

**Fairfax County Public Schools**

**School Improvement Plan  
2011-2012**

**Forest Edge Elementary School**

**Cluster 8**

**Emily Cope, Assistant Principal; D. Kim Price, Principal; Sabra Lowery, Assistant Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



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





## **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**

We strongly believe that all learners can succeed and it is our expectation that they will. We will plan, instruct, remediate, and enrich through interdisciplinary teams and academic departments to ensure that students master our rigorous program.

**SCHOOL—MISSION STATEMENT**

Our Mission at Forest Edge ES is to provide all students with a dynamic educational program that nurtures and honors their diversity and to challenge all learners to achieve at levels commensurate with their abilities. We focus on and build a strong, supportive environment for academic and social achievement. As a Technology Focus School, we will continue to surpass our level of proficiency in the use of technology.

**SCHOOL—CORE VALUES/BELIEFS**

- Celebrate the uniqueness of our students
- Cultivate self-confidence and self-discipline while fostering a sense of responsibility
- Develop positive interpersonal relationships with peers and adults
- Establish behaviors that contribute to personal health and safety
- Express creativity in all curriculum areas

## **SPECIAL PROGRAMS**

### **Student Achievement Goal – Academics**

- AAUW Mentors
- Junior Achievement
- Book Fairs
- Reading Is Fundamental (RIF)
- Math Olympiads/Olympics
- Word Masters
- PTArt
- SOL Academy
- Readers as Leaders
- Young Scholars
- Math Night
- Science Fair
- Geography Bee
- After School Program
  - Art Club
  - Earthsavers
  - Homework Shop
  - Harry Potter Club
  - Math Clubs
  - Writing Club
  - FLEX
  - Intramurals

### **Student Achievement Goal – Essential Life Skills**

- Character Counts
- Peer Mediation
- Odyssey of the Mind
- Chess Club
- Drama Club
- Girl Power
- Robotics
- TV Studio
- Talent Show

### **Student Achievement Goal – Responsibility to the Community**

- Clothing Exchange
- Courtney Schilling Memorial 5K
- International Days
- Black History Celebration
- Recycling Program
- Student Council Association (SCA)

### **Other**

- Back to School Picnic
- Parent Workshops
- Parent Volunteer Program
- Vertical Teaming
- Professional Learning Communities (PLC)
- Student Support Team (SST)
- Teachers as Readers
- Arabic Outreach
- Parenting Classes (Hispanic/Arabic)
- Forest Edge First—Parent Literacy Group

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

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### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Staff will continue to implement balanced literacy in grades kindergarten through six with a focus on Guided Reading and implementation of intervention programs like LLI. Staff will also work to design lessons that are co-curricular and make direct connections between Language Arts and Social Studies and Science. Staff will also implement writing structures to be used in composing and editing writing pieces.

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### RATIONALE FOR OBJECTIVE:

- Staff will continue to partake in staff development to become familiar and/or more proficient in the elements of balanced literacy to enable our students to become successful readers and writers applied across all curricular areas.
- Staff will continue to collaborate among grade level teachers, specialist and curriculum resource teachers to develop common language, grade level prompts and rubrics and common assessments for writing. In doing so, we believe this will increase student knowledge and performance on the 5<sup>th</sup> Grade Writing SOL.
- Science and Social Studies scores are of concern for several subgroups. In order to increase student knowledge in these core subjects, we will be implementing the use of exit and entrance tickets, teachers will be creating and using learning targets, unpacking standards and writing common lesson plan objectives and assessments.

### Data Sources:

- **Multiyear Comparison of SOL Scores:** English Performance

<i>Student Subgroup</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
Black	82	91	75	83
Hispanic	79	93	90	88
Students with Disabilities	94	93	89	93
Economically Disadvantaged	82	89	83	86
Limited English Proficient	81	94	90	88

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

### **Strengths:**

- Implementation of block schedule that
  - minimizes pull-out in grades 5 and 6;
  - allows for uninterrupted blocks of mathematics instruction that minimizes grade level overlap for special education staff;
  - imbeds remediation opportunities within the regular school day
- Developing strong PLCs
- Knowledgeable Language Arts Committee
- Librarian integrates text utilizing curriculum of each grade
- Implementation of Fountas and Pinnell *Leveled Literacy Intervention* (LLI)
- Professional development activities integrated with PLC meetings allowing for greater refinement of learning objectives.  
Anticipated topics include:
  - eCART resources
  - Designing targeted remediation
  - Designing common formative assessments
  - Utilizing HORIZON
  - Finding instructional resources in eCART
- Flexible grouping based on DRA-WA, DRA2, previous year SOL scores, and ongoing formative assessment developed in HORIZON.
- Special education and ESOL staff who implement Cognitive Reading Strategies
- Resources:
  - Guided Reading materials to include fiction and nonfiction texts
  - School-based leveled book room
  - Lucy Calkins Reading and writing Workshop
  - Teacher's College Reading Assessments
  - Comprehension Toolkit
  - Six Traits of Writing
  - Mentor Texts and professional books

### **Weaknesses:**

- Teachers at different levels of learning/new staff members
- Differentiating instruction within the flexible groups (to include classroom management)
- Common assessment usage
- Lack of balance between novel rich reading and guided reading

- Limited professional library
- Vertical teaming comparing teaching strategies and curriculum resources

**Best Practice Research:**

Guiding Readers and Writers by Fountas and Pinnell suggests that language arts instruction through a balanced literacy approach will include a gradual release of responsibility using reading and writing workshops and this positively affects student achievement.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The percentage of kindergarten students with a DRA-WA at or above 167 will remain stable or increase from 95% by June 2012.
1.1.1	The percentage of first grade students at or above DRA2 level 16 will increase from 69% to 91% by June 2012.
1.1.1	The percentage of second grade students at or above DRA2 level 28 will increase from 80% to 91% by June 2012.
1.1.1	<p>Third grade Reading SOL proficient reading scores will remain stable or increase from 92% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 90% to 92% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a school wide average of 86% to 92% by June 2012.</li> </ul> <p>Third grade Social Studies SOL proficient social studies scores will increase from 86% to 90% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 68% to 90% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from 60% to 90% by June 2012.</li> </ul> <p>Third grade Science SOL proficient science scores will increase from 94% to 96% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 82% to 96% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from 75% to 96% by June 2012.</li> </ul>
1.1.1	<p>Fourth grade Reading SOL proficient reading scores will remain stable or increase from 92% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 72% to 92% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a school wide average of 81% to 92% by June 2012</li> </ul> <p>Fourth grade Social Studies SOL proficient social studies scores will increase from 85% to 90% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 59% to 90% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a 68% to 90% by June 2012</li> </ul>

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	<p>Fifth grade Reading SOL proficient reading scores will remain stable or increase from 97% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 88% to 97% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a school wide average of 90% to 98% by June 2012</li> </ul> <p>Fifth grade Writing SOL proficient writing scores will increase from 91% to 95% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for students with disabilities will increase from 50% to 95%</li> </ul> <p>Fifth grade Science SOL proficient science scores will increase from 87% to 90% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 71% to 90% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a school wide average of 64% to 91% by June 2012</li> <li>• Scores for students with disabilities will increase from 62% to 95%</li> <li>• Scores for LEP students will increase from 73% to 95%</li> </ul>
1.1.1	<p>Sixth grade Reading SOL proficient reading scores will remain stable or increase from 96% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 81% to 96% by June 2012.</li> <li>• Scores for Economically Disadvantaged students will increase from a school wide average of 85% to 96% by June 2012</li> <li>• Scores for LEP students will increase from 83% to 96%</li> </ul> <p>Sixth grade Social Studies SOL proficient social studies scores will remain stable or increase from 96% by June 2012.</p> <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 81% to 96% by June 2012.</li> </ul>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Staff will continue to implement balanced literacy in grades kindergarten through six.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Kindergarten staff will implement LLI program in daily instruction and Monday afternoon remediation groups.	Ursula White and Kindergarten Staff	<ul style="list-style-type: none"> <li>• 7 LLI Kits- purchased 2011</li> </ul>	X	X	X	X	Monthly assessments using DRA2 and/or Teacher’s College Assessments to monitor student’s reading ability and plan for targeted reading instruction.
2. Flexible grouping of all students based on DRA2 scores, Teacher’s College Assessment, and/or HORIZON Assessments.	All teachers K-6	<ul style="list-style-type: none"> <li>• Access to HORIZON</li> <li>• DRA2 kits</li> <li>• Teacher’s College Assessments (TC)</li> </ul>	X	X	X	X	Use data from monthly Horizon Assessments, DRA2, and/or TC Assessments to monitor student’s reading ability and plan for targeted instruction.
3. Provide targeted intervention for identified students during school hours.	All teachers K-6	<ul style="list-style-type: none"> <li>• Comprehension Toolkit</li> <li>• LLI</li> </ul>	X	X	X	X	Complete an intervention tracking sheet to gather data to determine if the intervention is working. If there is no academic progress, the intervention will adjust to meet the needs of the student.
4. Teachers will create a grade level word wall for commonly misspelled words and include vocabulary words from FCPS key vocabulary list. This will include vocabulary across the curriculum, LA, Science, Social Studies, Math, PE, Art and Music	All teachers K-6	<ul style="list-style-type: none"> <li>• FCPS Instructional Gateways for vocabulary</li> </ul>	X	X	X	X	Common formative assessments as developed in CLT meetings. Ability of students to be able to use academic vocabulary in their written and oral language.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Staff will continue to implement balanced literacy in grades kindergarten through six.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. ESOL and special education staff will provide direct instruction in reading using Cognitive Reading Strategies (CRS) program	Mary Kate Drab Kim Price Karen Tarolli	<ul style="list-style-type: none"> <li>Look, Listen, and Learn Software</li> <li>Book room</li> </ul>	X	X	X	X	Common formative assessments as developed in CLT meetings including DRA2 scores/levels, Teacher's College Assessments
6. Selected rising 3 <sup>rd</sup> Grade students will be invited to attend a 1 week summer program to boost Literacy and Science skills. Throughout the year additional afterschool programs will be offered for both students and parents.	Emily Cope Kim Price Maggie Mansfield 3 <sup>rd</sup> Grade Team	<ul style="list-style-type: none"> <li>LLI Kits</li> <li>Curriculum maps for 3<sup>rd</sup> grade</li> </ul>	x	x	x	x	Students will be assessed in Reading using the DRA2 in August. Progress will be recorded on a quarterly basis.
7. CLT work to include Unpacking Standards, Curriculum Maps, pacing guides, development of teamwide learning targets and exit and entrance tickets	All Staff	<ul style="list-style-type: none"> <li>Staff Planning days- Subs</li> <li>Staff Development through Staff Meetings</li> </ul>	X	X	X	X	Student progress will be measured through the use of eCart, and common assessments, pre and post tests for units.

## 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.*

- |  |   |
|--|---|
| <p><input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1.1 English language arts</li> <li><input checked="" type="checkbox"/> 1.1.2 Mathematics</li> <li><input type="checkbox"/> 1.1.3 Science</li> <li><input type="checkbox"/> 1.1.4 Social studies</li> </ul> <p><input type="checkbox"/> 1.2 Communicate in at least two languages</p> | <p><input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.</p> <p><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.</p> <p><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.</p> |
|--|---|

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Staff will focus on use of basic facts, multi-disciplinary integration of mathematics in real-life and academic settings and mathematical thinking to strengthen math foundations at all grade levels.

**RATIONALE FOR OBJECTIVE:** Staff will work collaboratively across grade levels to implement strategies and programs to work towards the plan objective and increase student performance on math assessments. Current mathematical research suggests that the use of higher level mathematical thinking improves students’ overall math performance and increases basic skills in addition to problem solving, confidence, and success.

**Data Sources:**

- **Multiyear Comparison of SOL Scores: Mathematics Performance**

<i>Student Subgroup</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2011-2012</i>
Black	54	80	75	88
Hispanic	55	79	79	95
Students with Disabilities	66	92	80	89
Economically Disadvantaged	54	78	78	90
Limited English Proficient	63	83	81	91

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

### **Strengths:**

- Knowledgeable Math Committee
- Implementation of block schedule that
  - minimizes pull-out in grades 5 and 6;
  - allows for uninterrupted blocks of mathematics instruction that minimizes grade level overlap for special education staff;
  - imbeds remediation opportunities within the regular school day.
- Developing strong PLCs
- Professional development activities integrated with PLC meetings allowing for greater refinement of learning objectives.  
Anticipated topics include:
  - eCART resources
  - Designing targeted remediation
  - Designing common formative assessments
  - Utilizing HORIZON
  - Finding instructional resources in eCART
- Flexible grouping based on eCART, SOL scores, and common formative assessment
- Resources:
  - Calculators for all classrooms grade 4—6
  - Calendar Math for all classrooms K—3, one kit per grade level 4—6
  - Connecting Math Concepts
  - Test Ready
  - Geometer Sketchpad

### **Weaknesses:**

- Teachers at different levels of learning
- Differentiating instruction within the flexible groups
- Lacking math materials such as manipulatives and supplemental materials

## **Best Practice Research:**

Building Background Knowledge for Academic Achievement by Robert J. Marzano suggests student achievement is directly linked to background knowledge and background knowledge is acquired through academic experiences and the acquisition of subject vocabulary.

KeyMath3 by Austin J. Connolly states that American students lag behind the world in math reasoning and computation and that to address these weaknesses, it is necessary to return to the instruction of basic math skills as well as higher level conceptual skills.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.2	The percentage of kindergarten students with a MRA score of L4 (Emergent=Kindergarten Benchmark) in all 8 tasks will increase from 70% to 85% by June 2012.
1.1.2	The percentage of first grade students with a MRA score at or above 70% (proficient) will increase from 87% to 91% by June 2012.
1.1.2	The percentage of second grade students with a MRA score at or above 70% (proficient) will increase from 70% to 94% by June 2012.
1.1.2	Third grade Math SOL proficient math scores will remain stable or increase from 95% by June 2012. <ul style="list-style-type: none"> <li>• Scores for Hispanic students will increase from 80% to 95% by June 2012.</li> </ul>
1.1.2	Fourth grade Math SOL proficient math scores will remain stable or increase from 95 % by June 2012. <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 84% to 95% by June 2012.</li> </ul>
1.1.2	Fifth grade Math SOL proficient math scores will remain stable or increase from 89% to 95% by June 2012. <ul style="list-style-type: none"> <li>• Scores for Black students will increase from 76% to 95% by June 2012.</li> <li>• Scores for Students with Disabilities will increase or from 82% to 95% by June 2012.</li> <li>• Scores for Economically Disadvantaged Students will increase from 86% to 95% by June 2012.</li> </ul>
1.1.2	Sixth grade Math SOL proficient math scores will remain stable or increase from 98% by June 2012. <ul style="list-style-type: none"> <li>• Scores for Students with Disabilities will increase from 79% to 89% by June 2012.</li> <li>• Scores for Limited English Proficiency (LEP) students will increase from 75% to 90% by June 2012.</li> </ul>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Staff will focus on use of basic facts, multi-disciplinary integration of mathematics in real-life and academic settings and mathematical thinking to strengthen math foundations at all grade levels.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Staff will focus on mastery of standards, tracking student progress, and re-teaching students as needed the foundations at all grade levels.	Instructional Staff	Portfolios	X	X	X	X	Checking portfolios daily to check progress
2. Staff will use common vocabulary across all grade levels to build knowledge of mathematical terms.	Instructional Staff	Common Vocabulary Manuals, Classroom posters/word walls	X	X	X	X	Grade level common formative assessments
3. Staff will create flexible groups based on pre-assessments and post-assessments of standards being taught. Students will move from group to group based on formative and summative assessments.	Instructional Staff	Access to HORIZON Access to eCART	X	X	X	X	Grade level common formative assessments
4. Creating curriculum maps based on FCPS packing guide and individual student needs.	Instructional Staff	HORIZON and eCART	X	X	X	X	Learning Target/Curriculum maps (created in CLT meetings)
5. Schedule regular math intervention blocks.	Instructional Staff	HORIZON and eCART	X	X	X	X	Master schedule, teacher schedule
6. Develop grade level specific math exit tickets.	Instructional Staff	HORIZON and eCART	X	X	X	X	Notes from CLT meetings

## 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 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 checked="" 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 checked="" type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> | 2.8 Make healthy and safe life choices.                    |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Staff and community will continue to guide students in develop essential life skills to including resilience, self-confidence, and conflict resolution.

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### **RATIONALE FOR OBJECTIVE:**

#### **Data Sources:**

*Student Office Referrals by Year*

<i>2008-2009</i>	<i>2009-2010</i>
154	77

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

**Strengths:** Forest Edge provides a variety of special programs that allow students to develop and foster conflict resolution skills including Girl Power Program, AAUW Mentors, MentorWorks, Readers as Leaders, and Golden Eagles.

**Weaknesses:**

Recruiting mentors in the community

Obtaining parental permission for participation

Transportation to after school activities

**Best Practice Research:**

As stated in the article Self-Efficacy and Achievement Behaviors by Dale H. Schunk when students are able to develop essential life skills their ability to succeed increases.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.3, 2.4	To continue student mentoring group(s) and increase staff participation in mentoring from 10 to 20.

## STUDENT ACHIEVEMENT GOAL—LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff and community will guide students to develop essential life skills to include self-confidence, resiliency, and conflict resolution.</b>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. <u>Mentoring</u> : -Forest Edge Mentoring Program (MentorWorks): -AAUW mentors -teachers as mentors	Martha Hutchinson (FEES Mentoring Program Coordinator)	N/A	X	X	X	X	
2. Girl Power! Program	Martha Hutchinson Sheila Murphy (facilitators)		X	X	X	X	
3. Golden Eagles Program: (10 week program for boys in 4 <sup>th</sup> and 5 <sup>th</sup> grades Teaches about the dangers of alcohol/illegal drug/tobacco use and how to make positive social choices.)	Martha Hutchinson (contact person) Facilitated by Linda Pate, Prevention Specialist from the Fairfax-Falls Church Community Services Board	N/A	X	X	X	X	
4. <u>School-wide Positive Behavior Program</u> -Character Counts Program (including Bucket Fillers Theme) -Classroom Guidance Lessons -Short term small group and individual counseling	PBA Committee		X	X	X	X	

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff and community will guide students to develop essential life skills to include self-confidence, resiliency, and conflict resolution.**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. After School Clubs: -Harry Potter Club -Chess Club -Homework Club -Drama Club -Dance Club -Intramural Sports/Recreation -Art Club -Sports Clubs (TBA)	Volunteer Staff Members		X	X	X	X	

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

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

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

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Staff will provide opportunities for students make positive contributions to their school, community, country, and world.

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**RATIONALE FOR OBJECTIVE:** As a society that is become more global based, we need to instill a sense of global connectedness.

### **Data Sources:**

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

#### **Strengths:**

Forest Edge provides a variety of special programs that allow students to make positive contributions including

#### **Weaknesses:**

### **Best Practice Research:**

As stated in Citizenship for You by Algarra and Easy from the Institute for Citizenship when individuals are taught good citizenship at a young age, it carries through to adulthood and in turn they become productive citizens of the world.

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

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.2	Students will continue to participate in a school-wide recycling project.
3.2	Students will have opportunities to plan and participate the Courtney Schilling Memorial 5K.
3.2	Students will create cards for active and retired members of the US military both domestic and overseas.
3.2	Students will participate in adopt a spot on school grounds

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will provide opportunities for students make positive contributions to their school, community, country, and world.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
Staff will continue the school-wide recycling program.	Kathleen Herron	n/a	X	X	X	X	Count of number of filled collection containers
Staff will invite SCA representatives and other interested students to promote the 5K race to the community.	Kim Price Jen Kenney		X	X	X		
Students will participate in adopt a spot on school grounds and keep this area clean	Tim Haralson Mark Moody	n/a			x	x	Observation of the school grounds
Litter Club will create a brochure for students on the importance of keeping public areas clean	Tim Haralson Mark Moody	Paper Copy ability Grant for \$1,000 has been obtained			x	x	Completion of brochure

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

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b></p>			