difference, between the percentage of Hispanic students reaching pass proficiency and that of majority students. 68% of Hispanic students passed the Reading test, up from 58% the previous year. Numbers for Students Identified as Disadvantaged show a 24% difference in the number of students reaching proficiency, down from 34%. Thirty-five (35) percent of Students Identified as Disadvantaged did not reach pass proficiency. For Limited English Proficient Students, test results show a 45% difference between pass proficiency rates of majority students. Forty-nine (49%) of LEP students did not reach pass proficiency. DRA test scores results reveal a slight drop in the percentage of students passing,

which could be due to a revised, harder test that made stronger demands on students' ability to show comprehension. While there is an overlap of identification in each subgroup, the persistent gap in achievement for these groups needs to be addressed.

In math, this is the second year Dranesville has not met AYP. Overall pass rates in grades 3-6 are down, with sub groups mostly down. SOL test results show growth for our LEP population, but the group did not reach benchmarks for passing rates. We must take corrective action for the 2008-09 school year.

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

Math: Teachers base their instruction on objectives outlined in the FCPS Program of Studies and Virginia's Standards of Learning. They are at the beginning stages of implementing the LEARN model, Every Day Counts Calendar Math, and Strategic Thinking Skills Lab. Anecdotal evidence suggests teachers need to spend more time in the development of number sense concepts across grade levels. There is also a need to focus on math vocabulary development. Vertical articulation discussions occur in committees and Planning Council. Teachers need to continue to explore ways to actively engage students through the use of manipulatives and higher level questioning.

Reading: Using assessment tools matched to students' language proficiency should show growth in academic achievement. Students, who are below benchmarks, do get additional support from the Reading/ ESOL team and remediation programs. The majority of teachers are trained in DRA. Vertical assessment is becoming more consistent to support identification of individual students' strengths and weaknesses.

#### Best Practice Research:

Research indicates students achieve best when their needs are supported by a variety of instructional strategies (Marzano and Kagan). Research also indicates that collaboration between teachers provides stronger instructional opportunities for deeper conceptual learning for students. According to the National Institute of Drug Abuse's Research Guide (2003), prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on self control, emotional awareness, communication, social problem-solving and academic support, especially in reading (Ialongo et.al.2001; Conduct Problems Prevention Work Group 2002b).

Math: Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. (Virginia Standards of Learning) Research by Stah and Fairbanks (1986) indicates that student achievement will increase by 33 percentile points when vocabulary instruction focuses on specific words that are important to what students are learning. (Marzano, Pickering and Pollock). It appears when students are taught specific content vocabulary in each subject area at each grade level, students have an excellent opportunity to acquire the academic background knowledge they need to understand the subject area content. Teaching content vocabulary using a systematic approach appears to be a powerful tool for student success (Marzano & Pickering, 2005). Research firmly documents that academic background knowledge has an effect on academic achievement. Any intervention for the achievement of students should identify increasing students' content vocabulary knowledge through direct instruction as a leading priority (Marzano, 2004). Grouws and Cebulla (2000) state that teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important. Research findings indicate that certain teaching strategies and methods are worth careful consideration as teachers strive to improve their mathematics teaching practices. As teachers develop strategies to teach number sense, they should strongly consider moving beyond the unit-skills approach to a more integrated approach that encourages development of number sense in all classroom activities. (Improving Student Achievement In Mathematics Part 2: Recommendations for the Classroom-[www. Apples4teachers.com/resources](http://www.Apples4teachers.com/resources))

Reading: Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to [determine student baseline performance](#). Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. Due to these various student levels, it is necessary to design literacy instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including students with disabilities (Rhodes & Shanklin, 1993). The information gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum. (<http://www.k8accesscenter.org>)

Research has shown that when teachers use common assessments and common language to evaluate student learning, then instruction can be tailored to identify student needs. According to Dufour, Dufour and Eaker (2007), the use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor and have their work judged according to the same criteria. Common formative assessments are more effective in monitoring and improving student learning and can inform and improve the practice of both individual and teams of teachers. Team-developed common assessments will never eliminate the need for individual teachers to monitor student learning each day through a variety of strategies that check for understanding. But if schools are ever to take full advantage of the power of assessment to impact student learning in a positive way, they must include common formative assessment in their arsenal. (Dufour, Dufour, Eakes, September 2007) If used effectively, common assessments can have a significant positive impact on student achievement.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	The percentage of all students passing the math SOL tests in grades 3, 4, 5 and 6 will increase from 77.74% to 85% by June of 2009.
1.1.2.	The percentage of Black (58.%), Hispanic (52%), SWD (49%), LEP (60%) and Economically Disadvantaged (52%) students passing the SOL math test will increase to 79% for each subgroup by June of 2009.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, e-Cart, MRA and teacher made common assessments) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for math instruction.	Susie McCallum, Willye Nance, Carolyn Fritz, Lynn Unser, grade level teams, special education teachers, Melissa Armor, Lisa Geyer, Wendy Larson, Susan Shahidi, Melanie, Bukartek, Allan Dacanay, Peggy Hillman	e-Cart training (Summer 2008)	X	X	X	X	Record of meeting dates, teacher attendance, and summary of meetings; grade level student assessments. Formative assessments will be documented in teacher planning of unit and weekly lessons.
2. Teachers will instruct math for one hour daily, 175 days of the school year.	Grade level teachers, special education teachers		X	X	X	X	Instruction will be documented in teacher planning of unit and weekly lessons.
3. Teachers will implement the LEARN model in order to actively engage students in daily math instruction.	Lynn Unser, grade level teachers, special education teachers, Susie McCallum, Willye Nance		X	X	X	X	Lessons will be documented in teachers planning of units and weekly lesson.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. (Include professional development and parent involvement)	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.	
4. Teachers will incorporate literature related to and trade books about math. A list of books available at DES will be compiled and maintained on the school server.	Lynn Unser, Holly Conroy, grade level teams, special education teachers		X	X	X	X	Activities will be documented in teacher planning of unit and weekly lessons.
5. Maintain a Strategic Thinking Skills Lab.	Amy Albanese and grade level teams	Math enrichment materials	X	X	X	X	Classroom sign-up system continued.
6. Continuation of a Family Math Night to enlist parent involvement in the teaching of math skills.	Lynn Unser and grade level teams	TBD		X			There will be a check-in sheet to track student and parental involvement.
7. Within study groups, kindergarten, third and fourth grade teachers will examine, teach, and synthesize the <u>Math Investigations</u> Series and use their learning to guide their math instruction	Lynn Unser, third grade and fourth grade teachers	Teacher resource books for <u>Math Investigations</u> Series (three sets per grade were already purchased)	X	X	X	X	PLC and study group discussions
8. Teachers will implement Every Day Counts Calendar Math K-6.	Grade level teachers, special education teachers, Lynn Unser	Kits needed: 2 in 1 <sup>st</sup> grade 2 in 3 <sup>rd</sup> grade (\$215/kit)	X	X	X	X	Activities will be documented in teacher planning of unit and weekly lessons.
9. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meeting with teacher teams a grade below them and a grade above them.	Lynn Unser, grade level teams, special education teachers					X	Schedule of visits and follow up meetings.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	The percentage of all students, passing the standards of learning in English test in grades 3,4, 5 and 6 will increase from 83.47% to 88% by June 2009.
	The percentage of black, Hispanic, SWD, LEP, and Economically Disadvantaged Students passing the standards of Learning tests will increase to 81% by June 2009.
	80% of all kindergarten students will pass the DRA2 Word Analysis test by June 2009.
	81% of all first grade students will pass the DRA2 at Fiction level 16 by June 2009.
	81% of all second grade students will pass the DRA2 at fiction level 28 by June 2009.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in English/Language Arts at grades K – 6</b>							
<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 use 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. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, e-Cart, DRA2 and rubrics) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for reading and writing instruction using the county pacing guides as a beginning point.	Susie McCallum, Willye Nance, Carolyn Fritz, Lynn Unser, Evi Hickman, Grade level teams, special education teachers	e-Cart training (Summer 2008)	X	X	X	X	Record of meeting dates, teacher attendance, and summary of meetings; grade level student assessments. Instructional implications of data will be documented in teacher planning of unit and weekly lessons.
2. Teachers will engage in school-based study groups which support learning of strategies for teaching self-assessment and goal-setting, oral reading fluency, making predictions and writing for authentic audiences.	Susie McCallum, Willye Nance, Lynn Unser, Evi Hickman, Grade level teams to include special ed teachers, ESOL teachers.	Professional books as determined by teams (~ \$25 a book)	X	X	X	X	Record of meeting dates, teacher attendance, and summary of meetings; grade level student assessments. Instructional implications of data will be documented in teacher planning of unit and weekly lessons.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in English/Language Arts at grades K – 6**

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 use 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.	
3. Teachers will instruct language arts daily for 90 minutes of uninterrupted time in a workshop format and 30 additional minutes a day to include read alouds, shared reading, shared writing, guided reading and strategy groups, word work, reading and writing conferences, direct instruction and added support for struggling readers and independent reading and writing for 175 days of the school year.	All classroom teachers, Reading/ESOL team, special ed teachers	Classroom leveled libraries (fiction and non-fiction) – replacement copies ~ \$400 per classroom Book central books (fiction and non—fiction) replacement and refresher copies \$2000 Phonics and word study by Fountas and pinnell (grades 1-3) ~ \$130 per classroom Magazine bins for use for independent reading bins x 3 classes (84 @ ~2.00/apiece) <b>Lessons That Change Writers</b> by Nancie Atwell x 2 @ \$72 apiece <b>The Qualities of Writing Bundle</b> <u>Ralph Fletcher, JoAnn Portalupi</u> 2 @ \$112 apiece <b>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</b> (4th Edition) (Words Their Way Series) (Paperback) by <u>Donald R. Bear, Marcia Invernizzi</u> 2 @ \$38.50 apiece	X	X	X	X	Analysis of reading and writing data on quarterly basis using anecdotal records, DRA data, county rubrics and units of study writing rubrics  Analysis of DRA2 data, Sol data and anecdotal records and reading logs

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in English/Language Arts at grades K – 6							
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 use 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.	
4. Teachers will use direct instruction (Ex. Lucy Calkins units of study/Writers Workshop) to teach strategies for acquisition of skills in composition, style, mechanics, and usage. <b>Additional resources for teaching in a writing workshop format will be explored.</b>	All classroom teachers, Reading/ESOL team, special ed teachers	Copies of mentor text to support writing workshop	X	X	X	X	Analysis of writing pieces for each unit of study using county rubrics and writing units of study rubrics.
5. Teachers will use individualized, direct instruction and partnership work to actively engage students during reading and writing workshop	Classroom teachers, Evi Hickman, Lynn Unser	Teachers College Summer staff development Sticky notes, teacher anecdotal records, and student self-assessment rubrics	X	X	X	X	Student self-assessment of work with partners. Teacher anecdotal records
6. Professional development opportunities will be provided in order to enhance instruction in comprehension strategy study, independent reading workshop and writing workshop	All staff members	GWRC conference – Katie Wood Ray NCTE conference TC reading/writing institute Time for PLC meetings Professional books as needed	X	X	X	X	Record of meeting dates, teacher attendance, teacher reflections and summary of discussions.
7. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meet with teacher teams a grade below them and a grade above them	Lynn Unser, Evi Hickman, grade level teams, special education teachers	<b>In-house subs – no cost</b>				X	Schedule of visits and follow-up meetings.
8. Teachers will use the computer lab to engage students in multimedia projects and photo stories.	Carolyn Fritz, Classroom teachers	<b>Headphones with microphone and recording capabilities (75 @ 5.00 each)</b>			X	X	Students finished products

**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 sound moral character and ethical judgment.   | <input type="checkbox"/>            |  |
| <input checked="" type="checkbox"/> | 2.2 | Be able to contribute effectively with a group dynamic.   | <input checked="" type="checkbox"/> | 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/>            | 2.3 | Develop the resilience and self-confidence required to deal effectively with life’s challenges. | <input type="checkbox"/>            | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/>            | 2.4 | Possess the skills to manage and resolve conflict.  | <input type="checkbox"/>            | 2.7 Develop practical life skills.                         |
| <input type="checkbox"/>            |     |   | <input type="checkbox"/>            | 2.8 Make healthy and safe life choices.                    |
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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Participate in training about the concepts and implementation of Responsive Classroom in order to foster the desired behaviors and development of essential social life skills.

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

Data Sources:

There has been an increase in counselor referral because of issues related to making inappropriate choices and reacting negatively when disagreements occur. Teachers often have to cue students in establishing self control. A lack of respect has been observed toward both teachers and peers. Parent groups have also expressed concern regarding bullying and lack of respect. Teachers have observed an increase in the number of students who are in study hall because of incomplete assignments. This is an indication of a decrease in the acceptance of responsibility. Observation by school staff also reveals inappropriate social skills and a lack of awareness of positive group dynamics when students work with specialists and interact with each other.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Observation within the school has shown that teachers who use Responsive Classroom consistently handle conflict in a positive manner. Their students demonstrate a sense of community which promotes problem solving as a tool to maintain positive interpersonal relationships. Responsive Classroom strategies have been shown to create a culture where students are taught how to use materials, work independently and contribute effectively in groups.

### Best Practice Research:

Application of Responsive Classroom techniques has proven to be effective in promoting the development of a positive community atmosphere. Students who have a strong self-concept and feel safe and cared for demonstrate a higher level of respect for others. This environment supports maximizing academic performance in all areas. Positive reinforcement and recognition should be expanded school-wide. Character development should be integrated as much as possible with curriculum goals.

Responsive Classrooms emphasize consistency in training, implementation and follow-up with all staff to integrate social and academic learning which is the key to achieving success of objectives. Research also show that discussing rationale and process prior to implementation of behavioral expectations increases success rates; and that in an environment where both academic and social development are emphasized, students have greater academic gains than those in environments where only academics are stressed.

Recent studies have shown that schools using Responsive Classroom have increased test scores in both reading and math. The increase is most noticeable in schools where children have been exposed to Responsive Classroom practices for three years, although there is an increase in test scores after just two years. [http://www.responsiveclassroom.org/pdf\\_files/sals\\_summary\\_rc.pdf](http://www.responsiveclassroom.org/pdf_files/sals_summary_rc.pdf)

According to the National Institute of Drug Abuse's Research Guide (2003), prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on self control, emotional awareness, communication, social problem-solving and academic support, especially in reading (Ialongo et.al.2001; Conduct Problems Prevention Work Group 2002b).

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	The number of counselor referrals pertaining to disciplinary problems during the 2008-2009 school year will decrease by 25 percent by June 2009.
2.5	The number of students attending Study Hall in grade 4 due to incomplete (but appropriate) assignments will decrease by 25% by June 2009.
2.2	The number of teachers using Responsive Classroom techniques will increase to 75% by June 2009.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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.	
1. An office referral form with criteria for office referrals will be developed	PBS Team, Administrators and SBTS	Staff-created form. No cost.				x	Monthly data collected
2. Teachers will use Writer's Workshop to inspire children to become life-long learners.	Classroom teachers, Reading /ESOL team, and administrators.	Materials already purchased for Goal #1. No extra cost				x	Classroom observations, PLC and team meeting notes, teacher reflection and possibly a survey
3. PBS Program will be developed in the school.	PBS Team (Holly Conroy - Leader	Cost to be determined from FCPS PBS training-April 2009	X	X		X	School documents such as student handbook and plan for recognition
4. Teachers will plan to attend the Responsive Classroom Level 1 workshop.	Susan McCallum/Willye Nance, teachers who are not yet trained	Level 1 Workbook					Number of teachers completing Academy course when it is offered.
5. Specialists will mentor 1-3 students identified as at-risk on a weekly basis to strengthen personal relationships and social skills 6.	Holly Conroy, Carolyn Fritz, Ali Matias, David Welch, Caroline Desmond, Barbara Murry, Anne Nagy, Gian Lomaglio, Amy Albanese, Allison Devereux, Evi Hickman, Helen Deasy, Dorothy Feeny	No cost	X	X	X	X	Specialists will devise a schedule
7. Monthly strategy characteristics introduced in the Strategy Lab will also be used in P.E., Music and Art.	P.E., Music, Art and GT teachers	No cost					Informal reports at quarterly specialists meetings

## 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.

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

Increase student participation in activities that promote community ideals, while practicing duties and responsibilities that promote the common good of all, to develop the understanding of individual impact on one's community.

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

Data Sources:

Staff members have noticed a decline in respectful behavior by the student population. Observations include destruction of community property (including teacher-created displays, student art work, bathrooms, teachers' personal property and school equipment.) A distinct lack of respect has been observed toward both teachers and peers. Parent groups have also expressed concern regarding bullying and lack of respect.

Often our poorest students view life as something that happens to them. They do not feel that what they do can change what happens to them. They lack self-efficacy. There is a need to help every child feel that they can make a difference; that they matter.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

While a character development program currently exists, limited time has been spent addressing its application in daily life. Counselors consistently work with each class on making positive choices; however, character education needs to be expanded. Its importance for life long success in building strong communities and for personal development needs to be emphasized. The "Caught Caring" program needs to be expanded.

Currently, school programs exist that promote community participation. SOL and POS objectives make it easier for teachers to include lessons that address the promotion of respect and contributing to the community. However, in order to increase student awareness and ownership of community responsibility, greater emphasis on the impact of personal actions needs to be stressed within the existing programs.

Best Practice Research:

Research in civic education revealed that “starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriately but also consistent with the goals of many schools to foster prosocial skills and behaviors. In Addition, there is a need for greater attention to age-appropriate, instrument identification and development for school-aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice.” (The Center for Information and Research on Civic Learning and Engagement, CIRCLE, Working Paper 47, June 2006)

The State of Virginia Standards of Learning and the Fairfax County Program of Studies have goals relating to responsibility to the community. Both provide a highly aligned and comprehensive approach to building the foundational knowledge that allows students to become responsible citizens.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.2	By June, 2009, 100% of the student body will participate in one school-sponsored community, national or world project.
3.2	By June, 2009, baseline data on student perception of whether the school environment is positive and welcoming will be gathered.  <i>(Kathy Wilds, counselor will collect data)</i>

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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 use 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. SCA will organize its members into focus groups to organize community/national/world projects and to improve school environment.	Aimee Conrad, Nichole Jimenez, Ali Matias		X	X	X	X	SCA minutes
2. Librarian will supervise students assisting in the preparation of excess books from the library and classrooms for donation to an adopted school in Africa to include letters, pictures, book recommendations and packing.	Holly Conroy	Markers, boxes, tape  (library supplies)	X	X	X	X	Monthly library report to administration
3. School staff will model community involvement through participation in the LINK gift drive and Dragon Friends Fund, both to support needy members of the school community.	Office Staff, Parent Liaison Office, school staff	Staff donations are used for funding	X	X	X	X	Dragon Friends records, gift sign up sheets
4. Staff will discuss the value of supporting the local animal shelter and encourage students to contribute pet food and blankets.	Nichole Jimenez, Ali Matias, classroom teachers	Posterboard, art supplies, boxes (school instructional materials)			X		SCA reports
5. Staff sponsor will supervise Video Production and newspaper staff in cooperation with SCA to produce news stories/reports upon the conclusion of each service project to share the results and impact of each project.	Holly Conrad	No cost except replacing equipment as needed	X	X	X	X	News broadcast scripts and graphic programs, student newspaper

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.	
6. Planning council will organize a weekly recess schedule so that once each week, one class will use one recess period to provide a service to the school environment (weed a flower bed, pick up trash, etc.)	Holly Conroy, Kris DeMarinis, Nicole Jimenez	No cost	X	X	X	X	Work schedule, student blog
7. The SBTS and Librarian will create a 24/7 blog for students to reflect on their individual participation in the various school-wide projects.	Carolyn Fritz, Holly Conroy	No cost	X	X	X	X	Blog discussion trail
8. Planning Council members will conduct a staff survey to determine changes in student behaviors.	Holly Conroy, Kris DeMarinis, Nicole Jimenez	No cost				X	Survey

**RESULTS AND REFLECTION**  
**A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;"><b>Goal 1: Academics</b></p> <p><b>Objective:</b> Math            Increase mathematics achievement through instructional focus on number sense and vocabulary development across grade levels.</p>		<p><b>Supported:</b></p>	
<p>1. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, e-Cart, MRA and teacher made common assessments) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for math instruction.</p>	<p>Teachers met bi-weekly to develop common assessments and curriculum maps. Data was analyzed in groups.</p>	<p><b>Supported:</b> Time to meet was provided with coverage for teachers' absence from class. New pacing guide supported this endeavor.</p> <p><b>Inhibited:</b> More time needed to fully achieve goal.</p>	<p>Continue revising curriculum maps.</p>
<p>2. Teachers will instruct math for one hour daily, 175 days of the school year.</p>		<p><b>Supported:</b>            80% of teachers reported that they fulfilled this objective.</p> <p><b>Inhibited:</b>            When teachers reported, the percentage could have been higher but the method for gathering data was based on teachers emphasizing five topics.</p>	<p>This could move to school characteristics because it's been a work plan for two years.</p>
<p>3. Teachers will implement the LEARN model in order to actively engage students in daily math instruction.</p>		<p><b>Supported:</b> Most teachers have been trained in the LEARN model and have attended FCPS trainings which have used the LEARN model.</p> <p><b>Inhibited:</b> Newer staff has not received ongoing support.</p>	<p>Ongoing support of newer teachers.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
4. Teachers will incorporate literature related to and trade books about math. A list of books available at DES will be compiled and maintained on the school server.	Planned, not executed as of 4-17-09.	<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	Too many work plans overall, needs to be pared down.
5. Maintain a Strategic Thinking Skills Lab.	Amy Albanese has set-up, maintained and is expanding the STS Lab. Data not available on the % of teachers in the building using the STS Lab.	<p><b>Supported:</b> Amy Albanese makes monthly announcements sharing the new goals and encourages the teachers to sign up.</p> <p><b>Inhibited:</b> Lack of time in the school day.</p>	Consider putting this into the master schedule.
6. Continuation of a Family Math Night to enlist parent involvement in the teaching of math skills.	Lynn Unser and the math committee planned and executed the second Math Night with the support of the entire staff.	<p><b>Supported:</b> ___% of families at DES attended the math night.</p> <p><b>Inhibited:</b></p>	Transfer of skills learned at Math Night to on-going home activities needs to be better supported.
7. Within study groups, kindergarten, third and fourth grade teachers will examine, teach, and synthesize the <i>Math Investigations</i> Series and use their learning to guide their math instruction		<p><b>Supported:</b> All three grades reported they fulfilled this work plan. In addition, second grade teachers also started 2<sup>nd</sup> semester.</p> <p><b>Inhibited:</b> None</p>	First grade has asked to add this form of study for next year.
8. Teachers will implement Every Day Counts Calendar Math K-6.	All teachers have been provided with the Every Day Counts Calendar Math program and the training. Implementation is happening as time allows.	<p><b>Supported:</b> Materials have been provided to each staff member/</p> <p><b>Inhibited:</b> Newer staff members might have missed the training.</p>	Possibly get FCPS support (half-day training???)
9. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meeting with teacher teams a grade below them and a grade above them.	This workplan was not done this year. During 2nd quarter each team met with the team above and again with the team below to discuss the math objectives and instructional strategies for first and second quarters.	<p><b>Supported:</b></p> <p><b>Inhibited:</b> Teachers showed no interest doing this.</p>	If teachers identify specific strategies/areas of focus that they want to see in operation within a class, we might arrange time for them to collaborate and plan a lesson, observe someone teach the lesson (a grade level team member, resource teacher, or coach) and then we'd meet to debrief the lesson.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Goal 1: Academic</b>  <b>Objective:</b> Language Arts: Increase student achievement in English/Language Arts at grades K-6 through use of common assessments tools and targeted instruction to match identified students' needs.</p>			
<p>1. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, eCart, DRA2, and rubrics) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for reading and writing instruction using the county pacing guides as a beginning point.</p>	<p>At an April 13 staff meeting, all team brought assessment data from tests and analyzed it.</p>	<p><b>Supported:</b> School Instructional Coach supports each team PLC meeting by providing data to discuss.</p> <p><b>Inhibited:</b> Math took a large portion of our meetings. Curriculum maps were not used for the writing portion this year.</p>	<p>Next year there will be more of a focus on curriculum maps for writing.</p>
<p>2. Teachers will engage in school-based study groups which support learning of strategies for teaching self-assessment and goal-setting, oral reading fluency, making predictions and writing for authentic audiences.</p>		<p><b>Supported:</b> Reading Specialist provided a writing study group for teachers</p> <p><b>Inhibited:</b> There were no reading study groups offered this year.</p>	<p>Offer more opportunities for teacher groups; in reading, writing and math.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>3. Teachers will instruct language arts daily for 90 minutes of uninterrupted time in a workshop format and 30 additional minutes a day to include read aloud, shared reading, shared writing, guided reading and strategy groups, word work, reading and writing conferences, direct instruction and added support for struggling readers and independent reading and writing for 175 days of the school year.</p>		<p><b>Supported:</b> 29 teachers reported this as one of their top 5 objectives. Observations confirmed that teachers are instructing according to the objective.</p> <p><b>Inhibited:</b> None</p>	<p>This objective should move to school special programs.</p>
<p>4. Teachers will use direct instruction (Ex. Lucy Calkins units of study/Writers Workshop) to teach strategies for acquisition of skills in composition, style, mechanics, and usage. <b>Additional resources for teaching in a writing workshop format will be explored.</b></p>	<p>34 staff members indicated use of specific direct instruction strategies for writing.</p>	<p><b>Supported:</b> Availability of materials, reading specialist support through modeling and cooperative planning and teaching.</p> <p><b>Inhibited:</b> Time for joint planning limited.</p>	<p>Expand workshop model.</p>
<p>5. Teachers will use individualized, direct instruction and partnership work to actively engage students during reading and writing workshop</p>		<p><b>Supported:</b> Reading Specialist went to individual classes to support this type of instruction. A portion of the staff has participated in the Teachers College Institutes in order to support the full staff in new methods.</p> <p><b>Inhibited:</b> No measurement indicated for percent of participation.</p>	<p>Teacher College participants need to share with the whole staff what they have learned during their sessions.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
6. Professional development opportunities will be provided in order to enhance instruction in comprehension strategy study, independent reading workshop and writing workshop	22 staff members attended workshop training.	<p><b>Supported:</b> Training opportunities were available.</p> <p><b>Inhibited:</b></p>	Continue seeking out workshop training opportunities for staff members.
7. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meet with teacher teams a grade below them and a grade above them		<p><b>Supported:</b> Vertical articulation was used for math instruction and writing analysis.</p> <p><b>Inhibited:</b> PLC teams chose to do the above work instead of classroom observations.</p>	This was the second year vertical articulation was used. It can be moved into our school special plans.
8. Teachers will use the computer lab to engage students in multimedia projects and photo stories.		<p><b>Supported:</b> Grades 3-6 did photo story multi-media projects around a variety of curriculum areas.</p> <p><b>Inhibited:</b> It wasn't mandatory so there were varying levels of involvement within grade levels.</p>	Further encouragement within grade levels to ensure consistent implementation and student involvement.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Goal 2: Essential Life Skills</b>  <b>Objective:</b> Participate in training about the concepts and implementation of Responsive Classroom in order to foster the desired behaviors and development of essential social life skills.</p> <p>Counselors will track the number of student referrals they receive. A form will be developed for use by teachers.</p> <p>Teachers will re-examine their guidelines for using Study Hall and the purpose of homework recognizing that students should be held to appropriate, not standardized, expectations. Investigate use of 30 minutes towards end of day for a true “Study Hall” for 3<sup>rd</sup>-6<sup>th</sup> grades. Using that time to assist students in practice of new concepts, review of old concepts etc.</p> <p>3. Teachers will investigate the use of Writer’s Notebooks to inspire children to become life long learners.</p>	<p>Monthly tracking is occurring, but there is not an official form yet for teachers to use.</p> <p>3rd, 4th and 6th grades do not have an official study hall. 5<sup>th</sup> grade uses recess time for study hall both as a consequence and choice.</p> <p>Writer’s notebooks used in grades 5 and 6. Grades 3-6 have copies of Ralph Fletcher’s Notebook. In 5<sup>th</sup> Grade, free writing is used. 1<sup>st</sup> Grade</p>	<p><b>Supported:</b>  Counselors forms to suggest students for groups.</p> <p><b>Supported:</b>  <b>Inhibited:</b> Scheduling</p> <p><b>Supported:</b> K-6 have a writer’s workshop model with strategies such as journals, turn and talk, writing units from Lucy Calkins, Nancy Atwell.  Support: ESOL/Reading Teams  <b>Inhibited</b></p>	<p>Developing an Excel spreadsheet to track referrals over time more easily.</p> <p>We need to explore consequences for homework not completed. Original plan used the last 30 minutes of the day. Do we need to look at the master schedule to see if we can find a 30 minutes block? Also, consider whether it should be used “against” recess.</p> <p>For ongoing improvement, make sure all grades and classrooms are using a workshop model for writing which will encourage stamina, volume and depth of thought.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Goal 3: Responsibility to the Community</b>  <b>Objective:</b> Increase student participation in activities that promote community ideals, while practicing duties and responsibilities that promote the common good of all, to develop the understanding of individual impact on one's community.</p>		<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	
<p>1. SCA will organize its members into focus groups to organize community/national/world projects and to improve school environment.</p>	<p>Received a thank you letter from the LINK directors informing us of how much they were able to give this year in food and donations.</p>	<p><b>Supported: Link Drive, Coat Drive, Bully Assembly, Spirit Days</b></p> <p><b>Inhibited: Full school focus on participating in these activities. School has not demonstrated how it has improved the school environment.</b></p>	<p>The participation in these activities will be changed to a grade level choice participation in order to create more involvement. This will help the students to understand their involvement and expand the outreach to our community. More activities should be shared within school community/staff.</p>
<p>2. Librarian will supervise students assisting in the preparation of excess books from the library and classrooms for donation to an adopted school in Africa to include letters, pictures, book recommendations and packing.</p>	<p>Approximately 550 library books in good condition were removed from the active collection and processed and packed by 5<sup>th</sup> and 6<sup>th</sup> grade students for donation to The Bromley Mission School in Monrovia, Liberia.</p>	<p><b>Supported:</b> Students working off library obligations processed books available.</p> <p><b>Inhibited:</b> Books available for donation limited by status of collection weeding.</p>	<p>This option is no longer available as the mission school no longer needs materials.</p> <p>We do have an option for pen pals with an orphanage in Haiti.</p>
<p>3. School staff will model community involvement through participation in the LINK gift drive and Dragon Friends Fund, both to support needy members of the school community.</p>	<p>Office staff keeps a list of staff that contributes to these funds.</p>	<p><b>Supported: Staff has supported the community with donations of gifts and money to each fund.</b></p> <p><b>Inhibited: There are no indicators to student how this affects the community.</b></p>	<p>School staff will model the importance of giving back to your community.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
4. Staff will discuss the value of supporting the local animal shelter and encourage students to contribute pet food and blankets.	Planned, not executed as of 4-17-09.	<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	Staff would like to have a detailed schedule as soon as possible in the beginning of the school year so that they can see where each service project falls, when meetings will be held etc.
5. Staff sponsor will supervise Video Production and newspaper staff in cooperation with SCA to produce news stories/reports upon the conclusion of each service project to share the results and impact of each project.	<p>Food Drive results were announced on WDES.</p> <p>Results of coat drive were not well publicized.</p>	<p><b>Supported:</b> Holly Conroy worked with the SCA and the WDES news staff to create a story to share the results of the food drive.</p> <p><b>Inhibited:</b> Due to the timing of the drive (right before a break), there may have been less participation due to absences, busy-iness of season, staff overly occupied with wrapping up of curriculum.</p>	<p>Possibly move the drives to times other than around holiday breaks.</p> <p>Have SCA report results directly to Holly as soon as possible after the completion of the drive so that a news story can be created.</p>
6. Planning council will organize a weekly recess schedule so that once each week, one class will use one recess period to provide a service to the school environment (weed a flower bed, pick up trash, etc.)	Planned, not executed as of 4-17-09.	<p><b>Supported:</b></p> <p><b>Inhibited:</b> Too many workplans – things got lost in the shuffle.</p>	<p>Ongoing – one grade level will take this project on for the following school year.</p> <p>Lessen amount of workplans for each SIP objective so that things are better organized.</p>
7. The SBTS and Librarian will create a 24/7 blog for students to reflect on their individual participation in the various school-wide projects.	Librarian and SBTS had initial discussions about how to implement. No formal implementation had yet been done.	<p><b>Supported:</b> Some classes have been using some blogging/discussion board posting techniques in 24/7 learning.</p> <p><b>Inhibited:</b> The goal was too broad to do it well.</p>	Target 5 <sup>th</sup> and 6 <sup>th</sup> grade with our service learning plans for 2009-10.

<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>
8. Planning Council members will conduct a staff survey to determine changes in student behaviors.	Staff Survey was used as baseline data, but applied toward Goal 2 work.	<p><b>Supported:</b> We tracked office and counselor referrals. Applied to Goal 2.</p> <p><b>Inhibited:</b> We needed to determine school-wide work before we focus on changes in student work.</p>	This work should be in Goal 2 and will be addressed through PBS and RC.