

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Forestville Elementary

Cluster I

**Matt C. Harris, Principal
Kathleen Quigley, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Mr. Matt Harris	Principal	Mrs. Kathy Quigley	Assistant Principal
Tara Belke	Committee Chair~Academics- Reading Teacher		
Helen Cole	Committee Chair~Academics 5 th Grade Teacher		
Martha Short-Smith	Committee Chair~Academics School Based Technology Specialist		
Mary Zarling	Committee Chair~Academics Special Educator	Jackie Ade	SIP Essential Life Skills Member; 3 rd Grade Teacher
Betsy Biernik	SIP Academic Member 4 th Grade GT Teacher	Sarina Anch	SIP Essential Life Skills Member; 3 rd Grade Teacher
Margie Bylund	SIP Academic Member Librarian	Diana Early	SIP Essential Life Skills Member; K Teacher
Joan Curran	SIP Academic Member 4 th Grade Teacher	Lindsay Barnas	SIP Essential Life Skills Member; Special Educator
Lacy Grecco	SIP Academic Member Speech and Language Clinician	Pam Jacobsen	SIP Essential Life Skills Member; Special Education Assistant
Sheryl Jones	SIP Academic Member Special Educator	Susan Kim	SIP Essential Life Skills Member; Counselor
Kurt Jacobs	SIP Academic Member 5 th Grade Teacher	Christian King	SIP Essential Life Skills Member; Music Teacher
Lauren Kennedy	SIP Academic Member 6 th Grade Teacher	Lynda Krop	SIP Essential Life Skills Member; Office Assistant
Kia Cole	SIP Academic Member Special Education Assistant	Jenny Lina	SIP Essential Life Skills Member; 6 th Grade Teacher
Erin Loving	SIP Academic Member 4 th Grade Teacher	Mary Meyer	SIP Essential Life Skills Member; 1 st Grade Teacher
Corinne Kroog	SIP Academic Member 5 th Grade Teacher	Terry Morrow	SIP Essential Life Skills Member; ESOL Teacher
Elaine Lombardi	SIP Academic Member 1 st Grade Teacher	Linda McCourt	SIP Essential Life Skills Member; 1 st Grade Teacher

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Mr. Matt Harris	Principal	Mrs. Kathy Quigley	Assistant Principal
Tara Belke	Committee Chair~Academics- Reading Teacher		
Helen Cole	Committee Chair~Academics 5 th Grade Teacher		
	SIP Academic Member	Mitch Carl	SIP Essential Life Skills Member; PE Teacher
Lisa Omsberg	SIP Academic Member~PTA Curriculum Resource Chair	Kristin Smith	SIP Essential Life Skills Member; 4 th Grade Teacher
		Kristen Sloan	SIP Essential Life Skills Member; 6 th Grade Teacher
Jane Conner	Committee Chair~Essential Life Skills; 6 th Grade Teacher	Sarah Stark	SIP Essential Life Skills Member; Counselor
Renee Parmiter	Committee Chair~Essential Life Skills; Art Teacher	Ginny Weinstock	SIP Essential Life Skills Member; K Assistant
Lauren Paull	Committee Chair- Responsibility to the Community; 2 nd Grade Teacher	Laurie Bennett	SIP Essential Life Skills Member ~PTA Social Chair
Patrick Mills	Committee Chair- Responsibility to the Community; 3 rd Grade Teacher	Leslie Craver	SIP Essential Life Skills Member ~PTA PTA PBS Representative
Carol Cicchetti	SIP Responsibility to the Community Member; K Teacher	Linda Zuccari	SIP Essential Life Skills Member~PTA Member
Nancy Crotty	SIP Responsibility to the Community Member; 3 rd Grade Teacher		
Carrie Gilbert	SIP Responsibility to the Community Member; 2 nd Grade Teacher	Shana Twitchell	SIP Responsibility to the Community Member; GT Specialist
Mini John	SIP Responsibility to the Community Member; Instructional Assistant	Carole Moore	SIP Responsibility to the Community Member; 1 st Grade Teacher

Name	Position	Name	Position
Mr. Matt Harris	Principal	Mrs. Kathy Quigley	Assistant Principal
Tara Belke	Committee Chair~Academics- Reading Teacher		
Helen Cole	Committee Chair~Academics 5 th Grade Teacher		
Jarene Jones	SIP Responsibility to the Community Member; Music Teacher	Lisa Magdaleno	SIP Responsibility to the Community Member; 2 nd Grade Teacher
Meredith Keuchel	SIP Responsibility to the Community Member; 5 th Grade Teacher	Katie Johnston	SIP Responsibility to the Community Member; Special Education Assistant
Susan Langford	SIP Responsibility to the Community Member; 2 nd Grade Teacher	Freda Regen	SIP Responsibility to the Community Member; K Assistant
Jeff LeLoup	SIP Responsibility to the Community Member; 3 rd Grade Teacher	Christine Cintron	SIP Responsibility to the Community Member~PTA Outreach Chair~ Sister School Liaison

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

SCHOOL—VISION STATEMENT

We envision that all components of the Forestville Community will work together in insuring successful learning for all students. Implicit in this vision statement is the fact that at Forestville various groups work together to the end of excellence in learning: staff members, parents, the community and the children themselves. These groups are dedicated to cover the Virginia Standards of Learning, incorporate aspects of our recent past in being a Core Knowledge Curriculum school, and in character education, among many other endeavors. With a dedicated, strong staff and a vibrant parent community, we intend to provide a “gifted quality” education as we assist students in becoming “capable, responsible, and self reliant citizens.”

SCHOOL—MISSION STATEMENT/ SCHOOL—CORE VALUES/BELIEFS

The 2008-09 Mission Statement is: Like its name, Forestville strives to be firmly rooted in the basics, ever blooming in the expansion of our higher order thinking skills and always branching out towards the future.

2007-08: Learning Together so that All Will Learn More.

2006-07: Each Puzzle Piece Counts: Students, Teachers, Parents, and Community putting it Together.

The mission of Forestville Elementary school is to provide each child with a learning environment which promotes academic achievement, develops a positive regard for self and others, stimulates intellectual curiosity, encourages the use of technology and instills a sense of productive, responsible citizenship within an increasingly diverse society.

The core of Forestville School's program is a strong general education foundation which emphasizes instruction in reading, writing, mathematics, social studies, science, health, and the arts. The program recognizes and respects the developmental needs and patterns of children and provides an emotionally and physically healthy environment for them.

Further, Forestville's staff is dedicated to offering learning experiences which are both challenging and tailored, so students can develop independence and find success. We believe that all learning experiences must contribute to the development of the child's fullest potential in every domain: personally, socially, academically, aesthetically, and physically.

We believe that the collaborative efforts, talents, and energy of parents and staff must always focus on the accomplishment of this vital mission.

SPECIAL PROGRAMS

Key: Academic (A); Essential Life Skills (ELS); Responsibility to the Community(RC)

PTA Sponsored Programs

- Wellness Board, Walking Club, Spring Olympics, and other endeavors (ELS)
- After School Activities (ex. Girls on the Run) (ELS)
- Discussion of video tapes by Dr. Mel Levine, noted pediatrician and author (All Kinds of Minds) (A)
- Cardinal Fundraising(A; ELS;RC)
- Fall Fling – International Hall (RC)
- Meet the Specialists (A)
- Meet the Special Educators and Learning Resource Team (A)
- Odyssey of the Mind (A)
- GRACE Art (ELS)
- Reflections Contest(A)
- Hoops for Heart - #1 Fundraising in state of VA for the Heart Association (ELS; RC)
- Curriculum Resource Committee – Science Night, Native American Village, Cultural Arts Assemblies (A)
- Arts and Action Committee – sponsor Evening of the Arts (A; ELS)
- Book Fair (A)
- Sister School support – parent volunteers, coat drives, costume drive, financial support, holiday food drive, GRACE Art program (RC)

Parent General Volunteer Programs

- Cafeteria Monitoring Program – increasing PLC and curriculum development time (A)
- Clinic Aid Volunteering
- Fall Fun Walk to help the needy: former building supervisor, Edward Seawood; former student, Nick Cafferky...(RC)

Parent Language Arts Volunteer Programs

- Cardinal Reading (A)
- HUG Program: Help us Grow: A reading program manned by parent volunteers supervised by the reading and classroom teachers.(A)
- Night of a Thousand Stars including a book give away for lower primary students (A; RC)
- Library Volunteering (RC)
- 2006 and 2007 Spelling Bee; continuing this year (A)

Character Education Programs

- Positive Behavior Support: Tree R's: Respect Self; Respect Others; Respect the Environment (ELS;RC)
- Fundraisers: Walk for Others (RC)
- Cooper Middle School after school mentoring program sponsored by school counselors and Safe Community Coalition(A)
- Ambassador Program (RC)
- 6th Grade Ethics Day by Safe Community Coalition(ELS;RC)
- Grade Level Outreach Projects(RC)
- PBS Gold Plate Club (ELS)
- Cardinal Check Program (ELS)

Technology

- Enriched computer technology program –computer learning lab with interactive whiteboards, new personal computers for the upper primary classrooms, grade level mobile labs for upper elementary(A)
- Integration of interactive whiteboards (SMARTboards) throughout grade levels, special education, and music, art, and physical education; Academy Course Work taught by SBTS-“Building Effective Lessons Through Use of Smart Boards”(A)
- Renzulli Learning System (A)
- NetSmartz – Guidance – (ELS)
- Increased Lab time for lower primary students(A)
- Integration of United Streaming – media center and technology to support SOL study(A)
- Forestville Website designed to improve home/school communication; first elementary school to pilot Pay Pal; award winning website(A; ELS; RC)
- Increased use of grade-level team Blackboard courses to further aid parent communication(RC)

Staff Developed Activities

- Building Learning Through Original and Optimal Means; Teacher Leadership Grant (A)
- Patriot Day (A)
- Jr. Toast Master(A)
- Math lab to help meet SOL needs(A)
- Fairytale Dress Up Day(A)
- Choral, Band, Strings concerts(A)
- West African Drum workshop (6th Grade)(A)
- Cardinal Compliments and Weekly PBS drawings(ELS)
- Buddy Program(RC)
- Mediator Program(RC)
- Virginia Young Reader Club(A)
- Lunch Bunches(ELS)

- Sixth Grade Compacted Math Group; flexible math groups in grade 3 – 5, including a fixed accelerated groups in each of the mentioned grades(A)
- Parenting Library and Parenting Support Groups led by counselors and staff(ELS;RC)
- PLC – increase common planning including involving specialists, development of common assessments in core subject areas, continued staff development(A)
- Student demonstrated activities that enhance their knowledge of curriculum through performing arts(A)
- Career Day for 6th Grade(ELS; RC)
- Before School intervention(A)
- Core Knowledge Curriculum (as enrichment)(A)
- Literature Circles (A)
- Socratic Seminars(A)
- Forestvision News Show(ELS)
- Geography Bee(A)
- GT Presentations(A)
- Scholarship Club (twice weekly before school academic programs designed to help struggling students) (A)
- Grade-level Team Meetings are more focused to meet the criteria for Professional Learning Communities.
 Vertical Teams are meeting to discuss shared concerns(A)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|---|---|
| <input type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input 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: Increase student achievement in mathematics at grades 2 – 6 through improved differentiation of math instruction and integration of problem solving and higher order thinking skills.*

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

Data Sources:

In tracking our 2007 6th graders, the SOL results show a gradual decrease from 3rd to 5th and a pronounced decrease in 6th grade in the area of passing (Conversely our fail rate increased proportionately). Looking at the two interior scores of pass advance and pass proficient, there was also a significant decrease from those who passed as 5th graders and those who became 6th graders (as 3rd graders: 83.2% Pass Advanced; as 5th graders: 73.8% Pass Advanced, as 6th graders 24.1% Pass Advanced *Note: One factor in the large decrease could be due to the amount of children that qualify for the Compacted Math Group in 6th grade. There numbers are not reflected in the overall population because they take the middle school SOL test).

In tracking our current 2008 6th graders, the SOL results show a similar pattern, but not to as great of degree from 3rd grade to 5th grade. As 3rd graders the pass rate was 96.8% and as 5th graders the pass rate was 91.8% (Conversely our fail rate increased proportionately). The first year of testing as 4th graders showed weak overall performance (77.3% passing). Looking at the two interior scores of pass advance and pass proficient, there was also a noticeable decrease in the percentage for those who pass advance in grade 4 to grade 5 (under 7%).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Teachers As Leaders Team (**B**uilding **L**earning through **O**riginal and **O**ptimal Means) developed a staff, student, and parent survey. The data from the survey indicates an area of strength being that the teachers are following the math program. This includes POS/SOL standards as well as the school wide matrix for flexible mathematic groups and 6th grade Compacted mathematics. Grades 2 – 6 participate in the flexible mathematics program. Quarterly, grades 2 – 6 pre-test the students prior to placing students within the flexible mathematics groups.

Appropriate manipulatives are available and being used in all classrooms. The use of calculators and measurement tools are being used in the appropriate classrooms. An area of weakness may be that measurement tools and calculators are not the same format through all grade levels.

The Teachers As Leaders teacher survey indicates teachers are using the “Quick Flip Questioning for Critical Thinking” to develop higher order thinking skills, as well as, the County produced higher order thinking skills chart. The student and parent survey indicates that students are not recognizing the terminology that is indicative of a higher order thinking question.

There is a concern for the students in the flexible mathematics program that test into the accelerated mathematics program. The students who are not involved in the accelerated mathematics program one year and then qualify on the matrix for the accelerated mathematics program the following year miss approximately half of the curriculum taught in the previous years’ accelerated mathematics group. This is an area of weakness and may be part of the reason the SOL data reflects a large increase of students not passing in grades 5th to 6th.

Best Practice Research:

Research in best practices for instruction in mathematics reveals the need for developing expertise in differentiating instruction and techniques in mathematics, incorporating the use of hands-on activities and hands-on assessments, incorporating problem solving both application and non-routine in all lessons, using higher level questioning techniques to develop students’ ability to think and talk about their problem solving, and incorporating the teaching of vocabulary and the reading of mathematics as integral parts of lessons (reading within content).

Kristina Doubet (ASCD Virtual Symposium: *Differentiated Instruction and Understanding By Design*, 2006) states, “Differentiation eliminates students feeling disenfranchised. Teachers will need to redefine what is fair. Fair is addressing everyone’s needs not giving everyone the same thing.” *Carol Ann Thomlinson* (ASCD Virtual Symposium: *Differentiated Instruction and Understanding By Design*, Summer 2006) shares, “Differentiation is a way of thinking about the classroom with the goals of honoring each student’s

learning needs and maximizing each student's learning capacity. Not just putting kids together in a classroom, but they learn together."

Research in best practices for instruction in mathematics reveals the need for common terminology to be used throughout the grade levels to avoid re-teaching of vocabulary at each grade level. **Richard T. Vacca and Jo Anne L. Vacca's** research has discovered, (Content Area Reading: Literacy and Learning Across The Curriculum, 1999) "The more familiar experience and exposure students have with unfamiliar words, the more familiar and meaningful they will become (pg. 314). When students manipulate technical terms in relation to other terms, they are thinking critically."

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	In following the current 2008-09 6 th graders, the percentage of students not passing the SOL tests in mathematics will decrease from 8.2% to 5%. Our SOL mathematics history indicates a significant increase of those students not passing the SOL mathematics test from 5 th to 6 th grade.
1.1.2	Continue the pass advance increase on the grade 4 SOL mathematics test. Our history show in 2006 we had a 25.8% pass advance, in 2007 we had a 36.8% pass advance. Student performance on the SOL tests in mathematics at grade 4 will increase 5 – 7% in the pass advance.
1.1.2	Student performance on SOL tests in mathematics in grade 3 will be greater than or equal to 95% passing in spring testing of 2008-2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue the “Officer Friday” mathematics facts program	Patrick Mills: 1-6 th grade teachers of mathematics(<i>all classroom teachers and spec. ed. Support staff</i>)	“Officer Friday” timed test Cost: None	✓	✓	✓	✓	BLOOM Student Survey Classroom Anecdotal Notes
2. Continue the use of the <i>Math Boxes</i> (Containers filled with math games that support both conceptual and higher order thinking skills)	Patrick Mills: K-6 th grade teachers of mathematics (<i>all classroom teachers and spec. ed. Support staff</i>) Parent Volunteers	Math Boxes Cost: None, the boxes are developed	✓	✓	✓	✓	BLOOM Student Survey Grade level decision of use and division of sharing
3. Posting of Math Vocabulary Terms and Definitions on Grade Level Blackboard Sites	Jane Conner and Tara Belke: Grade Level teachers and K-6 th grade teachers of mathematics	BLOOM Prepared Vocabulary Sheets Cost: None, County provides BLACKBOARD Site	✓	✓	✓	✓	BLACKBOARD Site
4. Word of the Week ~ Shared on the Forestvision News Show	Math Committee (<i>Patrick Mills</i>) Forestville Forestvision Committee Chairs (<i>Susan Kim Jeff LeLoup, Sarah Stark,</i>)	BLOOM Prepared Vocabulary Sheets Resource GT Specialist Mathematics Program Materials	✓	✓	✓	✓	Grade level teacher anecdotal notes~ Student response to answers to the weekly problem

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Sharing of Resources done in team meetings built into the school day and in vertical team meetings.	School Staff	Staff resources No costs		✓			Administration observation of new strategies being implemented throughout all grade levels; Notes on Intervention and Enrichment time
6. Provide Resource Instructor to support a designated 3-6 classroom teacher to support students in need of interventions: Scholarship Club	Administration <i>(Matt Harris, Kathy Quigley)</i> Designated Resource Teacher <i>(Jeff LeLoup and Susan Kim)</i> Designated Classroom Teachers <i>(all grade level teachers)</i>	Mathematics Materials, manipulatives, and re-teaching tools Cost: None		✓	✓	✓	eCART assessments, SOL Scores, and classroom assessments, Grade Level Meeting notes shared via email and supports the PLC commitment at our school
7. Vertical Teaming for the Purpose of identifying at risk children, sharing of ideas, and interventions used in the area of mathematics	Administration and Specialist will relieve classroom teachers during whole school assemblies <i>(Matt Harris, Kathy Quigley)</i>	SOL and eCART Results, Classroom Performance Mathematics Materials		✓	✓	✓	SOL and eCARTResults, Classroom Performance
8. Scholarship Club	Susan Kim and Jeff LeLoup	County Paid Position		✓	✓	✓	Teacher recommended and parent input

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
9. Perfectly Perplexed Priscilla (aka: Kristin Sloan)	Kristin Sloan and B.L.O.O.M. Committee Members	FORESTVISION Costs: None	✓	✓	✓	✓	On a weekly basis, those students with the correct answer will be mentioned on the school news program
10. Built in Intervention and Extension Time into the daily schedule to provide on-going support.	Administration and Team Leaders: Diana Early, Elaine Lombardi, Lauren Paull, Jackie Ade, Erin Loving, Corinne Glascock, Jane Conner and Ashley Stanford.	Current accessible materials Costs: None	✓	✓	✓	✓	The classroom teacher will assess through eCART, daily anecdotal notes, observation, and team collaboration to plan accordingly

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment. | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> 2.2 Be able to contribute effectively with 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)*

Maintain and continue to improve on a Positive Behavior School-Wide System (PBS) to assist students in developing a respect for self, others, and the environment.

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

Data Sources:

Staff survey indicated that there was an 80% buy in to developing a proactive system to improve the overall school behavior environment with an emphasis on student behavior in the cafeteria, hallway, and buses. Please note attachment indicating additional 2007-08 data for PBS. Forestville went from an implementation stage to sustaining level in one year of implementation. The total number of Cardinal Compliments earned by students was over 14,000. The ratio of positives to consequences (compliments to reports/referrals) school wide was 88:1.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Although we had fewer than 10 in-school suspensions and fewer than 5 out of school suspensions in the last school year, the staff believes we can improve the overall school climate by focusing on the areas in which multiple students at multiple grades levels interact. The staff believes the climate can be changed through a positive behavior support system. These areas are the cafeteria, the hallways, and buses.

Best Practice Research:

In August 2007, nine members including both administrators attended a two day workshop led by Dr. Terry Scott, founder of PBS. After the clinic, an additional six staff members were added to the team so that the composition represented various grade levels and instructional assistants. Dr. Scott cited research in his presentation.

Research in best practices has found that Positive Behavior Support (PBS) is a systems approach to preventing and responding to school and classroom discipline problems. PBS develops school-wide systems that support staff to teach and promote positive behavior for all students. By reducing behavioral problems, PBS creates and maintains safe learning environments where teachers can teach and students can learn.

Cathy Schwaery, a PBS Specialist and spokesperson for Fairfax County Public Schools, visited Forestville on April 9, 2007. Her presentation demonstrated, “PBS helps increase instructional minutes, makes instructional minutes more effective, and creates a climate that is calm and conducive to learning.” It also demonstrated, “PBS in FCPS is proactive and consistent approach to school-wide discipline and assists in improved student achievement and affords staff the opportunity to be involved in the decision making process (Shared Leadership Approach).” In addition the PBS steering committee received additional training in the summer of 2008 with key PBS representatives.

A feature for the 2008-09 school year will be the check in/check out program. The research underpinning this program is as follows: Behavior Education Program (Cardinal Check)

The Behavior Education Program is a targeted system of positive behavior support for at-risk students who demonstrate persistent, but not dangerous, patterns of problem behavior. These are students who do not respond well to school-wide behavioral expectations. The program should improve the overall efficiency of the school-wide procedures, while reducing the number of individualized interventions that are needed. This is a time and cost effective, research based, framework for responding to the 10-15% of students who would be considered “yellow zone” children. The program incorporates daily behavioral feedback, positive adult attention, and increased home-school collaboration. It is data driven with weekly team meetings to review data and adjust the program for students accordingly. The program was developed by Deanne A. Crone, PhD, Assistant Professor of Psychology at the University of Oregon,

Robert H. Horner, PhD, Professor of Special Education at the University of Oregon and director of Educational Community Supports, and Leanne S. Hawken, PhD, Assistant Professor in Special Education at the University of Utah.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8	Our staff survey indicates that 80% of the staff believes in implementing a PBS to improve the overall climate of the school, with a focus on the cafeteria, hallways, and buses.
2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8	Our goal is to increase the number of written individual and class compliments and therefore decrease the level 2 behavior reports. As this being our first year of implementation of PBS, the PBS team is developing a baseline of data by reporting on a weekly basis the amount of compliments for each grade level. The administration and PBS chair personnel are keeping record the level 2 discipline report/referrals.
2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8	Decrease the number of in school and out of school suspensions by 2%.
2.1; 2.2; 2.3;2.4; 2.5;2.7; 2.8	Develop a check in/check out system so that we can decrease the number of children in the yellow zone. The number of children in the yellow zone will be less than five.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Develop and implement a Positive Behavior School-Wide System (PBS) to assist students in developing a respect for self, others, and the environment.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Maintain a robust PBS program and attend Fairfax County Public Schools PBS Training	PBS Committee: <i>Matt Harris, Kathy Quigley, Susan Kim, Renee Parmiter, Sarina Anch, Mary Meyer, Mitch Carl, Kristin Smith, Kurt Jacobs, Jane Conner, Ashley, Stanford, Sarah Stark, Terry Morrow</i>	Training dates, posters, compliment pads, stickers Cost: \$700	✓				Attendance to meetings and training, PLC is in place to disseminate meeting notes at grade level team meetings
2. In class Guidance lessons emphasizing respect of self, others, and environment	Guidance counselors (<i>Susan Kim and Sarah Stark</i>) and all Staff Members	Guidance materials, teacher materials, posters, compliment pads, and stickers Cost: None	✓	✓	✓	✓	Baseline data
3. Buddy classes will work on lesson that focus on the pillars of character	Classroom teachers	Classroom Materials Cost: None	✓	✓	✓	✓	Baseline data
4. Peer Mediators	Guidance Counselors (<i>Sarah Stark and Susan Kim</i>)	Spring Training Cost: None	✓	✓	✓	✓	Develop a baseline data of students participating in the program and the effects on the students in need of peer mediation

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Develop and implement a Positive Behavior School-Wide System (PBS) to assist students in developing a respect for self, others, and the environment.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Monthly PBS Committee Meetings 6. Subcommittee meetings on an as needed basis	PBS Committee <i>(Sarah Stark, Susan Kim, Jane Conner, Mitch Carl, Kristin Smith, Sarina Anch, Diana Early, Kurt Jacobs,, Jennifer Lina, Terry Morrow, Mary Meyer, Susan Langford, Renee Parmiter, Matt Harris, Kathy Quigley)</i>	PBS materials Cost: None	✓	✓	✓	✓	Baseline data, school calendar
7. Implementation of Gold Plate Club in the Cafeteria	PBS Committee members: Sarah Stark, Kathy Quigley, Fredda Regen, Sarina Anch, Ashley Stanford	Gold plates, red, yellow, green plastic cups, brochure, wall posters Rewards: \$300	✓	✓	✓	✓	Number of gold plates earned by grade level; anecdotal reports
8.							
9.							
10.							
11.							

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.

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

The faculty and staff at Forestville Elementary will facilitate more active participation by 100% by the student body in meaningful community service opportunities.

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

Data Sources:

Previous School Improvement Plans have noted our outreach programs. Our past SIP's demonstrate how the parent community in the school has been the lead on many of the activities.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Currently, there is a limited way to systematically track and exemplify student service to the community. Historically, Forestville's community service projects were very child-centered and focused on children connecting personally with other children or communities. In recent memory, the shift has occurred that has taken the focus off of a more direct 1 to 1 connection to a global and

less “in touch” community service. We strive to merge the old and new ways to one that both appreciates the generosity of our community as well as connects students on a more human level with these service opportunities.

Best Practice Research:

One component consistently evident in the development of altruistic behavior in children is an attachment to primary caretakers. Researchers have focused on empathy as an emotion stemming from parental guidelines and teaching.

In their classic study of rescuers of Jews in Nazi Europe, entitled **The Altruistic Personality**, Samuel and Pearl Oliner (1988) argued that the rescuers were motivated by strong values of care and inclusiveness which were in large part transmitted to them by their parents through the formation of an early attachment bond, a bond which "shapes personality and becomes the prototype for all subsequent relationships" (p. 171). Furthermore, Eisenberg and Mussen (1989) contend that altruism is linked to moral reasoning.

Thus the merger of parental and children’s altruistic endeavors even at school is important.

Found on the FCPS website under Recent Press Releases, Schools in Virginia are being recognized for their Character Education Programs. These programs promote recognition of exemplary work that encourages social, ethical, and academic development of its students through character education. National Schools of Character is an annual awards program recognizing K-12 schools and school systems demonstrating outstanding character education initiatives that yield positive results in student behavior, school climate, and academic performance. The program is sponsored and administered by the Character Education Partnership (CEP), a national nonprofit and nonpartisan coalition based in Washington, D.C., with support from the United Auto Workers (UAW) and General Motors (GM) Center for Human Resources, Enron, and the John Templeton Foundation. In Thomas Lickona’s book titled **Educated for Character**, 1991, he states, “Of the many things that make a person a good citizen, to stand out. One is an attitude of caring about one’s fellow beings. The other is the belief that one person can make a difference.”

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	100% of all Forestville students will have participated in a community service project by June 2009.
3.2	Of the 100%, through a writing prompt, 80% will respond in an affirmative way that the service project was meaningful to them as citizens of this community and of the world by June 2009.
3.2	A graphing system will be in place during the collection of items for those classes that participate in an activity that supports this type of data by June 2009.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The faculty and staff at Forestville Elementary will facilitate more active participation by 100% by the student body in meaningful community service opportunities.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. First grade students will collect supplies for a cat local cat shelter	First Grade Team <i>(Elaine Lombardi, Mary Meyer, Carole Moore, Sarina Anch)</i>	Cat supplies, paper for monthly reminders for families Cost: donation	✓	✓	✓	✓	Graphing the results of the student donations
2. Toy drive and Hygiene Kit Collection for our Sister School	Kindergarten and Second Grade Teams <i>(Diana Early, Carol Cicchetti, Carrie Gilbert, Angie Shebib, Lisa Magdaleno, Susan Langford, Lauren Paull)</i>	Printer paper, donation/supplies Cost: donation		✓		✓	Digital Picture of grade level teams next to contributions sent electronically to Sister School Principal
3. Peace PALS	<i>Nancy Crotty/3rd Grade Teacher</i>			✓	✓	✓	
4. Non-perishable food drive	<i>Patrick Mills/3rd Grade Teacher</i>						
5. Honduras Clothing Drive	Fourth Grade <i>(Erin Loving, Kristin Smith, Joan Curran, Laura Ottenheimer)</i>						
6. Aluminum Tab Collection for the Ladies Order of the Shriners	Fifth Grade <i>(Kurt Jacobs and Kathy Cooper)</i>	Tabs Cost: donation	✓	✓	✓	✓	Throughout the year, graph the number of Xerox boxes filled with tabs.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The faculty and staff at Forestville Elementary will facilitate more active participation by 100% by the student body in meaningful community service opportunities.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Collecting plastic bottle caps to support a cancer foundation	6 th grade students	Plastic bottle caps Cost: donation	✓	✓	✓	✓	Graph the number of caps collected throughout the year
8. Annual Walk to support a member in need ~ 2006 – 2007 ALS in memory of Edward Seawood ~ 2007 – 2008 to support the financial burden of a Forestville Student and current student in the community paralyzed in a summer ocean accident ~ 2008 – 2009 to enhance the contributions made to Make A Wish Foundation to support a student in the Great Falls Community	PTA Outreach Committee Chair (<i>Shelley Gordon</i>) PTA Outreach Committee (<i>Shelley Gordon</i>) Fairfax County Police Department (<i>Officer Beverly Sellers</i>)	Participants Cost: donations		✓			
9. School Wide Book Drive for students at McNair ES	Matt C. Harris PTA Outreach: <i>Shaun Simonides</i>	Participants: all children No costs		✓			Expectation of 1,000 books provided to McNair to send home over Winter Break.
10.							

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
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SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p>Objective: Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.</p>	<p>In following the current 2008 6th graders, the percentage of students not passing the SOL tests in mathematics will decrease from 8.2% to 5%. Our SOL mathematics history indicates a significant increase of those students not passing the SOL mathematics test from 5th to 6th grade.</p> <p>Although we did not achieve our goal of decreasing from 8.2% to 5%, we did decrease the fail rate when compared to our sixth grade class of 2007. It went from 19.3% fail to 13% fail.</p> <p>Continue the pass advance increase on the grade 4 SOL mathematics test. Our history show in 2006 we had a 25.8% pass advance, in 2007 we had a 36.8% pass advance. Student performance on the SOL tests in mathematics at grade 4 will increase 5 – 7% in the pass advance.</p> <p>2008 Pass Advance ~ 61.4% With this increase we also continue a trend of decreasing the number of students failing the 4th grade Mathematics SOL exam. Over the last three school years we have gone from a fail rate of 22.7% to a 13.2% to a 6.9% fail rate.</p>	<p>Supported:</p> <ol style="list-style-type: none"> 1. “Officer Friday” ~ easy access, student recognition of passing, second year of implementation 2. Math Games ~ primary grades use parent and buddy classes to support the use and learning of the games, children are excited to play the games, the chosen games are designed to develop their strategic thinking, positive social interaction amongst peers 3. Math Vocabulary: Terms and Definitions ~ accessible both on the school server and B.L.O.O.M. Blackboard site 4. Word of the Week ~ 8. Renzulli Learning System ~ training, opportunities to explore, student profiles (2007 – 2008) 8. Perfectly Perplexed Priscilla~offers primary and upper students weekly higher order thinking questions to answer and quarterly competitions to compete in that support both the TLD grant and the SIP <p>Inhibited:</p> <ol style="list-style-type: none"> 2. Math Games ~ so many resources, so little time 3. Ownership of materials 4. Word of the week~ Math Committee and Forestvision Chairs did not collaborate to develop this project 5. Sharing of Resources~ vertical team planning time has not been established to accommodate 	<ol style="list-style-type: none"> 1. “Officer Friday” ~ school-wide announcement of understanding that differentiation is under classroom teacher’s discussions <p>Grade levels can develop challenges to support those students that pass “Big Grandpappy.”</p> <ol style="list-style-type: none"> 2. Math Games: upper grade teachers need to design a better location for accessing the boxes, PTA is considering the funding to develop duplicate set of games for each grade level and adding a language arts box (Cindy Watson is the PTA contact), refresh staff at the beginning of the year 3. B.L.O.O.M committee has taken ownership to duplicate posters for each teacher at each grade level. They have also developed different levels of the posters highlighting essential vocabulary, SOL terms, and condensing the size. 4. Word of the Week ~ Due to staffing, there is a change is the organization of Forestvision, Ownership needs to be taken for this project

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Math Continued</p>	<p>Student performance on SOL tests in mathematics in grade 3 will be greater than or equal to 95% passing in spring testing of 2007-2008.</p> <p>2008 Total Pass 96.5%</p> <p>*For further examination of following a class, see Appendix B</p>	<p>6. Provide additional human resources to support students in need of intervention~ budget, scheduling</p> <p>7. Vertical teaming to share ideas, and best practices in the area of mathematics ~ scheduling factor, training teachers on how to run a vertical team with a focus</p> <p>8. Renzulli Learning System~ primary grade accessibility using the MAC computers</p> <p>* General Statement: It appears we took on many strategies. Fewer strategies with success may be more beneficial than many strategies with some successes.</p>	<p>5. Sharing of Resources: provide opportunities that force the sharing of ideas and materials</p> <p>6. Provide additional human resources to support students in need of interventions: Possible manipulation of master schedule to provide grade levels opportunities to provide intervention verses provide additional human resources, flex grouping, scheduling</p> <p>7. Vertical teaming to share ideas, and best practices in the area of mathematics ~ building this time into the schedule</p> <p>8. Renzulli Learning System ~ the actual system is most likely not being purchased for the 2008 – 2009 school year, however, teachers have been encouraged to save their favorite sites into their own computer systems for further use</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.</p>	<p>See attachment: Forestville ES PBS Data 2007 – 2008</p> <p>More time will be needed to gather data due to the 2007 – 2008 school year is our first year of implementation and gathering of data</p> <p>We have moved from a developing stage to a maintaining stage in this program</p> <p>The School-wide Evaluation Tool (SET) evaluated the universal intervention at Forestville in June 2008. It was noted that 98% of PBS features were in place in our school. The report read "Forestville Elementary School has done a phenomenal job as a PBS school in only its first year of implementation." We had moved from a baseline score of 43% to the 98% by the end of the school year.</p>	<p>Supported:</p> <ul style="list-style-type: none"> • PBS Committee in place • PBS Committee attended training • Monthly PBS meetings • PBS PLC discussion during team meetings and staff meeting • Cardinal Compliment Pads • Weekly public recognition of students exhibiting positive behavior (picture wall, compliment winner, announcement of compliments given to individuals and classes • PBS leaders are active members of the SIP <p>Inhibited:</p> <ul style="list-style-type: none"> • First year buy-in • More staff buy – in • Develop other incentives for older students • Clarification of referrals and reports • The need to revisit training of the staff of the procedures and need for this programs implementation • Complacency of using the program 	<ul style="list-style-type: none"> • Need to break the committee into sub-committees that represent our areas of need for improvement (i.e. cafeteria, hallway, recess, and bus) • Design and differentiate rewards that appeal to the upper grade students • Training needs to continue with revisiting expectations of student behavior • Vertical team discussion of behavior expectations and highlighting those students that display the positive behaviors

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Responsibility to the Community</p> <p>Objective: The faculty and staff at Forestville Elementary will facilitate more active participation by 100% by the student body in meaningful community service opportunities</p>	<p>100% of all Forestville students participated in a community service project during the 2007-2008 school year</p> <p>We need to determine the percentage of students that responded through written communication that the service project was meaningful</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Individual Grades Levels were responsible for a project making it more meaningful to the student body • The parent community also took on school-wide projects (donations to special Olympics, sister school I~ coat drive & toys and games for a bazaar type affair), SCA food drive • Advertisement within the community newsletters and classroom correspondences <p>Inhibited:</p> <ul style="list-style-type: none"> • The writing process was not complete throughout the grade levels due to other avenues that were taken to represent the appreciate (i.e. speakers from the organization came to speak to the children and express their appreciation and the impact the donation had on the organization) • Thank you notes to the representative donation organization were written in lieu of a writing prompt • The graphing was not done due to grade level intake verses individual class in take 	<ul style="list-style-type: none"> • Completing the writing prompt as a school wide writing response • IA's will create posters/charts for those grade levels that can graph their results