

Fairfax County Public Schools

School Improvement Plan 2008 – 2009

Floris Elementary School

Cluster 8



Karen Siple, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

| Name | Position | Name | Position |
|------------------|--|-------------------|------------------------------------|
| Karen Siple | Principal | Richard Rosser | Assistant Principal |
| Alice Allnut | Committee Chair, Science Lead, Upper Teacher | Dan Murphy | Special Ed Teacher |
| Cynthie Bush | Upper Grade Teacher, Parent | Ron Crouse | SBTS |
| Pam Durrant | ESOL Teacher | Denise Wilson | School Counselor |
| Shannon Daly | Reading Teacher, PBS Coach | Patty Mayers | Primary Teacher |
| Lois Simmons | Advanced Academic Opportunity Teacher (Level IV) | Tara Carpenter | Math Lead Teacher, Primary Teacher |
| Meg Chow | Social Studies Lead, Primary Teacher | Dr. Heather Brown | Parent |
| Michelle Serafin | Parent | | |

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

Floris is a welcoming community that serves as an international example for excellence in education, a community that flexibly responds and meets the needs of all students to reach their full potential. Floris students will show respect for self, others, and the environment. This community of learners (parents, teachers and students) will display integrity, responsibility and the ability to work with others of any culture. While having a solid academic background, Floris students will become true global citizens.

The future of Floris Elementary will be to foster life-long learning in a setting that promotes intellect, cultural inclusion, leadership and the building positive relationships.

SCHOOL—MISSION STATEMENT

THE MISSION OF THE FLORIS ELEMENTARY SCHOOL COMMUNITY IS TO FOSTER INDIVIDUAL GROWTH AND LEARNING IN A RESPECTFUL, SAFE, AND SUPPORTIVE ENVIRONMENT.

SCHOOL—CORE VALUES/BELIEFS

At Floris, we believe in:

- Treating all people with kindness, courtesy and respect
- Promoting cultural inclusiveness
- Encouraging student success through a school-wide Positive Behavior Support system
- Including students with disabilities in general education classes
- Identifying students for intervention, support and enrichment
- Offering programs that allow students to attend their neighborhood school, including an Advanced Academic Opportunity-Level I - IV (Gifted and Talented School-based program)
- Providing the opportunity for students to further develop creativity, problem solving and higher order thinking skills
- Using technology to access the curriculum , enhance instruction and improve student performance
- Building reading skills through a balanced literacy approach
- Promoting effective communication through oral language and written expression
- Using manipulatives and hands-on materials to enhance Math and Science learning
- Providing educational opportunities through a Japanese partial immersion program and a Spanish Foreign Language in the Elementary School program
- Continually improving our fine and performing arts program
- Fostering a love of learning and promoting responsible citizenship

SPECIAL PROGRAMS

General

- Professional Learning Communities – Staff uses vertical teams, common planning time, and numerous staff development opportunities to focus on student learning.
- Inclusion and mainstreaming practiced for all students with individualized educational plans throughout all grade levels
- SACC (School-Aged Child Care) is offered for before and after school care
- Vertical team planning of staff
- Chess Club before school by staff
- Open Computer Lab before school for student internet and typing academic needs
- Lego League program after school sponsored by PTA
- Advanced Academic Opportunities – Floris funds an additional GT resource teacher to provide enrichment to students at all grade levels along with the pull-out GT program for students in grades 3-6
- WFL0- daily televised news program, produced by staff and students

Academics

- Compacted Middle School Math – Advanced math classes are offered to sixth graders based on teacher recommendations, math grades, and test scores.
- SOLAR (Math and Reading before school program, before school tutorial program in reading skills offered for at-risk students in grades 1-6).
- A full-time General Education Instructional Assistant designated to assist teachers with lessons in the computer lab.
- Greater Reston Arts Council Education (GRACE) Arts – Parent volunteers teach classes; materials provided by the GRACE Art program.
- Math and Logic Contest – Floris participates in the national Math and Logic Contest sponsored by Mike Coulter Publications.
- Virginia Young Readers, Read Across America, and Battle of the Books – reading incentives to encourage literacy.
- Japanese Immersion – A class of students has the opportunity to learn Japanese through Math, Science, and Health in grades 4 through 6 for 2008-2009
- PTA sponsored science enrichment program Mad Science after school
- Many musical programs, including: Fifth and sixth grade choruses, fifth and sixth grade band and fourth, fifth and sixth grade strings
- PTA sponsors the national PTA Reflections program with judging and an awards ceremony
- FLES (Foreign Language in the Elementary School) in grades 1-4 in Spanish language.
- FLEX – Opportunities to study a foreign language before and after school; sponsored by Floris PTA.
- Flexible grouping in math and word study
- Geography BEE program and club
- School-based Level IV AAO center program (GT center program) – grade 3, 4 and 5
- ESOL program at Floris now has one fulltime and one halftime teacher to provide services

- SMART Board and data projectors in every general education class for interactive lessons
- CPMSAC (Chantilly Pyramid Minority Student Achievement) – Saturday morning at Westfield HS -tutoring and student recognition for minorities
- Junior Great Books in primary grades
- Selected students participate in All County Chorus and All County Band as well as band and strings competitions
- Selected students participate in local art exhibits, such as World Gate Youth Art Month Show
- Junior Achievement in grade 3 focusing on economics

Essential Life Skills

- Night of the Notables – Advanced Academic Opportunities-sponsored, national program, to foster recognition and study of international role models (grades 4 and 6)
- HOOPS – Students work on the basics of basketball and teamwork in this popular after school program; sponsored by Floris PTA.
- Girls on the Run – Parent coaches work on the basics of fitness, diet and self image in an after school ‘girls only’ program that culminates in a 5 km run; sponsored by Floris PTA.
- Principal’s Spotlight – all students in grades 1-6 recognized for citizenship and academics.
- Outdoor classroom and butterfly garden developed for science lessons
- LINK – students participate weekly with our school counselors in Leadership in Negotiation Knowledge
- Odyssey of the Mind - Higher level thinking group sponsored by the Floris PTA
- PBS-third year of school-wide Positive Behavior Support program
- Participation in local Girls Excelling in Math and Sciences (GEMS) program and Power of Positive Choices-Boys Leadership Conference
- Selected students attend the Mediation Conference annually at GMU
- Character education Project Wisdom to be implemented

Responsible Citizenship

- GO Tournament – The Japanese Immersion teachers and parents organize an annual GO tournament with Fox Mill and Great Falls Elementary Schools, teaching and moderating this popular game
- Thanksgiving and Winter Holiday drives
- School-wide fundraising activities for community outreach needs
- Planet Aid program collecting clothing and shoes for needy
- Active SCA that meets monthly, elected following TV published speeches-showing the election process
- Paper recycling program run by students and staff
- Ongoing community service grade level projects in environmental stewardship, respect, senior citizen activities

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 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 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 | |

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

Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.

Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.

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

Data Sources:

FCPS, Cluster VIII and Floris ES found the subgroup of special education student performance of the 2007-2008 SOL reading test results were an area of specific concern. At Floris, using the Virginia Department of Education Report Card and AYP Report (online www.doe.virginia.gov, September, 2008) the reading score of students with disabilities was 77% passed. This was a drop in scores in this group from previous year testing. Testing regulations now require that all students, regardless of reading ability, to read on their own with limited accommodations. This subgroup is in jeopardy of not reaching the required 81 percent pass rate in English established by VDOE for the 2008-2009 school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We reviewed teacher observations and surveys, analyzed student progress reports, anecdotal records, formative assessments and results of standardized testing. We concluded the need for staff development in teaching of reading comprehension and vocabulary skills and increasing staff knowledge in implementation of appropriate interventions. Floris has not previously administered the VGLA to the Students with Disabilities and ESOL subgroups. We are planning to administer the VGLA this year to certain students who have been identified as at-risk and qualify for the VGLA.

We also observed the need for staff development in the implementation of differentiation to increase reading comprehension.

Best Practice Research:

We believe in using research-based interventions to increase student test scores and overall student performance. As a faculty, we read Marzano's *Classroom Instruction That Works*. In our staff meetings we discuss Marzano's key strategies, including cooperative learning, summarizing and note taking, and identifying similarities and differences. These strategies have been found to have the greatest impact upon student learning.

In Krashen's book *Second Language Learners*, the author suggests "...direct vocabulary instruction has an impressive track record of improving students' background knowledge and the comprehension of academic content." In addition, Krashen states that second language learners are able to understand a challenging level of language input by utilizing context, extra linguistic information such as gestures and pictures, and general background knowledge. Marzano lists six steps to vocabulary building, which lead to greater comprehension, application, and retention of new words.

We know that improving student skills in reading comprehension will also improve achievement in science, social studies, and math problem solving. Therefore, we will integrate reading and vocabulary instruction throughout all curricula.

Math Academic Objective

Data Sources:

FCPS, Cluster VIII and Floris ES found student performance of the 2007-2008 SOL math test results were above the 75 percent pass rate established by VDOE. At Floris, using the Virginia Department of Education Report Card and AYP Report (online www.doe.virginia.gov, September, 2008) math scores showed 96% passed, third grade advanced passed with 72 percent, fourth grade advanced passed with 71 percent, fifth grade advanced pass with 76 percent, sixth grade (just over half were in regular sixth grade math and the rest in compacted math) advanced passed with 57 percent, seventh grade advanced passed with 88 percent and eighth grade advanced passed with 100 percent. This was an increase in scores from previous year testing. At Floris we strive to continue to provide academic challenge to every population including those students who are currently proficient, but have the capability to advance pass with a differentiated curriculum.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We reviewed teacher observations and surveys, analyzed student progress reports, anecdotal records, formative assessments and results of standardized testing. We concluded the need for staff development in teaching of differentiation and increasing staff knowledge in implementation of enrichment.

The new MRA Math Reasoning Assessment for K-2 and ECart Assessments for 3-6 will be used to help us diagnose individual strengths and weaknesses, especially in problem solving. Our formative assessments in primary grades indicate that many primary students come to Floris with excellent computation skills, but have general weaknesses in explaining math concepts and math thinking.

Best Practice Research:

In the new mathematics, the focus is on problem solving, mathematical reasoning, justifying ideas, making sense of complex situations and independently learning new ideas. Students must be provided with opportunities to solve complex problems, formulate and test mathematical ideas and draw conclusions. Students must be able read, write and discuss mathematics, use demonstrations, drawings and real-world objects, and participate in formal mathematical and logical arguments.

Battista, M., February, 1999. "The Mathematical Miseducation of America's Youth" *Phi Delta Kappan*, p80.)

Public schools nationwide are working to increase the number of students who study Algebra I, the traditional first-year high school math course, in eighth grade. Many Washington area schools have gone further, pushing large numbers of students two or three years ahead of the grade-level curriculum. In Fairfax County schools, 29 percent of elementary students are on an accelerated track that compresses six years of study into four, preparing them for algebra in seventh grade.

<http://www.washingtonpost.com/wp-dyn/content/article/2008/06/03/AR2008060303438.html>

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i> |
|------------------------|--|
| 1.1.1 | All subgroups will meet or exceed an 81 percent pass rate on grade-level <u>reading</u> on the Spring 2009 Reading or English SOL test and all will at least maintain their 2008 performance levels. Students with disabilities will increase from 77% to 81% pass rate in reading. |
| 1.1.2 | All students will meet or exceed a 75 percent pass advanced rate on grade-level <u>math</u> on the Spring 2009 Math SOL test (spring 2008 71% were pass advanced). |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development. Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning. | | | | | | | |
|---|--|---|---|-------------------------|-------------------------|-------------------------|--|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Identify students who have failed previous year Reading and/or Math SOL tests at each grade level | Asst. Principal, Special Ed. Case Managers, Reading Teacher | EDSL Reports, VDOE Student Test Performance (no costs), | X | | | | Crosscheck data against at-risk student list and review interventions at each quarter |
| 2. Identify students new to Floris with possible at-risk indicators | Teachers, specialists, Parents, SASI operator | Performance assessments, student cumulative folder, parental observations, special service folder (no cost) | X | X | X | X | Constant observation of academic performance, anecdotal records, referring student to Child Study |
| 3. Teachers will identify and implement specific instructional strategies and modifications in math and reading that are consistent with individual needs (differentiation) | Teachers, Special Education teachers, Specialists, Child Study Committee | Intervention checklist; formative assessments; school-created list of possible interventions (no cost) | X | X | X | X | Completed checklist of interventions and formative assessments being used to customize instruction |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.

Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|--|---|---|-------------------------|-------------------------|-------------------------|---|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 4. Teachers will identify students for the Early Morning Reading and Math Program SOLAR; extra reading and math instruction provided before school using remedial reading and math materials | Teachers, ESOL teacher Ms. Durrant, Special Ed teacher Ms. Shipman | Reading and Math Materials; 203 day contract for 2 teachers | X | X | X | X | Quarterly analysis of records of identified students by SOLAR teachers and the general ed /special ed teachers for each child |
| 5. Teachers will monitor student progress through ongoing performance assessment in math and reading | Teachers, Special Education teachers, specialists | Reading and math journals and logs, running records, word study EIRI, DRA2, teacher-created formative assessments, eCART Aspire assessments (no cost) | X | X | X | X | Individual student data, SMART goals for individual students, at-risk student progress charts in principal's office |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.

Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|--|--|---|----------------------|----------------------|----------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 6. Teachers will participate in training related to Best Practices of Reading Comprehension Skills, Math Problem-solving and VGLA administration. | Teachers, Special Education teachers, Specialists, Administration, Reading Teacher, Barbara Anzalone Instructional Services Specialist, Penny Wald, consultant | In-house workshops on Learning Collaboration Teams, Ongoing assessments and Differentiation (\$1500 from Cluster 8), VGLA training provided by FCPS, Teachers-As-Readers books (Floris PTA staff development monies), additional guided reading book (Reading Dept monies) | X | X | X | X | Attendance at workshops and implementation of best practices; my PLT for a list of courses taken by teachers |
| 7. Implement a school-wide (Eagle Time) 20 minute reading time twice a week with all school personnel in classrooms reading, including some small group instruction (double dipping) for at-risk students; August and September training for staff, vertical team follow-ups | All School Staff, trained parent volunteers, Barbara Anzalone and Shannon Daly speaking with Floris staff for Eagle Time | No cost | X | X | X | X | Teacher anecdotal records of Eagle Time reading data |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.

Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|--|---|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 8. Teachers will challenge students academically using higher level thinking skills in math and reading. | Teachers, Special Education teachers, Specialists, Administration, Reading Teacher, GT teachers, GT resource teacher | In-house workshops, eCART resources, Reach to Teach kits, TOPPS cards, Math Think Tubs, GT response lessons, Math Monday, Math and Logic Contests (gr 4-6), M3 Math Series and Math Olympiad (GT local level 4 students), two enrichment suggestions added to class 24/7 sites weekly | X | X | X | X | eCART assessments, anecdotal records, workshop presentations |

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 type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program.

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

Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program.

Data Sources:

The PBS School-wide Evaluation Tool (SET) interview (ten people, including administration, students, classroom teachers, and staff) in spring 2008 obtained an overall score of 83%. Subscores demonstrate that only 75% of teachers stated the three current school-wide rules (respect for self, respect for others, respect for environment); 90% of staff reported teaching the school rules to the students this year; 50% of the school staff recited 2 of the 3 school rules; 27% of students recited 2 of the 3 school rules; 73% of students have received a pride tickets; 100% of students recognized through Principal's Spotlight; 88% for response to behavior violations.

Chair and Coach of PBS committee recognize inconsistencies among classroom teachers in responding to student misbehavior and also with follow through of discipline referrals to the office.

In the Working Conditions Survey Results completed by staff the following data was collected: need shown for professional development in cultural awareness; 68% of staff somewhat or strongly agreed that student behavior significantly contributed to their overall workload; 93% of students felt safe at school; 63% felt atmosphere for trust and mutual respect within the school; 75% of staff agreed that rules for student conduct are clearly laid out; 89% of students understood expectations for their conduct.

Reflection on 2007-2008 Work Plan: Office referrals increased from 53 to 150, a 183% increase. We attribute this, in part, to a new office referral form and more accurate data collection.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

In the first year as a PBS school, the focus was on appropriate zone behavior (hallways, cafeteria, classroom). Other activities included: the creation and teaching of red, yellow, and green zone behaviors, class meetings, monthly classroom guidance lessons, morning circle time, LINK (Learning in Negotiative Knowledge), and lunch bunches with counselors. We used school resources such as our school counselors, office personnel, cafeteria hostesses and manager, volunteers, and school safety officers to reinforce good decision making and to promote a love of learning. We also employed student resources such as safety patrols, student buddies, peer mediators and Student Council Association (SCA) officers and representatives to model and teach good decision making and appropriate behaviors.

In the second year as a PBS school, our staff determined, through a teacher survey and observations, that we needed to focus on the clarity of school rules and define expectations in positive terms. In addition, while we planned to devise individual prevention plans for “red zone” students, this was not completed for all students.

In the third year as a PBS school, our staff recognizes the need to clarify the discipline referral form for classroom and office use. We plan to have vertical discussions of grading practices to allow for consistency within the school. Focus is for students to become intrinsically motivated to demonstrate respect for self, others and environment. The clarity of the school rules have been defined through school-wide lessons for teachers and students. In the first weeks of school, WFLO promoted the importance of the school rules to students. In addition, SR&R presentations to the entire school reinforced school and district rules.

Best Practice Research:

As a Positive Behavior Support school, we follow the program and tenets developed by Terrance M. Scott, Ph.D. Our monthly staff meetings always contain a PBS component. We realize that students need to receive four (summer 2008 training suggests five positives), specific instances of positive feedback to balance one correction of misbehavior. Staff members frequently refer to their own copy of a flip book titled *Behavior Guide – Positive Interventions to Ensure Student Success*, developed by Michael L. Lujan. Some of our grade level teams are reading and discussing *The Power of Our Words* by Paula Denton.

“...what they hear and interpret- the message they get from their teacher - has a huge impact on how they think and act, and ultimately how they learn.”

The Power of Our Words by Paula Denton, Northeast Foundation for Children, 2007

“Positive behavior is not taught in a 15-minute session on the first day of school. Nor is a week, or even a month, of reinforcement adequate. PBIS is a system-wide, sustained approach to behavior management, introduced at the outset and reinforced throughout the year. “

The Building Blocks of Positive Behavior by Matthew Cregor, “Teaching Tolerance,” Fall 2008

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|-----------------|---|
| 2.1 | All students will meet or exceed 90% G's and O's in work habits on the June 2009 Progress Report. Progress Report data will be collected from four areas of work habits: complies with established rules, exhibits courteous behavior, accepts responsibility, and respects personal and school property. Fall 2008 Benchmark is 68% of marks in these four areas for grades 1-6 were G's and O's. |
| 2.1 | The PBS implementation level using a School-wide Evaluation Tool (SET) or the BoQ (Benchmarks of Quality) in spring 2009 will increase by 10% from a June 2008 baseline of 83%. |
| 2.1 | Office referrals will decrease by 33% from 150 referrals in school year 2008 to 100 referrals in school year 2009. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program. | | | | | | | |
|---|--|--|---|----------------------|----------------------|----------------------|--|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Explain to parents how the PBS program relates to essential life skills | PBS committee; Administration | No cost; posted on Floris website; newsletter, shared at a PTA meeting and coffees | X | X | X | X | PTA Board feedback |
| 2. Presentation to staff on strategies for implementing PBS in the classroom | PBS Committee, Administration | FCPS pays for PBS consultant | X | X | X | X | Agendas and notes of staff meetings |
| 3. Teachers as Readers groups meet for <i>The Power of our Words</i> , (additional books to be chosen also) | Individual teachers | Money for books | | X | X | | Journals kept by teachers in the group |
| 4. Vertical team meetings to discuss students' strengths and weaknesses concerning respect for self, others, and environment | Teachers; specialists; administration | No cost | | X | | X | Staff meeting notes |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 5. Lessons for students on respect in Guidance and Health curriculum and on WFLO programs | WFLO; PBS committee, Administration; school counselors (bully prevention) | No cost | X | X | X | X | School counselors and classroom teachers recording lessons on bullying and respect |
| 6. Establish baseline Bully Prevention assessment for grades 3-6. | School Counselors | Elementary Guidance | X | X | X | X | Data from the survey and office referrals |
| 7. Modeling <i>Kagan Strategies</i> during staff meetings to help teachers begin implementing strategies | Trained Teachers | Instructional Services | X | X | X | X | Staff notes |
| 8. Implementing the <i>Project Wisdom</i> character education program through WFLO and follow-up classroom discussions | PBS, School counselors, WFLO team, classroom teachers | Funded by PTA - \$500 | X | X | X | X | Student journals about classroom discussions |
| 9. Implementing <i>Master Teacher</i> Best Practice strategies discussed in weekly pamphlets given to teachers | Principal, team leaders | Staff Development Funds \$800 | X | X | X | X | Staff reflections during team meetings written in team meeting notes |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|-------------------------|-------------------------|-------------------------|---|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 10. Weekly grade level meetings to discuss students strengths and weakness concerning respect for self, others, and environment. | Teachers | No cost | X | X | X | X | Team meeting notes recorded in 24/7 |
| 11. Daily principal morning message will reinforce positive behavior with students and staff | Principal, Asst. Principal, WFLO newscasters | No cost | X | X | X | X | Parent feedback, student feedback |
| 12. PBS committee will reinforce positive behavior for staff | PBS committee, Asst. Principal, Principal | Minimal costs from PBS fund (less than \$200) | X | X | X | X | Kudos Corner, Paper Plate Awards, Glad notes, food reinforcers, FYI records at the end, 24/7 positive remarks |

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.

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

The Floris Community will design and implement programs that provide opportunities for students to participate in community service projects.

The Floris Community will design and implement programs that help students to be respectful and contributing participants of the world by understanding the varieties of cultures and languages that are spoken within our school community.

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

Rationale for Objective 3.1

Data Sources:

The Floris Community has observed that students have been very active in bringing in money, i.e., Pennies for Patients, and materials, i.e., coats, canned food and holiday toys, for community projects, but we have fewer students involved in actively providing a community service, i.e., paper recycling project with special education students in grades two and three and scout cleanup days of

school grounds. An online electronic survey of upper grade students suggested that over half of the students are not currently participating in a community service program/club.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A strength of Floris Elementary is our longstanding experience with student government, including electronic candidate speeches on the WFLO TV show, representatives visiting younger classrooms, and SCA sponsored service drives. Although we have many great Floris student service projects, there is no overarching program that pulls it all together. Ours are mostly short term projects that are involved in collection of money or items, not personal service. Sometimes only a few students are involved in a worthwhile service, rather than the whole grade level.

This past year, all of the grades 1-6 had community service projects, including recycling, cleaning up a local park, interacting with senior citizens, increasing respect, environmental stewardship. In our Reflections work this spring, we identified a need to find more authentic service projects for some grade levels, increase our time spent with student reflection and more actively share the service projects with school and public media.

Best Practice Research:

Civic education reveals that starting at a younger age fosters civic engagement in later life.

In the Task Force on the Federal Election system (2001), Michael A. Neblo concluded:

- Americans engagement in civic affairs is low and declining
- Civics courses in schools are not enough to make a difference
- Certain civic curricula may show improvement in civic responsibilities

The Campaign for the Civic Mission of Schools (2007) states:

Democracy doesn't happen on its own. Democracy is learned. Our nation's schools have the opportunity and the responsibility to prepare the next generation of Americans for citizenship...For more than 250 years, Americans have shared a vision of democracy in which all citizens understand, appreciate, and engage actively in civic and political life. In recent decades however, increasing numbers of Americans have disengaged from civic and political institutions such as voluntary associations, religious congregations and community-based organizations. Young people reflect these trends. The goals of Civic Education should help young people acquire; and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. The student goals are to:

- Be informed and thoughtful, have a grasp and appreciation of history and the fundamental processes of American democracy; have an understanding and awareness of community issues; and have the ability to obtain information, think critically, and enter into dialogue among others with different perspectives;
- Participate in their communities through membership in or contributions through organizations working to address an array of cultural, social, political and religious interests and beliefs

- Act politically by having the skills, knowledge and commitment needed to accomplish public purposes such as Group problem solving, public speaking, petitioning and protesting and voting
 - Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect and belief in the capacity to make a difference.
- Carnegie Corporation. "Civic Mission of Schools Report." <http://civicmissionofschools.org>; October 4, 2007

Rationale for Objective 3.2

Data Sources:

The Floris community has a wide variety of cultures, and our largest subgroup is Asian. (SASI, October, 2008- 50.5 % of Floris students are Asian or Pacific Islander).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Floris has an active parent liaison who works part-time with our Floris non-English speaking families.

Floris has two ongoing foreign language programs, the Japanese Partial-Immersion program (one and one half teachers for selected students in grades 4-6) and the Foreign Language in the Elementary School (FLES) program in Spanish all students in grades 1-4 (two part time teachers).

Culture fairs are held at various grades levels.

Floris has 1 1/2 staff for ESOL students, helping Limited English Proficient (LEP) students with language acquisition.

Our staff is aware of student limited understanding about cultures different from their own. Staff also recognizes our need to understand the growing diversity in the Floris community.

Best Practice Research concerning ESOL students:

"Learning content in an unfamiliar language is very challenging, so it is important for teachers to make instructional modifications, i.e. to differentiate. The goal of these modifications should be to build the ELL's English proficiency as well as their knowledge of academic content."

Goldenberg, C. 2008. Instructional Modifications for English Learners. *American Educator* 32 (2): 18-21.

"People acquire second languages when they obtain comprehensible input and when their affective filters are low enough to allow the input in to the language acquisition device."

Krashen, 1981, p. 62.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i> |
|------------------------|---|
| 3.1 | Each grade level, 1-6, at Floris Elementary will sponsor a student community service project with over 80% of the students at that grade level actively participating. |
| 3.1 | Increase student reflection of their own involvement in service through journals (from 16% to 50%), WFLO News broadcasts and newsletters. |
| 3.2 | Increase student and teacher cultural awareness through various classroom activities throughout the academic year to show 100% participation in every grade. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The Floris Community will design and implement programs that provide opportunities for students to participate in community service projects.

The Floris Community will design and implement programs that help students to be respectful and contributing participants of the world by understanding the varieties of cultures and languages that are spoken within our school community.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|--|---|---|----------------------|----------------------|----------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Students and teachers at grade levels 1-6 will begin or continue a Community Service Project | Community Service Committee (Science and Social Studies teams) | Cleaning and recycling materials have been purchased with previous grants and new materials are ordered through school monies; field trip monies for visiting the seniors-student monies; art materials provided with school monies; cameras from PTA | X | X | X | X | Recorded with photos, media write-ups and student reflections in the Floris Community Service Portfolio (maintained by committee) and kept on display at front office table and viewed on WFLO at least once this year |
| 2. Whole school on-going, long-term project adopted | SCA Sponsors | No cost | X | X | X | X | WFLO announcements |
| 3. PTA sponsored civic helping program called Floris Friends helping families in need | PTA committee called Floris Friends | Floris PTA donations | X | X | X | X | PTA treasurer records |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The Floris Community will design and implement programs that provide opportunities for students to participate in community service projects.

The Floris Community will design and implement programs that help students to be respectful and contributing participants of the world by understanding the varieties of cultures and languages that are spoken within our school community.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|---|--|---|-------------------------|-------------------------|-------------------------|------------------------------------|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 4. Japanese and Spanish language instruction; assessments; after school Spanish through FLEX (Foreign Language Experience Program); JI Go Day; Spanish word of the week | JI teachers FLES teachers FLEX teachers Classroom teachers | Instructional materials; GO materials, WFLO show | X | X | X | X | WFLO broadcast records |
| 5. Teachers as readers group - <i>How to Teach Students Who Don't Look Like You</i> by Bonnie Davis will meet monthly or as a 24/7 chat | Volunteer teachers in a Book club | Purchasing copies for teachers from Staff Development funds | | X | X | | 24/7 chat records or teacher notes |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The Floris Community will design and implement programs that provide opportunities for students to participate in community service projects.

The Floris Community will design and implement programs that help students to be respectful and contributing participants of the world by understanding the varieties of cultures and languages that are spoken within our school community.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|---|--|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 6. Grade level activities: culture fairs, speakers, current events, geography bee; flags, assemblies, holidays/celebrations; musical songs; art projects; cookbooks | Citizenship committee; PTA Geo Bee liaison; grade level teachers; music, PE and art teachers | School Materials-art PTA International Fun Night activity; Flags and maps- purchases from PTA monies and instructional supplies for display | X | X | X | X | Pictures of activities in School Journal throughout the year |
| 7. Teachers will improve their efforts in our classrooms with our ESOL kids in our classes: vocabulary activities, low anxiety, pictures with text; Smart Board lessons; read alouds; book lists; teacher handouts about cultural diversity; united streaming movies; library lessons | Citizenship committee; Human Relations committee, ESOL teachers Pam Durrant and Lynn Carle; grade level teachers; librarian | Books from library Handouts Smartboard templates United streaming review/movies | X | X | X | X | Digital folder on our Floris server for activities/lessons/books on this topic |