

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

*Forestville Elementary*

**Cluster I**

***Mr. Matt Harris, Principal***

***Mrs. 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		
Helen Cole	Committee Chair~Academics	Maria Brown	SIP Essential Life Skills Member
Martha Short-Smith	Committee Chair~Academics	Desiree Simon	SIP Essential Life Skills Member
Mary Zarling	Committee Chair~Academics	Jackie Ade	SIP Essential Life Skills Member
Betsy Biernik	SIP Academic Member	Sarina Anch	SIP Essential Life Skills Member
Margie Bylund	SIP Academic Member	Diana Early	SIP Essential Life Skills Member
Norma Chicas	SIP Academic Member	Lindsay Barnas	SIP Essential Life Skills Member
Lacy Grecco	SIP Academic Member	Pam Jacobsen	SIP Essential Life Skills Member
Sheryl Jones	SIP Academic Member	Susan Kim	SIP Essential Life Skills Member
Kurt Jacobs	SIP Academic Member	Christian King	SIP Essential Life Skills Member
Lauren Kennedy	SIP Academic Member	Hilary Sanborn	SIP Essential Life Skills Member
Anita Boggs	SIP Academic Member	Jenny Donlon	SIP Essential Life Skills Member
Erin Loving	SIP Academic Member	Mary Meyer	SIP Essential Life Skills Member
Corinne Kroog	SIP Academic Member	Terry Morrow	SIP Essential Life Skills Member
Elaine Lombardi	SIP Academic Member	Linda McCourt	SIP Essential Life Skills Member
	SIP Academic Member	Mitch Carl	SIP Essential Life Skills Member
Carol Wolf, parent	SIP Academic Member~PTA Curriculum Resource VP	Kristin Kime	SIP Essential Life Skills Member

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Mr. Matt Harris	Principal	Mrs. Kathy Quigley	Assistant Principal
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Katie Johnston	SIP Essential Life Skills Member	Kristen Sloan	SIP Essential Life Skills Member
Jane Conner	Committee Chair~Essential Life Skills	Sarah Stark	SIP Essential Life Skills Member
Renee Riddell	Committee Chair~Essential Life Skills	Ginny Weinstock	SIP Essential Life Skills Member
Lauren Paull	Committee Chair-Responsibility to the Community	Mike Emery	SIP Essential Life Skills Member ~
Patrick Mills	Committee Chair-Responsibility to the Community	Hillary Wagar	SIP Essential Life Skills
Courtney Juncker	SIP Responsibility to the Community Member	Laurie Bennett	SIP Essential Life Skills Member
Nancy Crotty	SIP Responsibility to the Community Member	Lynn Conforti, PTA President	SIP Essential Life Skills Member-PBS Committee
Carrie Gilbert	SIP Responsibility to the Community Member	Shana Twitchell	SIP Responsibility to the Community Member
Mini John	SIP Responsibility to the Community Member		SIP Responsibility to the Community Member
Jarene Jones	SIP Responsibility to the Community Member	Lisa Magdaleno	SIP Responsibility to the Community Member
Meredith Keuchel	SIP Responsibility to the Community Member	Katie Johnston	SIP Responsibility to the Community Member
Susan Langford	SIP Responsibility to the Community Member	Fredda Regen	SIP Responsibility to the Community Member
Jeff LeLoup	SIP Responsibility to the Community Member	Christine Cintron Shaun Simonides, VP-Community Outreach	SIP Responsibility to the Community; PBS Committee member

## **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**

OUR 2009 – 2010 MISSION STATEMENT : EVER CLIMBING THE LEARNING TREE AS WE ALSO UTILIZE THE TREE R'S: RESPECT SELF, RESPECT OTHERS, AND RESPECT THE ENVIRONMENT

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.

## **SCHOOL—CORE VALUES/BELIEFS**

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**

- Spring Olympics, and other family oriented endeavors (ELS)
- After School Activities (ex. Girls on the Run, Chess Club, teacher taught courses) (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 - Fundraising for the American Heart Association (ELS; RC)
- Curriculum Resource Committee – Science Olympiad, Native American Village, Math Night, 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)
- Movie Night – joining the families in the community for a family friendly activity to support going back to school and allowing children to meet up with friends they haven't seen since June (ELS; 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, Make A Wish Foundation(RC)
- Website, parent volunteer to run the PayPal through the website (ex. After School Activities) and support our School Based Technology Specialist/Web Curator in uploading information and keeping items up to date. (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)

- 2007, 2008 Spelling Bee; continuing this year (A)
- Fall and spring Book Fairs (A, ELS)

### **Character Education Programs**

- Positive Behavior Support: Tree R's: Respect Self; Respect Others; Respect the Environment (ELS;RC)
- Fundraisers: Walk for Others (RC)
- Ambassador Program (RC)
- 6<sup>th</sup> Grade Ethics Day by Safe Community Coalition(ELS;RC)
- Grade Level Outreach Projects(RC)

### **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)
- Switched computer lab from MAC computers to all PC Laptops (A, ELS)
- 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)
- NetSmartz – Cyber bullying through counseling classes – (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 and school staff wide participation(A)
- Patriot Day (A)
- Jr. Toast Masters(A)
- Math lab to help meet SOL needs(A)
- Fairytale Dress Up Day(A)
- Choral, Band, Strings concerts(A)
- West African Drum workshop (6<sup>th</sup> Grade)(A)
- Cardinal Compliments and Weekly PBS drawings(ELS)
- Check In Check Out Program (ELS)
- Buddy Program(RC)
- Mediator Program(RC)
- Virginia Reader's Choice Program (A)
- Lunch Bunches(ELS)

- Language Arts Presentations supporting common language, study skills, . . .(A)
- Career Day (A, ELS, RC)
- Sixth Grade Compacted Math Group; flexible math groups in grade 2 – 6, including a fixed accelerated group in grades 3 - 5(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 6<sup>th</sup> Grade(ELS; RC)
- Before School remediation(A)
- Core Knowledge Curriculum (as enrichment)(A)
- Literature Circles (A)
- Socratic Seminars(A)
- Forestvision News Show(ELS)
- Geography Bee(A)
- GT Presentations(A)
- Student Council Association (SCA) sponsored canned food drive (ELS, RC)
- Scholarship Club (offered four times a week 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)
- Teacher Mentors for students that have graduated from the Check In Check Out PBS program
- Incorporating Kagan Strategies and Structures into staff meetings and classrooms

## 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                              |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: Improve student achievement in mathematics in grades 3<sup>rd</sup> through 6<sup>th</sup>.*

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

### Data Sources:

In looking at the data, we followed the same groups of children through sixth grade. We also looked at the performance from year to year in a single grade.

Regarding the children who left Forestville at the end of 2008, the SOL results show a gradual decline in the pass rates from 3<sup>rd</sup> to 4<sup>th</sup> grades and a lower pass rate in 6<sup>th</sup> grade compared to their earlier years. In looking at those children who achieved the Advanced Proficient, there was also a significant decrease from those who passed as 5<sup>th</sup> graders and those who became 6<sup>th</sup> graders (as 3<sup>rd</sup> graders 49.5.2% scored Advanced Proficient; as 5<sup>th</sup> graders: 42.9% Advanced Proficient, as 6<sup>th</sup> graders 29% Advanced Proficient. \*Note: One factor in the reduced number of children achieving Advanced Proficient in sixth grade is the fact that a large number of children take either the 7<sup>th</sup> or 8<sup>th</sup> grade SOL math test. Our pass rate on the 7<sup>th</sup> and 8<sup>th</sup> grade SOL math tests has been high each year with over 20 students taking either test.

In tracking the sixth graders who left in 2009 through their 3<sup>rd</sup>-5<sup>th</sup> grade math SOL tests, the SOL results show a similar pattern, although not as pronounced as the previous group. As 3<sup>rd</sup> graders the pass rate was 95.2% and as 5<sup>th</sup> graders the pass rate was 92% .

The first year of testing as 4<sup>th</sup> graders showed weak overall performance (77.3% passing ~ still our score was higher than the county average).

In tracking our current 2010 6<sup>th</sup> graders, the SOL results show a similar pattern. In third grade their total pass rate was 97.2%, in fourth grade 93.1%, and in fifth grade 96.2%. It should be noted that these pass rates are high; still the focus should be on the reasons for lower success rates.

It should be noted that the longitudinal data (see additional attachment) demonstrates a consistent dip on the total number of students passing the fourth grade mathematics SOL. Our school has been focusing on grade level data and class data along with analyzing the mathematical strands to continue our improvement in all score categories (total pass, advance, proficient, and decreasing of our fail rate).

On the 4<sup>th</sup> Grade SOL Math Test: Our history shows in 2006 we had a 25.8% advanced proficient, in 2007 we had a 36.8% advanced proficient, in 2008 we had 61.4%, and in 2009 55.4%..

The percentage of students scoring advanced proficient on the 6th grade math SOL was 51% in 2009.

Sixty-six per cent of our students with disabilities passed 2009 math SOL test.

#### 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 (2006 – 2009). The data from the survey indicate following the math program as an area of strength. This includes POS/SOL standards as well as the school wide matrix for flexible mathematic groups and 6<sup>th</sup> 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. The FCPS pacing guides implemented in the 2008-09 school year are also followed at each grade level.

Appropriate math manipulatives are available and being used in all classrooms. Calculators and measurement tools are being used in the appropriate classrooms.

The Teachers As Leaders teacher survey (2008) 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.

Analysis of the current SOL scores and strands available via EDSL, indicates that students are struggling as they encounter more abstract concepts. As students are moving on from third grade, our scores show this abstract math begins to change especially in grades 4 and 5.

#### 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

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	The percentage of students passing the math SOL at the 6 <sup>th</sup> grade level will increase by 5%
1.1.2	Student performance on the SOL tests in mathematics at grade 5 will increase by 10% in the advanced proficient range.
1.1.2	Student performance on the SOL tests in mathematics at grade 4 will increase by 10% in the advanced proficient range.
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 2009-2010.
1.1.2	100 % of the students taking the 7th or 8th grade math SOLs will pass.
1.1.2	The pass rate for our children with disabilities will improve to 85% on the math SOL test.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Continue the “Officer Friday” mathematics facts program with an extension to celebrate additional mathematics achievements at Forestville.	1-6 <sup>th</sup> grade teachers of mathematics ( <i>all classroom teachers and spec. ed. Support staff</i> ) Patrick Mills, Math Lead and Officer Friday.	“Officer Friday” timed test  Cost: None	✓	✓	✓	✓	Classroom Anecdotal Notes
2. Utilize Instructional Services on-site support to learn strategies for developing abstract mathematical thinking for students in grades 3 – 6.	Math Committee ( <i>Patrick Mills and Corinne Glascock</i> )	BLOOM Prepared longitudinal and class data  SOL math strands  Math manipulative	✓	✓	✓	✓	Grade level Tuning Protocol  Manipulatives being taken from the math storage room  Administration observation  MRA results
3. Utilize Tuning Protocols as grade level Professional Learning Communities to focus one team meeting each month on mathematics instruction through lesson analysis.	Team Leaders serve as facilitators; Matt Harris and Kathy Quigley	Staff resources	✓	✓	✓	✓	Shared at grade level team meetings  Grade level team meeting notes shared on staff Outlook Account
4. Dedicate at least one day of Intervention and Enrichment time for mathematics.	Team Leaders; Matt Harris and Kathy Quigley	Mathematics Materials, manipulatives, and re-teaching tools  Cost: None	✓	✓	✓	✓	ASPIRE assessment, SOL Scores, and classroom assessments, Grade Level Meeting notes shared via email and supports the PLC commitment at our school

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Provide directed intervention for students experiencing difficulty mastering concepts during before school sessions with Forestville teachers (Scholarship Club).	Kristin Sloan, Lindsay Barnas	County Paid Position		✓	✓	✓	Teacher recommended and parent input, classroom assessments, eCART results.
6. Collect a mathematics portfolio on many students with disabilities	Ashley Stanford, Sheryl Jones, Lindsay Barnas, Mary Zarling	none	✓	✓	✓	✓	On-going review of the portfolios with feedback to teachers.
7. Solicit a two person team of staff members (one primary, one upper) to present to staff about developing math stations for primary and upper grades based on strands of need.	One primary(Carrie Gilbert) and one upper grade teacher(Lauren Kennedy)	Teacher accessible materials, data projector, camera	✓	✓	✓	✓	Those attending will provide turn around training  Staff participation

## 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 checked="" 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.                    |

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

Continue to instill in 100% of the students a respect for self, others, and the environment.

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

Data Sources:

A 2007-2008 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.

In 2008-2009, our PBS survey created a baseline of data demonstrating the program was being implemented throughout the building with a 96.2% of students in the “green” zone(0-1 office discipline referrals), 3% of the students in the “yellow” zone(2-5 office discipline referrals), and .8% in the “red” zone(6 or more office discipline referrals).

The PBS SET survey given at the end of the past two school years indicates that Forestville is at the “maintaining stage” or upper level of PBS involvement.

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

Although in the year 2007- 2008, 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.

In the year 2008 – 2009, we had 11 in-school suspension and 2 out of school suspensions. Our PBS committee and staff members are committed to keeping the program running for it provides our students with an environment that supports Positive Behavior for set expectation in our school environment which requires respect for self, others, and the environment.

Based on data from the student survey, the PBS committee and staff are continuing the highly successful PBS Program. The committee will continue to focus on the areas in which students demonstrated a need for feeling safer in the cafeteria, hallways, buses, and bathrooms. We want 100% of all students to report that they feel safe in these environments.

**Survey Results: Spring 2009:** The student survey data indicates 5% of the students feel unsafe in the cafeteria. This number appears low; however, if you factor in 17% of the students surveyed are neutral. They neither feel safe or unsafe in this area. The student survey data indicates that 6% of the students surveyed feel unsafe in the hallways. This number appears low, however, factor in that 20.7% of the students surveyed answered neutral stating they neither feel safe or unsafe in this environment. The student data survey indicates 22.4% of the students feel unsafe on the bus. Additionally, 29.8% of the students surveyed answered neutral stating they neither feel safe or unsafe in this environment. The student survey data indicates that 9.8% of the students feel unsafe in the bathroom. 25.9% of the students surveyed answered neutral stating they neither feel safe or unsafe in this environment. The committee is aware that the best way to make these improvements is by subdividing the committee and sharing at staff meetings the new changes and how to implement.

### Best Practice Research:

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).” Staff members on the committee continue to attend Fairfax County Public Schools funded seminars to coach staff members in providing turn around training to school staff.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.9	100 % of all Forestville students will be in the green or yellow zones.
2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8	Increase the number of written individual and class compliments by 5%
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 5%.
2.1; 2.2; 2.3; 2.4; 2.5; 2.7; 2.8	Increase the percentage of students feeling safe on the bus to 100%.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Develop and implement a Positive Behavior School-Wide System (PBS) to assist students in developing a respect for self, others, and the environment.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Participate in Fairfax County Public Schools PBS Training; Dissemination of information to the staff.	Matt Harris, Kathy Quigley, Susan Kim, Sarina Anch	Training dates, posters, compliment pads, stickers  Cost:	✓	✓	✓	✓	Attendance to meetings and training, PLC is in place to disseminate meeting notes at grade level team meetings and staff 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:	✓	✓	✓	✓	Baseline data
3. Monthly PBS Committee Meetings	PBS Committee, Susan Kim, Sarina Anch	PBS materials  Cost: None	✓	✓	✓	✓	Baseline data, school calendar
4. Better Bus Behavior Brigade will create a precision statement regarding bus issues, define rules and routines and coordinate with Transportation staff to address bus concerns.	Terry Morrow, Chair person	PBS materials  Cost: None	✓	✓	✓	✓	Comparison of data from 2009 survey to one conducted this year.
5. Booster Lessons (Lessons have been designed and placed on the Forestville Staff BLACKBOARD Site under the PBS Tab and teachers have access to add lessons throughout the year)	All Staff; Team Leaders; Matt Harris and Kathy Quigley	PBS Materials  Cost: None	✓	✓	✓	✓	Note the amount of lessons posted from September 2009 – June 2010

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Antibullying Awareness Focus: a subcommittee will explore strategies to decrease bullying and increase staff awareness and skills in dealing with bullying incidents.	Ronne Lancaster, Chair person	PBS Materials  Cost: None	✓	✓	✓	✓	Track number of incidents related to bullying through PBS data collection. End of year survey results in 2009 compared to 2010 results.
7. Continue to utilize research based interventions (Check In/Check Out) to support students with behavioral needs.	Susan Kim	Supplies for students: charts, reinforcers, compliments.  Cost: \$200					Analysis bi-weekly of student success on program through daily data collection.

## 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.

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

100% of the student body will participate in meaningful community service opportunities.

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**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. Included in the three major goals for FCPS is service learning. We are preparing all of our students for altruistic behavior and for reporting that behavior to others.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Forestville community has historically been active and generous. Our 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

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	100% of all Forestville students will participate in a community service project by June 2010.
3.2	Of the 100%, through a writing prompt, 90% will respond in an affirmative way that the service project was meaningful to them as citizens of this community and of the world.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The faculty and staff at Forestville Elementary will facilitate more active participation by 100% by the student body in meaningful community service opportunities.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. First grade students will collect supplies for a cat local cat shelter	First Grade Team <i>(Elaine Lombardi, Mary Meyer, Linda McCourt, Norma)</i>	Cat supplies, paper for monthly reminders for families  Cost: donation	✓	✓	✓	✓	Graphing the results of the student donations
2. Second grade students will read to Kindergarten students at our sister school Hutchinson. Our second grade students will also donate a book to their “buddy.”	Carrie Gilbert, Lauren Paull, Hilary Sanborn, Anita Boggs, Susan Langford	Bus transportation for Hutchison to Forestville  Cost: donation		✓		✓	Interest survey on their feelings of how they viewed the activity
3. Third Grade is going to collect canned goods and drop them off to needy food banks.	Jackie Ade, Patrick Mills, Sarina Anch, Jeff LeLoup	Cost: Donations		✓	✓	✓	
4. Non-perishable food drive	<i>Student Council Association (SCA)</i>	Paper  Cost: Donations					Weekly announcements sharing results of grade level donations and final results
5. Fourth grade students will participate in a campaign titled <u>Pennies for Peace</u>	Fourth Grade <i>( Kristin Kime, Laura Stanley, Nancy Crotty, Betsy Biernick)</i>	Paper  Cost: Donations					

**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. (Include professional development and parent involvement)	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Fifth grade students will collect and advertise for the collection of aluminum tabs for the Ladies Order of the Shriners which supports burn victims (children)	Fifth Grade ( Kurt Jacobs, Corinne Glascock, Meredith Keuchel, Helen Cole, Erin Loving)	Tabs  Cost: donation	✓	✓	✓	✓	Throughout the year, graph the number of Xerox boxes filled with tabs.
7. Kindergarten students will form relationships with adults in Sunrise Assisted Living in Reston by providing class products every other months.	Diana Early; Courtney Juncker; Fredda Regen; Ginny Weinstock; Desiree Simon (K team)	Classroom materials	✓	✓	✓	✓	Video exchanges between the adults and children and Forestvision presentation.
8. Sixth grade students will collecting food for the Western Fairfax County Food Bank	6 <sup>th</sup> grade students	Cost: donation	✓	✓	✓	✓	Graph the number of food collected each month
9. Writing prompt will be administered and scored school wide prior to the end of May.	Lauren Paull and Patrick Mills, co-chair persons.	Classroom materials  No cost	✓	✓	✓	✓	Rubric will be used to score the writing prompt and determine the impact of the project on the students. Results will be summarized by grade level.

**RESULTS AND REFLECTION**  
**A Focus on Continuous Improvement**  
**For the 2008-09 School Plan**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
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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"><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement in mathematics at grades 3-6 through improved teaching of mathematics.</p>	<p>In following the current 2008 6<sup>th</sup> 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<sup>th</sup> to 6<sup>th</sup> 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 4<sup>th</sup> 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"> <li>1. “Officer Friday” ~ easy access, student recognition of passing, second year of implementation</li> <li>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</li> <li>3. Math Vocabulary: Terms and Definitions ~ accessible both on the school server and B.L.O.O.M. BLACKBOARD site</li> <li>4. Word of the Week ~</li> <li>8. Renzulli Learning System ~ training, opportunities to explore, student profiles (2007 – 2008)</li> <li>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</li> </ol> <p>Inhibited:</p> <ol style="list-style-type: none"> <li>2. Math Games ~ so many resources, so little time</li> <li>3. Ownership of materials</li> <li>4. Word of the week~ Math Committee and Forestvision Chairs did not collaborate to develop this project</li> <li>5. Sharing of Resources~ vertical team planning time has not been established to accommodate</li> </ol>	<ol style="list-style-type: none"> <li>1. “Officer Friday” ~ school-wide announcement of understanding that differentiation is under classroom teacher’s discussions</li> </ol> <p>Grade levels can develop challenges to support those students that pass “Big Grandpappy.”</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> </ol>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Math Continued</b></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 remediation ~ 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><b>* General Statement: It appears we took on many strategies. Fewer strategies with success may be more beneficial than many strategies with some successes.</b></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 remediation: Possible manipulation of master schedule to provide grade levels opportunities to provide remediation 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>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> 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>Supported:</p> <ul style="list-style-type: none"> <li>• PBS Committee in place</li> <li>• PBS Committee attended training</li> <li>• Monthly PBS meetings</li> <li>• PBS PLC discussion during team meetings and staff meeting</li> <li>• Cardinal Compliment Pads</li> <li>• Weekly public recognition of students exhibiting positive behavior (picture wall, compliment winner, announcement of compliments given to individuals and classes</li> <li>• PBS leaders are active members of the SIP</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• First year buy-in</li> <li>• More staff buy – in</li> <li>• Develop other incentives for older students</li> <li>• Clarification of referrals and reports</li> <li>• The need to revisit training of the staff of the procedures and need for this programs implementation</li> <li>• Complacency of using the program</li> </ul>	<ul style="list-style-type: none"> <li>• Need to break the committee into sub-committees that represent our areas of need for improvement (i.e. cafeteria, hallway, recess, and bus)</li> <li>• Design and differentiate rewards that appeal to the upper grade students</li> <li>• Training needs to continue with revisiting expectations of student behavior</li> <li>• Vertical team discussion of behavior expectations and highlighting those students that display the positive behaviors</li> </ul>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> 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"> <li>• Individual Grades Levels were responsible for a project making it more meaningful to the student body</li> <li>• The parent community also took on school-wide projects (donations to special Olympics, sister school I~ coat drive &amp; toys and games for a Bazarre type affair), SCA food drive</li> <li>• Advertisement within the community newsletters and classroom correspondences</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Thank you notes to the representative donation organization were written in lieu of a writing prompt</li> <li>• The graphing was not done due to grade level intake verses individual class in take</li> </ul>	<ul style="list-style-type: none"> <li>• Completing the writing prompt as a school wide writing response</li> <li>• IA's will create posters/charts for those grade levels that can graph their results</li> </ul>