

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Forest Edge Elementary School

Cluster *VIII*

Frank Bensinger, 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
Frank Bensinger	Principal	Jennifer Kenney	Special Education Teacher Social Studies Co-Lead Teacher
Emily S. Cope	Assistant Principal	Maggie Mansfield	ESOL Teacher Social Studies Co-Lead Teacher
Sabra Lowery	Assistant Principal	Rebecca Morgan	Fifth Grade GT Teacher
Doretta Hubbard	Reading Teacher	Javed Zaidi	PTA President
Ann Gervasio	School Based Technology Specialist	Melissa Vedder	Fifth Grade GT Teacher
Sandy Evans	Sixth Grade GT Teacher, Science Co-Lead teacher	Laurie Podell	Instructional Assistant
Kathleen Herron	Kindergarten Teacher Science Co-Lead Teacher	Shelia Urban	Kindergarten Teacher Math Co-Lead
Sara Birkhead	Sixth Grade Teacher Math Co-Lead	Sharon Sheldon	Special Education Teacher Language Arts Co-Lead
Kathie Pfeffer-Hahn	Third Grade GT Teacher Language Arts Co-Lead	Martha Hutchinson	Counselor
Pat Downes	5 th Grade Teacher	Judy Davidson	Instructional Assistant
Lucy Cannon	Librarian	Bev Monroe	Sixth Grade GT Teacher
Amanda Brown	Second Grade Teacher	Shelia Murphy	Counselor

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 FEES 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
- Siemens Science Day
- Junior Achievement
- Book Fairs
- Reading Is Fundamental (RIF)
- Math Olympiads/Olympics
- Word Masters
- PTArt
- SOL Academy
- Young Scholars
- Math Night
- Science Fair
- Geography Bee
- After School Program
 - Homework Shop
 - Harry Potter Club
 - Treble Makers
 - Math Clubs
 - Writing Club
 - FLEX
 - Intramurals

Student Achievement Goal – Essential Life Skills

- Character Counts
- Peer Mediation
- Grade level Meetings
- Odyssey of the Mind
- Chess Club
- Acting Bugs

- Drama Club
- Girl Power
- Robotics
- TV Studio
- Talent Show
- Readers are Leaders
- Logo Programming

Student Achievement Goal – Responsibility to the Community

- International Days
- MLK Celebration Festival
- Black History Celebration
- Recycling Program
- Student Council Association (SCA)
- Hispanic Heritage Celebration

Other

- Back to School Picnic
- Parent Workshops
- Parent Volunteer Program
- Vertical Teaming
- Einstein Program
- Professional Learning Communities (PLC)
- Student Support Team (SST)
- Teachers as Readers
- Arabic Outreach
- Parenting Classes (Hispanic/Arabic)
- Literacy Parent 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 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: Staff will continue to implement balanced literacy in grades K through six.

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 proficient readers and writers which applies across curricular areas.

Data Sources:

SOL Scores:

- Economically Disadvantaged
Reading rose from 63% to 82%
- African American
Reading rose from 57% to 82%

Classroom observation – Traditionally within flexible groups teachers are beginning to use guided reading using flexible group’s instructions as evidenced by administrative observations.

Language Arts Committee retreat/minutes – Reviewed school plan and previous years’ choice of materials while using staff development as our focus.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Knowledgeable Language Arts Committee
- Scheduled staff development time provided by administration:
 - NCS Mentors
 - ECART Training
 - 6 Traits
 - Balanced Literacy
 - Guided Reading
 - Readers Theater
 - Fluency Workshops
- Flexible grouping based on DRA2, DRA2 Word Analysis, and SOL scores at the onset
- Resources:
 - Guided Reading Material to include fiction and non fiction texts
 - Comprehension Toolkit
 - Six Traits of Writing

Weaknesses:

- Teachers at different levels of learning
- Differentiating instruction within the flexible groups
- Lack of common assessment for K-6

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.

ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	Third Grade Reading SOL scores will increase from 88% to 94% by June of 2009
1.1.1	Fifth Grade Reading SOL scores will increase from 87% to 94% and Writing SOL scores will increase from 92% to 95% by June 2009.
1.1.1	Fourth Grade Reading SOL scores increase from 96% to 97% by June 2009.
1.1.1	Sixth Grade Reading SOL scores increase from 93% to 94% by June 2009.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will continue to implement balanced literacy in grades K 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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. Gatherings with the community on and off site by administration to help parents support student learning and build relationships with parents of at-risk students.	Principal Assistant Principals	Refreshments		x		x	Attendance at gatherings
3. Participation in Word Master	Becky Morgan	Word Master tests \$408	x	x	x	x	Scores on tests
4. Implement reading strategies throughout content areas – math, science and social studies	All Staff	Trade Books TBA Bookroom build up \$2,000.00 Marilyn Burns Classroom Math Library Grades K-6 \$8,500.00	x	x	x	x	Observation of classroom instruction Content area SOL scores
5. Book Room will utilize the electronic checkout of Extensive Novel Sets and Guided Reading Materials		Computer			x	x	Tracking of texts

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will continue to implement balanced literacy in grades K through six.							
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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Kindergarten Intervention Plan/Reading Buddies/Volunteer Tutor Initiative	K Teachers, Instructional Assistants, Reading Teacher and Parent Volunteers	\$300.00			x	x	DRA2 Word Analysis scores- Scores will show a 10% improvement in the following areas. <ul style="list-style-type: none"> • <i>Task 1</i>-Distinguishing pictured rhyming words • <i>Task 7</i>-Understanding words used to talk about printed language concepts II. • <i>Task 8</i>-Segmenting sentences into words (Auditory) The improvement will be documented using the end of the year test results as compared to those obtained in the first DRA2 window (fall 2008).

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will continue to implement balanced literacy in grades K through six.							
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7. GT Language Arts Materials	GT Center Teachers	The Word Within the Word The Magic Lens vol. 1 Caesar's English Teaching the Qualities of Writing W&M Journey's and Destinations	x	x	x	x	Word Master scores and Common Assessments
8. Writing Across the Curriculum to include: ○ Lab reports ○ Reflection Journals ○ Interactive notebooks	All Staff	Composition Books as needed	x	x	x	x	Common assessments through ECART Rubrics for writing

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.

- | | |
|--|---|
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| <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: Staff will focus on use of manipulatives, hands-on math, real-world applications of mathematical concepts, and basic math facts, along with ways to integrate mathematics into other subject areas, with a special focus on English language arts in the area of vocabulary, to strengthen math foundations and create a common vocabulary across 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.

Data Sources:

SOL/VGLA Scores:

- Economically Disadvantaged
 - 54% passing
- Limited English Proficient
 - 63% passing
- Black
 - 54% passing
- Hispanic
 - 55% passing

Classroom assessment: eCART formative assessments and grade level formative assessments.

Math committee meeting: observations by team members that many teachers and grade levels are lacking math materials, especially manipulatives.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Knowledgeable Math Committee
- Flexible grouping based on eCART, SOL scores, and pre-assessments
- Resources:
 - Groundworks series
 - Top Score and Great Expectations
 - Test Ready

Weaknesses:

- Teachers at different levels of learning
- Differentiating instruction within the flexible groups
- Lack of organization and distribution of math resources

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

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.2	LEP Math SOL scores will increase from 63% to 75% by June of 2009
1.1.2	Black (Not of Hispanic Origin) Math SOL scores will increase from 54% to 75% by June of 2009
1.1.2	Hispanic Math SOL scores increase from 55% to 75% by June of 2009.
1.1.2	Students with Disabilities Math SOL scores increase from 66% to 75% by June of 2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.							
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. Staff will participate in Math staff development a. Teaching math to LEP students b. Number and Number Sense c. Measurement and Geometry d. Use of manipulatives e. Calendar Math	Math Committee Administration ESOL teachers	Calendar Math (\$6995 for 33 kits) Manipulatives training	x	x	x	x	Attendance at staff in-service meetings and workshops offered on site and out of the county Observations of classroom instruction including use of Calendar Math eCART Common Assessment SOL Scores
2. Establishment of Math Day/Night to give students the opportunity to participate in focused math activities and games.	Math Committee Grade level teams PTA Parent volunteers Siemens Specialists	School supplies			x		Parent attendance Student engagement Parent Survey
3. Promote math vocabulary on morning TV announcements and display of vocabulary in school hallways	Becky Morgan TV Crew	Mathematics Vocabulary Cards	x	x	x	x	Use of math vocabulary
4. Implementation of school wide problem solving program through morning announcements	Math committee TV crew		x	x	x	x	Participation in program
5. Distribution of Math vocabulary to each teacher.	Math committee		x				Consistency of math vocabulary across grade levels

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

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. Implementation of math skills into specialists courses	Math Committee Specialists		x	x	x	x	Classroom observation of specialists classes
7. Construction of Math Bulletin board(s) for display of math content in cafeteria.	Teacher coordinator Students PTA Parent volunteers			x	x	x	Bulletin board displays
8. School wide math fact challenge with a recognition board for students who pass each operation.	Math teachers Math Committee Parent involvement		x	x	x	x	Scores on basic fact tests
9. Acquire math materials for LEP and Students with Disabilities aimed toward instruction of these groups	Math Committee	Measuring Up \$1932 KeyMath3	x	x	x	x	Test scores
10. Regular use of TRC for math practice at each grade level a. Create list of appropriate websites for teachers b. Obtain software for TRC computers such as Compass Learning	Math Committee Tech department	Compass Learning Mountain Math -\$79 per classroom		x	x	x	Regular TRC math schedule Test scores
11. Promote problem solving in using Math Olympics	Judy Davidson Classroom teachers (Grades 1-6)		x	x	x	x	Performance on monthly tests
12. Math enrichment and challenge activities such as Math Olympiad, and Math Counts	Judy Davidson Sara Birkhead Administrators		x	x	x	x	Student participation Performance in competitions
13. Recruitment of adult volunteers to mentor struggling students during math instruction	PTA Siemens Parent volunteers			x	x	x	Student performance in class Student test scores

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 checked="" 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 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: Staff and community will guide students to develop practical life skills to include:

- Resilience and self-confidence
- Love of learning
- Problem Solving
- Effective work habits and ethics

RATIONALE FOR OBJECTIVE: In order to maximize achievement for all students, we determined that they need a solid foundation in essential life skills. In addition, a number of students from our data source groups would benefit from additional attention to succeed and allow us as a school to achieve AYP.

Data Sources:

- Enrollment of limited English proficient students - 17.76 %
- Enrollment of economically disadvantaged students – 27.50%
- SOL Math scores
 - School Wide Math passing rate 85%
 - LEP Math passing rate 63%
 - Economically disadvantaged Math passing rate 54%
- Baseline data of final citizenship grades for 2007-08 to be compared to each quarter of this school year

After analyzing the data above, we found that many students coming from the above mentioned sources need to develop better work habits, resilience, problem solving and self-confidence as demonstrated through SOL scores and effort grades on the progress reports.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Girl Power
AAUW Mentoring
MentorWorks
Homework Shop
SOL Academy
Odyssey of the Mind
Young Scholars
Challenge 24
Math Night
Chess Club
Robotics
Logo Programing

Weaknesses:

Recruiting mentors in the community and staff
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, if and 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, 2.5	Establish base line data during the first quarter for referrals to counselors.
2.3	Establish base line for school year 2008-9 for participation in after school mentor programs to include Girl Power, AAUW and Readers are Leaders, etc.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff and community will guide students to develop practical life skills to include:							
<ul style="list-style-type: none"> • Resilience and self-confidence • Love of learning • Problem Solving • Effective work habits and ethics 							
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. Monthly counselor lessons to include character counts traits of: respect, responsibility, trustworthiness, fairness, caring, and citizenship	Counselors	Puppets Beanie Babies	x	x	x	x	Survey of classroom teachers about student performance.
2. Continue Girl Power curriculum	Counselors Staff members	Facilities Classroom materials grants	x	x	x	x	Pre and post test Improved grades Reduced behavioral issues
3. Expanding participation in mentorship program	Counselors Administration Homework shop coordinators Mentors from community Staff Mentors	Facilities (library, cafeteria, etc.) Classroom materials	x	x	x	x	Pre and post survey provided by counselors
3. Continue SOL Academy	Counselors/TBA	Facilities Grant		x	x		Ongoing assessments SOL scores
4. Continue School Clubs i.e. Homework Shop; Robotics; Odyssey of the Mind, Challenge 24 Math Night Chess Club	Pauline McAfee Paul McClemens Parent Volunteers Staff Volunteers	Facilities (library, cafeteria) Materials Challenge 24 \$968	x	x	x	x	Attendance at clubs SOL math scores Ongoing assessments i.e. ECart

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: Staff will guide students to develop good character traits in order to enable them to become responsible citizens in the community.

RATIONALE FOR OBJECTIVE: We need to instill in all of our students, old and new, our expectations for them to be respectful and responsible citizens in the school community, as well as the community at large.

Data Sources:

- Mobility Rate 16%
- Anecdotal records and reflection sheets
- Monitor Suspension Rates

After analyzing the data listed above, we have noticed a trend, especially with students who have recently moved into our school community, of an increase in our reflections and discipline referrals which are affecting students' citizenship grades.

Knowledge of Programmatic/Instructional Strengths and Weaknesses

Strengths:

- Character Counts
- Girl Power Program
- AAUW Mentors
- MentorWorks
- Discipline Program – use of reflections sheets
- Grade Level Meetings
- Guidance Lessons

Weaknesses:

- Transitioning students' climate expectations – especially students coming from different schools and school environments
- In-servicing new staff into the established programs

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 Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	<p>All returning Forest Edge students will demonstrate the Six Pillars of Character defined by Character Counts ® (respect, responsibility, trustworthiness, fairness, caring, citizenship) as measured by a minimum 3% annual increase of “Outstanding” marks in the areas of <i>Citizenship and Study Skills</i> on progress report grades. This increase will be measured from the 2007-08 baseline of 22%; in addition, we will see a 3% decrease in “Needs Improvement” marks.</p>

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will guide students to develop good character traits in order to enable them to become responsible citizens in the 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. Using Character Counts to promote good character through: Monthly lessons by counselors School wide recognition of positive traits exhibited by students News segment on daily announcements to reinforce monthly trait Collect toiletries for homeless shelter	Counselors Mark Bunney Yolanda Maldonado Judy Davidson	Classroom and cafeteria posters Character trait lesson sets for each grade level Character awards given at assembly monthly	x	x	x	x	We will monitor progress quarterly, by tracking behavioral referrals and citizenship grades on report cards school wide. Baseline data from the 2007-2008 school year will be used to monitor progress.
2. Parenting Classes	Counselors Universal Unitarian Church at Reston St. Anne's Episcopal Church Parent Liaisons Family Services	School Facilities	x	x	x	x	More communication between staff and parents. Increased involvement Improved behavior and grades
3. Black History Month Students prepare questions Students perform	Pauline McAfee & committee	Facilities Food provider Speakers		Feb			Attendance at celebration
Hispanic Heritage Month	Luzelena Puertas & Committee	Facilities Food Provider Speakers	Oct				Attendance at celebration

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will guide students to develop good character traits in order to enable them to become responsible citizens in the 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.
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4.Recycle Program Monthly classes will be responsible for collecting recycled materials	School wide PTA	Recycling receptacles - donated	x	x	x	x	Less waste produced by school population – At least 99 feet of paper recycled equaling 33 trees
Cyber safety week	Sheila Murphy & Martha Hutchinson School wide PTA Outside cyber partners Principal				x		Pre and Post parent surveys
Military greeting cards	School wide	Paper, crayons, markers, construction papers, etc.	x	x	x	x	80% student participation on each of three card disbursements.
VA Hospital Pen Pal program	Jennifer Kenney VA Hospital contact	Composition notebooks, refreshments for meet and greets		x	x	x	85% retention rate for both participating parties (students and veterans)
Videoconferencing	Frank Bensinger & Committee Tech Committee	Videoconferencing loaner equipment, Possible purchase of equipment & Purchase of at least two virtual field trips		x	x	x	Intra-Pyramid Communication Long Distance Learning

**Forest Edge ES 2007-2008
RESULTS AND REFLECTION
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.</p>	<p>Third Grade Reading SOL scores increased from 85.8 to 92.2% a 7.5 % increase (Goal 1.1.1 was 88%) Fifth grade Reading SOL Scores increased from 84.6% to 94.8 % a 12 % increase (Goal 1.1.1 was 87%) Fifth grade writing SOL scores increased from 89.9% to 91.9 % an increase of 2% (Goal 1.1.1 was 92%)</p>	<p>Supported: Literacy Folders, Implementation of the 6 Traits of Writing, SOL Academy, Book Room expansion and build up of leveled texts, Staff Development on VGLA, Soc. Studies integration, 6Traits, Home work shop, Readers as Leaders. Inhibited: Limited funds for staff development, VGLA first time use, eCart pilot</p>	<p>Continuation of the focus on Literacy skills, VGLA implementation for both reading and math. More focus on data analysis to direct instruction. More staff development on best practices, PLC, and common assessments.</p>
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.</p>	<p>Fewer referrals to the office and counselors for behavior. More mentors for both boys (Readers as Leaders) and girls(AAUW women and Girl Power). Greater participation in SOL Academy, Homework Shop, and a multitude of after-school clubs.</p>	<p>Supported: AAUW women’s group expanded their mentor base. Added the Readers as Leaders group from South Lakes HS. Added additional support to homework shop through the IB program At South Lakes HS. Pen Pal process expanded into second grade. Monthly grade level meeting. Inhibited: Need more mentors. Need to get our business partner back on track. Less counseling staffing due to budget cuts</p>	<p>Personal contact has a positive impact on student attitudes and perceptions. Need to continue to recruit adults to mentor at-risk kids. Admin to expand monthly grade level meetings to include all admin team.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="195 175 474 245">Responsibility to the Community</p> <p data-bbox="128 285 537 537">Objective: 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.</p>	<p data-bbox="569 175 951 464">Overall citizenship grades improved. Several community cleanup projects and activities started. Students changed the focus of the Student Council Association to a more service directed organization.</p>	<p data-bbox="984 175 1514 756">Supported: Monthly Character Counts Assemblies with active parent and staff support. Over 660 students awarded certificates for demonstrating the six pillars of character. Peer Mediation programs. Patrols actively meet to discuss service to the school and community. Support by the SRO's. Girl Power group addresses character issues. Facilitate the use of the school for diverse parent groups. Literacy classes for adults. Inhibited: Less counseling resources due to budget cuts.</p>	<p data-bbox="1543 175 1969 678">Continuation of the Character Counts program. Expand the awards where appropriate. Parade the recipients on the TV and web pages for recognition and appreciation. Actively promote community outreach and inclusion in instruction and during any type of media presentation. Look for additional ways to teach student to reach out to their communities in a positive manner.</p>

Appendix

QUALITY EDUCATIONAL PRACTICES

Active Hands-On Learning

Students learn concepts, skills, and strategies through observation, discussion, manipulation, and exploration of a variety of authentic materials.

Age and Individually Appropriate Curriculum and Instruction

Classroom instruction is based on knowledge of chronological and cognitive development and the unique strengths of individual students.

Authentic Assessment

Observing, recording, analyzing, and summarizing student work in real life contexts document student achievement of desired standards and benchmarks. Assessments guide decisions on the complex issues the school improvement plan tackles.

Balanced Literacy

A balanced literacy program entails a combination of reading and writing activities throughout the day that fosters a release of responsibility to the student. The continuum of a reading workshop goes from read aloud to guided reading to independent reading while a writing workshop goes from shared writing to writing conferences to independent writing.

Benchmark

Comparative data that represents best practice of the highest caliber.

Book Buddies

Book Buddies utilizes parent volunteers to provide small group intervention for struggling readers. The site coordinator (reading teacher) provides ongoing training in research-based methods and supports the tutor by writing lesson plans, arranging materials for each lesson and providing routine feedback regarding specific activities and techniques. Resource: Book Buddies: Guidelines for Volunteer Tutors of Emergent and Early Readers, by Johnston, Invernizzi and Juel

Collaboration

The act of working together; working jointly.

Continuous Improvement

A systemic, organization-wide approach for continually improving processes that deliver quality products and services.

Data

Information that forms the basis for decision making. Data can be “hard” (factual; can be counted or measured) or “soft” (based on human satisfaction and/or perception).

Differentiated Instruction

Based on the POS and SOLs, instruction and assessment is adapted to meet the needs of the learner. Strategies that provide a variety of ways to learn as well as assignments and learning experiences with different degrees of difficulty are implemented, while maintaining a consistent instructional focus and high expectations for all students.

Flexible Grouping

Grouping patterns vary according to instructional goals, and student’s needs and interests.

Goal

A declaration of long-range aspirations for a future performance level. Goals should be “SMART” (Specific, Measurable, Attainable, Realistic and Time bound).

Learning Stations

Students interact with materials to explore, discover, practice new skills, and acquire new knowledge through a variety of activities.

Mission Statement

Describes the overall purpose of the organization, the clients served and what the organization does on a daily basis.

Meaningful and Relevant Curriculum

Curriculum is designed to meet the POS and SOL objectives and make connections to the lives and experiences of the students.

Objective

A sub goal that represents a short-term, measurable step within a designated period of time that is moving toward achieving a long-term goal. Objectives, like goals, should exceed current capability.

Outcome Statement

Describes the desired outcome of a work plan strategy.

Opportunity for Choice

Students are encouraged to select activities that allow them to discover new knowledge, pursue an interest, practice skills, extend understanding, and apply problem-solving strategies.

Performance Indicators

They narrow the aim of an objective. They are measurable and directly linked to a source of data.

Rationale

A statement that provides the professional argument for pursuing a school improvement plan objective. It communicates the link between established practice and research-based theory.

Responsiveness to Diverse Learners

The classroom environment encourages respect for a variety of perspectives such as the language, customs, learning styles or special needs of individual students. Differentiated instructional strategies addressing the needs of all these students are integrated into the daily curriculum.

Results

The product of a system.

Rubric

A scoring guide used in subjective assessments.

School Improvement Plan

A year long plan for improving student achievement that describes and addresses the unique needs of the school while simultaneously helping the school district accomplish its mission.

Safe and Supportive Classroom Environment

The learning environment is safe and nurturing. It is organized for the purpose of developing a community of learners by supporting the work students do, reflecting their unique qualities, and celebrating their individual and collective accomplishments.

Strategy

The skillful planning and management of anything.

Student Achievement

One of three goals for FCPS developed by the Fairfax County School Board. Every objective in the school improvement plan should be aligned with one or more student achievement goals.

Vision Statement

Describes what the organization aspires to be in the future

Work Plan

A collection of strategies for achieving a school improvement plan objective.

ACRONYMS/TERMS

ECart– Electronic Curriculum Assessment Resource Tool – Online and paper/pencil SOL indicator assessment that provides curricular assessments and resources for students in grades K-8.

PLC – Professional Learning Communities – a conceptual framework that can be grouped into three major themes: A solid foundation consisting of collaboratively developed and widely shared mission, vision, values, and goals; collaborative teams that work interdependently to achieve common goals; a focus on results as evidenced by a commitment to continuous improvement.

SMART – An acronym for the components of a goal: Specific (S), measurable (M), attainable (A), realistic ®, and time bound (T).

SOL- Standard of Learning – Tests given by the state of Virginia for NCLB

SST – Student Support Team – A group made up of teachers, counselors, Assistant Principal, instructional assistants. Teachers present students to this group who are not achieving at grade level. Team members give teacher suggestions and strategies. They can refer the student to other specialists, revisit the child at a later date or refer the student to the local screening team for further testing and possible special education services.