

# **Fairfax County Public Schools**

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

**Floris ES**

**Cluster 8**



**Gail Porter, 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                      |
|-------------------|-------------------------------|---------------------|-------------------------------|
| Gail Porter       | Principal                     | Jacqueline Cheung   | 4 <sup>th</sup> Grade Teacher |
| Richard Rosser    | Committee Chair               | Katie Gilbert       | 6 <sup>th</sup> Grade Teacher |
| Priscilla Maxwell | Kindergarten Teacher          | Kristie Howell      | 3 <sup>rd</sup> Grade Teacher |
| Shannon Daly      | Reading Teacher               | Pat Mayers          | 1 <sup>st</sup> Grade Teacher |
| Pamela Timko      | 2 <sup>nd</sup> Grade Teacher | Terry Gautesen-Borg | SBTS                          |
| Cynthia Bush      | 5 <sup>th</sup> Grade Teacher | Dan Murphy          | Special Education Teacher     |
| Laraine Foelsch   | Instructional Assistant       | Pam Durrant         | ESOL Teacher                  |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |
|                   |                               |                     |                               |

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

## 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. While having a solid academic background, Floris students will become true global citizens.

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

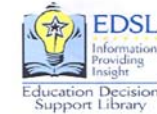
## **SCHOOL—MISSION STATEMENT**

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 and enrichment
- Providing the opportunity for students to further develop creativity, problem solving and higher order thinking skills
- Integrating technology into the curriculum
- Building reading skills through a balanced literacy approach
- Promoting effective communication
- Providing foreign language instruction through FLES (Foreign Language in the Elementary School)
- Fostering a love of learning
- Promoting responsible citizenship



**FAIRFAX COUNTY PUBLIC SCHOOLS**  
**School Demographics**  
**by Cluster and School**

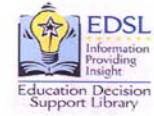
| CLUSTER 8<br>FLORIS ELEMENTARY<br>Category | June 2007  |       | June 2008  |       | June 2009  |       |
|--|------------|-------|------------|-------|------------|-------|
|  | #          | %     | #          | %     | #          | %     |
| <b>ETHNICITY</b>                           |            |       |            |       |            |       |
| ASIAN OR PACIFIC ISLANDER                  | 319        | 39.00 | 347        | 42.52 | 390        | 46.32 |
| BLACK (NOT OF HISPANIC ORIGIN)             | 36         | 4.40  | 38         | 4.66  | 39         | 4.63  |
| HISPANIC                                   | 33         | 4.03  | 31         | 3.80  | 31         | 3.68  |
| WHITE (NOT OF HISPANIC ORIGIN)             | 382        | 46.70 | 355        | 43.50 | 333        | 39.55 |
| OTHER                                      | 48         | 5.87  | 45         | 5.51  | 49         | 5.82  |
|  | <b>818</b> |       | <b>816</b> |       | <b>842</b> |       |
| <b>GENDER</b>                              |            |       |            |       |            |       |
| FEMALE                                     | 393        | 48.04 | 398        | 48.77 | 413        | 49.05 |
| MALE                                       | 425        | 51.96 | 418        | 51.23 | 429        | 50.95 |
|  | <b>818</b> |       | <b>816</b> |       | <b>842</b> |       |
| <b>ENGLISH PROFICIENCY</b>                 |            |       |            |       |            |       |
| ENGLISH PROFICIENT*                        | 678        | 82.89 | 692        | 84.80 | 712        | 84.56 |
| LIMITED ENGLISH PROFICIENT**               | 140        | 17.11 | 124        | 15.20 | 130        | 15.44 |
|  | <b>818</b> |       | <b>816</b> |       | <b>842</b> |       |
| <b>LEP LEVELS</b>                          |            |       |            |       |            |       |
| 01-BEGINNING                               | 13         | 9.29  | 9          | 7.26  | 8          | 6.15  |
| 02-INTERMEDIATE                            | 23         | 16.43 | 18         | 14.52 | 17         | 13.08 |
| 03-LOWER ADVANCED                          | 21         | 15.00 | 12         | 9.68  | 18         | 13.85 |
| 04-HIGHER ADVANCED                         | 6          | 4.29  | 11         | 8.87  | 7          | 5.38  |
| LEP MONITOR (STATUS 2 AND 3)               | 77         | 55.00 | 74         | 59.68 | 80         | 61.54 |
|  | <b>140</b> |       | <b>124</b> |       | <b>130</b> |       |
| ESOL SERVICES***                           | 53         | 6.48  | 38         | 4.66  | 40         | 4.75  |
| <b>FEE WAIVER</b>                          |            |       |            |       |            |       |
| NO FEE WAIVER                              | 782        | 95.60 | 791        | 96.94 | 816        | 96.91 |
| FREE OR REDUCED FEES                       | 36         | 4.40  | 25         | 3.06  | 26         | 3.09  |
|  | <b>818</b> |       | <b>816</b> |       | <b>842</b> |       |
| <b>EDUCATIONAL DESIGNATION</b>             |            |       |            |       |            |       |
| GENERAL EDUCATION                          | 542        | 66.26 | 446        | 54.66 | 463        | 54.99 |
| GIFTED CENTER                              | 26         | 3.18  | 55         | 6.74  | 78         | 9.26  |
| GIFTED SCHOOL-BASED                        | 136        | 16.63 | 212        | 25.98 | 199        | 23.63 |
| SPECIAL EDUCATION LEVEL 1                  | 84         | 10.27 | 79         | 9.68  | 86         | 10.21 |
| SPECIAL EDUCATION LEVEL 2                  | 36         | 4.40  | 42         | 5.15  | 37         | 4.39  |
| <b>SPECIAL EDUCATION SERVICE****</b>       |            |       |            |       |            |       |
| AUTISM                                     | 16         | 13.33 | 20         | 16.53 | 17         | 13.82 |
| DEAF/HARD OF HEARING                       | 0          | 0.00  | 1          | 0.83  | 1          | 0.81  |
| EMOTIONAL DISABILITIES                     | 1          | 0.83  | 1          | 0.83  | 4          | 3.25  |
| LEARNING DISABILITIES                      | 46         | 38.33 | 42         | 34.71 | 40         | 32.52 |
| MILD RETARDATION                           | 3          | 2.50  | 1          | 0.83  | 4          | 3.25  |

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.



**FAIRFAX COUNTY PUBLIC SCHOOLS**  
**School Demographics**  
**by Cluster and School**

| CLUSTER 8<br>FLORIS ELEMENTARY<br>Category | June 2007  |       | June 2008  |       | June 2009  |       |
|--|------------|-------|------------|-------|------------|-------|
|  | #          | %     | #          | %     | #          | %     |
| <b>SPECIAL EDUCATION SERVICE****</b>       |            |       |            |       |            |       |
| MODERATE RETARDATION                       | 0          | 0.00  | 0          | 0.00  | 1          | 0.81  |
| NONCATEGORICAL                             | 13         | 10.83 | 19         | 15.70 | 16         | 13.01 |
| SPEECH/LANGUAGE IMPAIRMENT                 | 41         | 34.17 | 37         | 30.58 | 40         | 32.52 |
|  | <b>120</b> |       | <b>121</b> |       | <b>123</b> |       |
| <b>MOBILITY</b>                            |            |       |            |       |            |       |
| MOBILITY RATE                              |            | 12.43 |            | 10.18 |            | 0.00  |

## **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 for staff
- Chess Club
- Lego League program after school sponsored by PTA
- Advanced Academic Program Resource Teacher
- Advanced Academic Program – Level 4 Center program for grades 3-6
- WFLO- daily televised news program, produced by staff and students
- Girls on the Run Program
- After School Sports Program
- Odyssey of the Mind Program
- Mad Science Program

### **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 tutorial program in reading skills offered for at-risk students in grades 3-6)
- Greater Reston Arts Council Education (GRACE) Arts – Parent volunteers teach classes; materials provided by the GRACE Art program.
- 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 5 and 6 for 2009-2010
- 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 1-5 in Spanish language.
- Flexible grouping in math
- Geography BEE program and club
- ESOL program
- Strategy Lab with AAP Resource Teacher for all students
- Intervention and Enrichment time Tuesdays through Fridays for 30 minutes

## **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
- 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
- Citizenship lessons provided by school counselors
- Project Wisdom—character education program
- Peer Mediators group
- Safety patrol team sponsored by staff members

## 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 subgroups of Black and Economically Disadvantaged student performance of the 2009-2010 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](http://www.doe.virginia.gov), August, 2009) the reading score of these students was 81% passed. Testing regulations now require that all students, regardless of reading ability, be able 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 2009-2010 school year. Even though these subgroups are not counted towards Floris's AYP, our goal is to meet the needs of every student.

### 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. 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. In our staff meetings we will discuss best practices, including Kagan structures, Professional Learning Communities, 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 2008-2009 SOL math test results were above the 79 percent pass rate established by VDOE. At Floris, using the Virginia Department of Education Report Card and AYP Report (online: [www.doe.virginia.gov](http://www.doe.virginia.gov), August, 2009) math scores showed 96% passed, third grade advanced passed with 63 percent, fourth grade advanced passed with 73 percent, fifth grade advanced pass with 82 percent, sixth grade (just over half were in regular sixth grade math and the rest in compacted math) advanced passed with 72 percent, seventh grade advanced passed with 76 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, analyzed student progress reports, anecdotal records, formative and summative assessments and results of standardized testing. We concluded that we have a need to implement a common time for school-wide intervention and enrichment.

The 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 show general weaknesses in explaining math concepts and math thinking.

### Best Practice Research:

“When instruction focuses on a small number of key areas of emphasis, students gain extended experience with core concepts and skills. Such experience can facilitate deep understanding, mathematical fluency, and an ability to generalize. The decision to organize instruction around focal points assumes that the learning of mathematics is cumulative, with work in the later grades building on and deepening what students have learned in the earlier grades, without repetitious and inefficient reteaching. A curriculum built on focal points also has the potential to offer opportunities for the diagnosis of difficulties and immediate intervention, thus helping students who are struggling with important mathematics content.”

National Council of Teachers of Mathematics. [www.nctm.org](http://www.nctm.org); 2009

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators<br><i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>  |
|-----------------|--|
| 1.1.1           | <b>All subgroups will meet or exceed an 85 % pass rate on grade-level reading on the Spring 2010 Reading or English SOL test and all will at least maintain their 2009 performance levels. Students in the Black and Economically Disadvantaged subgroups will increase from 81% to an 85% pass rate in reading.</b> |
| 1.1.2           | <b>The “all students” category in the Math Performance AMO will meet or exceed the 60 % pass advanced rate on grade-level math on the Spring 2010 Math SOL test (spring 2009 57% were pass advanced).</b>  |
|                 |  |
|                 |  |
|                 |  |

## 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.<br><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. Teachers will identify students who have failed or are at risk of failing Reading and/or Math SOL tests in grades 3-6 and implement specific instructional strategies and modifications in math and reading that are consistent with individual needs (differentiation); identified students will be recommended to receive Early Morning Reading and Math Program SOLAR | Pam Durrant, Dan Murphy, Jacqueline Cheung  | Materials might include: eCART resources, Reach to Teach kits, TOPPS cards, Math Think Tubs, AAP response lessons, M3 Math Series and Math Olympiad (AAP local level 4 students), enrichment suggestions added to 24-7 courses; Continental Math; Junior Great Books; Reading and math journals and logs, running records, word study, DRA2 | X   | X                    | X                    | X                    | On-going monitoring during weekly PLC meetings<br>Pre-test/ formative assessment data |
| 2. Teachers will participate in professional development through staff meetings and vertical articulation opportunities that are related to Best Practices to facilitate Reading Comprehension Skills and Math Problem-solving  | Megan Seals, Katie Gilbert, and Tara Carpenter providing Best Practices workshops | Extended contract teachers;<br>Best practices resources through FCPS 24-7 (no cost);<br>Use of PD 360   |   | X                    | X                    | X                    | Meeting notes   |

**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.<br><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. |   |
| 3. Implement a school-wide Intervention and Enrichment time for 30 minutes Tuesdays through Fridays with all school personnel in classrooms targeting assessed needs | All grade level teachers, Specialists, Pam Durrant, Dan Murphy, Jacqueline Cheung, Shannon Daly, Melissa Graham, Tina McGarvey, Patricia Fenlon, Ellen Shapiro, Robyn Anson | All resources in the school (no cost)   | X   | X                    | X                    | X                    | Teacher anecdotal records and formative assessments                       |
| 4. Teachers will challenge students academically using higher level thinking skills in math and reading.   | All instructional staff   | Materials might include:<br>eCART resources, Reach to Teach kits, TOPPS cards, Math Think Tubs, AAP response lessons, M3 Math Series and Math Olympiad (AAP local level 4 students), enrichment suggestions added to 24-7 courses; Continental Math; Junior Great Books; Bloom’s Taxonomy | X   | X                    | X                    | X                    | eCART assessments, anecdotal records, formative assessments, observations |

## 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, including the SOAR Program.

---

---

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

Data Sources:

The PBS School-wide Evaluation Tool (SET) interview (ten people, including administration, students, classroom teachers, and staff) in spring 2009 obtained an overall score of 99%.

Reflection on 2008-2009 Work Plan: We have found a need to simplify the reporting/referral process next year and encourage consistency in reporting through staff development.

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 recognized the need to clarify the discipline report/referral form for classroom and office use. Focus is for students to become intrinsically motivated to demonstrate respect for self, others and environment. The clarity of the school rules were 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.

This year, the fourth year as a PBS school, we are refining our reporting process. We plan to have vertical discussions of citizenship grading practices to allow for more consistency within the school.

#### 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

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators<br><i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>  |
|-----------------|---|
| 2.1             | <b>All students will meet or exceed 92% G's and O's in work habits on the June 2010 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. The marks in these four areas were 90% on the June 2009 Benchmark for grades 1-6 .</b> |
| 2.1             | <b>The PBS implementation level using a School-wide Evaluation Tool (SET) or the BoQ (Benchmarks of Quality) in spring 2010 will maintain the baseline of 99% from June 2009.</b>   |
| 2.1             | <b>Establish a baseline of every student being recognized by receiving a SOAR card during the 2009 – 2010 school year.</b>  |

## 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.<br><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><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Explain to parents how the PBS/SOAR program relates to essential life skills  | PBS Committee Administration                                    | No cost. Posted on Floris website, newsletter, shared at PTA meetings.     | X   | X                       | X                       | X                       | PTA Board feedback  |
| 2. Vertical team meetings and weekly PLC meeting to discuss students' strengths and weaknesses concerning respect for self, others and environment | Teachers; specialists; administration                           | No cost.   | X   | X                       | X                       | X                       | Staff meeting notes<br>PLC meeting notes  |
| 3. Presentation to staff on strategies for implementing PBS in the classroom   | PBS Committee Administration                                    | No cost.   | X   | X                       | X                       | X                       | Agendas and staff meeting notes   |
| 4. Lessons for students on respect in Guidance and Health curriculum and school wide assemblies  | PBS Committee; Administration; School Counselors                | No cost.   | X   | X                       | X                       | X                       |   |
| 5. Establish baseline Bully Prevention assessment for grades 3 - 6   | School Counselors   | Elementary Guidance  | X   | X                       | X                       | X                       | Data from the survey and office referrals   |
| 6. Establish baseline for recognizing all students through the SOAR Program  | Staff   | No cost.   | X   | X                       | X                       | X                       | Checklist   |
| 7. Continuing <i>Project Wisdom</i> character education program through WFLO and follow up classroom discussions.                                  | PBS, School counselors, WFLO team, classroom teachers and staff | No cost.   | X   | X                       | X                       | X                       | Classroom discussions   |
| 8. PBS committee will reinforce positive behavior for staff  | PBS committee; Asst. Principal; Principal                       | Minimal cost (less than \$200)   | X   | X                       | X                       | X                       | Kudos Corner, Paper Plate Awards, Glad notes, food reinforcements, FYI records at the end |

## 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 students in the afternoon SACC program and Scout cleanup days of school grounds.

### 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.

This past year, all of the grades 1-6 had community service projects, including recycling, cleaning up a local park, writing to veterans and active duty military personnel, interacting with senior citizens, increasing respect, environmental stewardship. In our Reflections work this spring, we identified a need to 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 and 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, September, 2009- 51 % 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 teacher and one instructional assistant for selected students in grades 5-6) and the Foreign Language in the Elementary School (FLES) program in Spanish all students in grades 1-5 (1.5 teachers).

Floris has 1 full-time teacher for ESOL students, helping Limited English Proficient (LEP) students with language acquisition.

Staff recognizes our need to understand the growing diversity in the Floris community and works to encourage students to continue to interact with all classmates without regard to cultural differences.

### 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.

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

Krashen, S. "Stephen Krashen's Theory of Second Language Acquisition." <http://www.sk.com.br/sk-krash.html>; July 2, 2007

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| <b>Sub-Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>  |
|------------------------|---|
| 3.1                    | <b>Each grade level, 1-6, at Floris Elementary will sponsor a student community service project with 100% of the students at that grade level actively participating (excluding absences).</b>  |
| 3.1                    | <b>Increase student reflection of their own involvement through grade appropriate reflective activities, such as WFLO, journals, discussions, and/or presentations with 100% participation.</b> |
| 3.2                    | <b>Increase student and teacher cultural awareness through various classroom activities throughout the academic year to show 100% participation in every grade.</b>                             |

## 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.<br><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. Students and teachers at grade levels 1-6 will begin or continue a Community Service Project  | Grade level teams   | field trip cost for visiting senior citizens (student provided)<br>art materials<br>cameras<br>postage<br>No cost | X   | X                    | X                    | X                    | Recorded with photos, media write-ups and/or student reflections on WFLO several times this year |
| 2. Whole school on-going, long-term project adopted such as food and toy drives  | SCA Sponsors  | No cost   | X   | X                    | X                    | X                    | WFLO Announcements   |
| 3. PTA sponsored program called Floris Friends helping families in need  | PTA Committee called Floris Friends   | Floris PTA donations  | X   | X                    | X                    | X                    | PTA Treasurer records  |
| 4. Japanese, FLEX, and Spanish language instruction; expanding FLES program to grades 1-5; assessments; JI Go Day; Spanish word of the week              | JI teacher<br>FLES teachers<br>Classroom teachers<br>FLEX teachers                  | Instructional materials;<br>GO materials, WFLO show   | X   | X                    | X                    | X                    | WFLO Broadcast Records   |
| 5. Grade level activities: culture fairs, speakers, current events, geography bee; flags, assemblies, holidays/celebrations; musical songs; art projects | PBS<br>PTA<br>Geo Bee liaison<br>Grade level teachers<br>Music, PE and Art teachers | School Materials-art<br>PTA International Fun Night activity; Flags and maps<br>(PTA provided funds)              | X   | X                    | X                    | X                    | Pictures of activities in school journals and WFLO throughout the year                           |

**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.<br><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><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 6. Teachers will improve their efforts with ESOL students in all classes to create a low anxiety, inclusive environment through the use of vocabulary activities, pictures with text; SmartBoard lessons; read-alouds; booklists; Discovery Streaming video clips | PBS<br>Human Relations Committee<br>ESOL Teacher<br>Grade Level Teachers | Books from ESOL library<br>Handouts<br>SmartBoard templates<br>Discovery Streaming video clips<br>No cost | X   | X                       | X                       | X                       | Electronic folder on our Floris server for activities/lessons/books on this topic |

**RESULTS AND REFLECTION ON THE 2008-2009 SIP  
A Focus on Continuous Improvement**

| <b>SIP Objectives</b>   | <b>Results related to performance indicators</b>  | <b>Reflection on critical factors that supported and inhibited success</b>   | <b>Implications for ongoing improvement efforts</b>                 |
|---|---|--|---|
| <p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b><br/>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.</p> <p>Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.</p> | <p>Performance Indicator:<br/>Spring 2009 SOL scores and results from formative and summative assessments</p> <p>Quantitative/Qualitative Data:<br/>Special Ed student subgroup in Reading increased by 10 points based on EDSL data for 2009</p> | <p>Supported:<br/>eCART resources<br/>formative and summative assessments</p> <p>Inhibited:</p>  | <p>Initiate common Intervention and Enrichment time school-wide</p> |
| <p style="text-align: center;"><b>Essential Life Skills</b></p> <p><b>Objective:</b><br/>Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program.</p>   | <p>Performance Indicator:<br/>Student incentives through cafeteria drawing</p> <p>Quantitative/Qualitative Data:<br/>126 reports/referrals during 0809 school year</p>  | <p>Supported:<br/>Building of consistency in understanding school-wide expectations</p> <p>Inhibited:<br/>Lack of consistency in reporting</p> | <p>Modify reporting process</p>                                     |

| <b>SIP Objectives</b>   | <b>Results related to performance indicators</b>  | <b>Reflection on critical factors that supported and inhibited success</b>   | <b>Implications for ongoing improvement efforts</b>                    |
|---|---|--|--|
| <p data-bbox="195 175 474 245"><b>Responsibility to the Community</b></p> <p data-bbox="128 285 275 318"><b>Objective:</b></p> <p data-bbox="128 326 541 500">The Floris Community will design and implement programs that provide opportunities for students to participate in community service projects.</p> <p data-bbox="128 540 541 865">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.</p> | <p data-bbox="569 175 863 207">Performance Indicator:</p> <p data-bbox="569 248 814 280">Completed projects</p> <p data-bbox="569 321 953 354">Quantitative/Qualitative Data:</p> <p data-bbox="569 394 877 500">5 completed community projects with 100% participation</p> | <p data-bbox="984 175 1125 207">Supported:</p> <p data-bbox="984 248 1440 280">Parental and administrative support</p> <p data-bbox="984 321 1108 354">Inhibited:</p> <p data-bbox="984 394 1503 500">One grade-level project was inhibited by miscommunication and scheduling conflicts</p> | <p data-bbox="1543 175 1965 207">Select grade-appropriate projects</p> |