

**Fairfax County Public Schools**

**School Improvement Plan  
2011 – 2012**

**Fox Mill Elementary  
Cluster VIII**

**Patricia Q. Sheehy, Principal  
Brian K. Moose, Assistant Principal**

# FCPS SCHOOL IMPROVEMENT PLANNING PROCESS "CONTINUOUS IMPROVEMENT"



## COMMITTEE MEMBERS

Name	Position
Patricia Sheehy	Principal
Brian Moose	Assistant Principal
Lorraine Mietlicki	PTA President
Bernadette Boyle	PTA Parent Coordinator for Mini-Walk for the Homeless
Kemper Barker	3 <sup>rd</sup> Grade Teacher-PBS Coach
Sara Chae	ESOL Teacher
Bob Chancler	5 <sup>th</sup> Grade Teacher; Math Lead
Stacy Keating-Labas	Counselor
Audrey Kirtland	School Based Technology Specialist
Kim LaMothe	4 <sup>th</sup> Grade Teacher-PBS Coach
Joan Olinger	Special Education Lead
Jen Petroski	2 <sup>nd</sup> Grade Teacher; Math Lead
Susan Spruill	Reading Specialist; Language Arts Lead
Jessie Willard	5 <sup>th</sup> Grade Teacher-PBS Coach

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

### We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

### We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

### We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement. Our diversity creates resilient, open, and innovative citizens of the global community

## FOX MILL ELEMENTARY 2011-2012

### VISION STATEMENTS

LOOKING TO THE FUTURE—Fox Mill ES commits to help students prepare for their futures and to develop and demonstrate a desire for lifelong learning.

### COMMITMENT TO OPPORTUNITY—

Fox Mill ES helps develop the whole child to embrace diversity and learn to contribute to the world they live in.

### COMMUNITY SUPPORT—

Fox Mill ES embraces its entire community to include volunteers, parents and local businesses.

### ACHIEVEMENT—

Fox Mill ES encourages and supports academic success by developing positive attitudes, intellectual curiosity and independent thinking.

### ACCOUNTABILITY—

Fox Mill ES measures academic progress to ensure that all students, regardless of race, poverty, language or disability, will succeed with the knowledge and skills necessary for advancement in their school career.

### MISSION STATEMENT

*At Fox Mill ES it is our mission to focus instruction on developing the whole child. We are committed to providing opportunities designed to meet individual needs and to ensure that every child experiences success, academically, emotionally and socially.*

### CORE VALUES/BELIEFS

Fox Mill Elementary school culture is based upon the core values of RESPECT, RESPONSIBILITY, and SELF-CONTROL.

#### **We believe when children show RESPECT they will:**

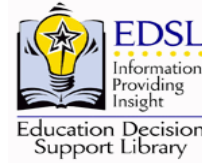
- recognize and support diversity
- demonstrate courtesy and fairness in the treatment of all people
- appreciate all members of the community

#### **We believe when children practice RESPONSIBILITY they will:**

- be loyal citizens through knowledge and action
- recognize and develop their strengths to reach their maximum potential
- demonstrate initiative and persistence in learning
- seek challenges by taking thoughtful and appropriate risks

#### **We believe when children exhibit SELF-CONTROL they will:**

- utilize problem solving skills
- assume responsibility for being self-solvers and decision makers
- utilize healthy coping skills and accept responsibility for their actions



## SPECIAL PROGRAMS

- \*Japanese Partial Immersion
- \*ESOL
- \*Non-Categorical Special Education Program
- \*Enhanced Autism Program

- \* Professional Learning Community
- \*Positive Behavior Support (PBS)
- \*After-school programs; after-school sports

### **Student Achievement Goal—Academics**

- Advanced Math
- After School Art Program
- Chess Team
- Collaborative Learning Teams
- GRACE ART (Greater Reston Arts Center)
- Japanese Festival
- Odyssey of the Mind
- Reading Buddies
- Science Fair
- Pawsitive Time (Remedial and Enrichment Support during the school day)

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

- After School Dance Class
- After School Yoga Class
- Class Meetings
- Girls on the Run
- Morning News Show
- Positive Behavior Support
- Student Council Association
- Technology Team

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

- Backpack Meals Program
- Mini-Walk for the Homeless
- Peer Mentoring
- Recycling Program

## 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 those that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics   | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through teacher collaboration. Assessment-driven instruction will identify and monitor those students who need extra support and enrichment.*

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

Data Sources:

SOL scores at Fox Mill continue to be very high. Results from the 2011 SOL Reading test indicate a school pass rate of 99%. Black and Hispanic students' scores were 100%. LEP students' pass rate was 97%, and SWD passed at 98%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The master schedule supports two to three times per week of common planning time in grades K-6. Grade level PLC's will meet weekly with resource specialists to discuss individual student needs. All grade levels will be utilizing eCART for scope and sequence curriculum planning and DRA2 and Horizon for common assessments. Leveled Literacy Intervention (LLI) will be implemented in grades K-3 this year.

Best Practice Research:

Research in best practices for instruction in reading reveal the following procedures for daily reading instruction: students need to read independently at their developmentally appropriate reading level and students need to be read to in the classroom. These things are paramount to improving students' reading abilities. Implementing guided reading groups is important so teachers can monitor student progress in reading. Teaching specific reading strategies is also an important tenant of a strong reading curriculum. Teacher modeled direct instruction is an appropriate method in teaching reading strategies. Common assessments will provide data that drives instruction. It is important to have a variety of materials to support students' reading at their instructional levels. The staff at Fox Mill ES will continue to model the best practices of DuFour and Eaker regarding Professional Learning Communities. They will also implement the strategies of a balanced literacy program by referring to the best practices of Lucy Calkins, Robert Marzano and Debbie Miller. Leveled Literacy Intervention, a program created by Irene C. Fountas and Gay Su Pinnell, will be implemented in small groups of students in grades K-3 this year.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	All students in grades 3-6 will score at least 91% passing on the 2012 Reading SOL.
1.1.1	The pass advanced rate on the Reading 2012 SOL will increase by 3% for students in grades 4-6. Grade 4 will increase from 68-71%, Grade 5 will increase from 78%-81%, and Grade 6 will increase from 63%-66%
1.1.1	The percentage of students in grades 1-2 who will meet grade level benchmark on the Spring 2012 DRA2 will be 85%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> <i>The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through teacher collaboration. Assessment-driven instruction will identify and monitor those students who need extra support.</i>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Leveled Literacy Intervention will be conducted for small groups of students in grades 1-3. The DRA2 data will be analyzed and groups will be formed for approximately 14-18 weeks. Assessments will be given at that time and new groups will be formed.	reading specialist, ESOL specialist, special education teacher, part-time LLI teacher	\$5,346 for LLI materials	X	X	X	X	DRA-2, Reading Record LLI assessments
2. Each grade level will conduct scheduled Collaborative Team (CT) Meetings weekly and utilize common formative assessments such as Horizon and DRA2.	administrators, classroom teachers, specialists, IA's	Materials in classrooms \$0	X	X	X	X	Winter DRA2 in first and second grades will note students' reading progress. Horizon assessments will be used to identify student progress in grades 3-6.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through teacher collaboration. Assessment-driven instruction will identify and monitor those students who need extra support.***

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
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.
3. Students who did not pass the DRA2 benchmark for the spring 2011 assessment period will be identified. Interventions in language arts will be created for these students in the classroom and during “Pawsitive Time” in the master schedule. Students who did not pass their 2011 Reading SOL and borderline students, who scored below 440 on their 2011 Reading SOL, will be identified and given interventions. The Fall DRA2 will be administered to plan instruction. Intervention tracking sheets will be monitored at Collaborative Team (CT) meetings.	administrators, classroom teachers, specialists, IA’s	\$0 Materials in classrooms	X	X	X	X	Interventions for struggling students will be discussed with classroom teachers and at CT meetings weekly. DRA2 and Horizon assessment scores will be analyzed.
4. Students who scored above 440 on the 2011 Reading SOL will be identified. Enrichment activities will be provided during “Pawsitive Time” in the master schedule.	administrators, classroom teachers, all specialists, special education, ESOL, IA’s, AAP teacher	\$0 Materials in classrooms	X	X	X	X	Formative and summative assessments

## 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 those that apply to this school improvement plan objective.*

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input checked="" type="checkbox"/> | 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> | 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input 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   |                          |  |

1.2 Communicate in at least two languages

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Fox Mill Elementary faculty and staff will increase student achievement in math by improving instructional practices through teacher collaboration and differentiation of instruction. Assessment-driven data will identify and monitor those students who need extra support and enrichment.***

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

Data Sources:

SOL Math scores at Fox Mill continue to be very high. We have improved our subgroup achievement scores. All subgroup scored a passing rate of at least 90% in 2011. Our advanced pass percentages by grade level went from 62 to 75% in 4<sup>th</sup> grade; from 63-83% in 5<sup>th</sup> grade but dropped from 88 to 79% in 6<sup>th</sup> grade.

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

The master schedule supports sixty minutes four days a week of common planning time in grades 1-4 and forty-five minutes five days a week for grades 5 and 6. Grade level professional learning communities will meet once a week with resource specialists to discuss individual student needs and will be utilizing eCART pacing guides for scope and sequence curriculum planning and Horizon for common assessments. Flexible grouping is continuing in grade 2 and a separate Advanced Math is offered in grade 6. Each grade level will use EMIS to provide enrichment to students.

### Best Practice Research:

According to Miki Murray in *The Differentiated Math Classroom*, "Differentiated instruction implies a purposeful process for adapting the teaching and learning processes of the classroom to accommodate the needs of all learners. For us, it is an especially useful tool for ensuring that all students have access to and are appropriately supported in their acquisition of important mathematical knowledge. Differentiated instruction encompasses a versatile collection of strategies that have developed over the years including flexible grouping and tiered activities." The text, *Differentiating Math Instruction* by William Bender researches the need for developing expertise in differentiating instruction in mathematics. Research indicates that when teachers are members of Professional Learning Communities and they collaborate to be sure what they teach, how they teach, and what they assess is congruent there is a higher student achievement. Research indicates that math instruction can be differentiated by incorporating the use of hands-on activities, by incorporating problem solving- both application and non-routine in all lessons, by using higher level questioning techniques to develop students' ability to think and talk about their problem solving, and by incorporating the teaching of vocabulary and the reading of mathematics as integral parts of the lessons. In addition, Fox Mill staff will use Marzano, Bloom, Kagan and Schlechty teaching strategies that will engage all students in the learning process.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	The percentage of students who will pass the Spring 2012 Math SOL at an advanced level will increase in grade 4 from 66% to 69%, in grade 5 from 75% to 78% and in grade 6 from 83% to 86%. 100% of our 6 <sup>th</sup> grade advanced math students will pass their 7 <sup>th</sup> grade Math SOL.
1.1.2	All subgroups will pass the Spring 2012 Math SOL at a proficient or advanced level by at least 90%.
1.1.2	The percentage of 1 <sup>st</sup> and 2 <sup>nd</sup> grade students who will pass the Spring 2011 Math Reasoning Assessment (MRA) will be 90%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>The Fox Mill Elementary faculty and staff will increase student achievement in math by improving instructional practices through teacher collaboration and differentiation of instruction. Data driven assessments will identify and monitor those students who need extra support and enrichment.</i></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. Teachers will familiarize themselves with the new Elementary Math Instructional Sequence, (EMIS) and differentiate instruction.	Administrators, math lead teachers, CT lead teachers	Math resources, EMIS inservices, E-Learn It trainings--\$0 Professional Development After School Specials	X	X	X	X	Administrators and CT lead teachers will monitor the implementation of EMIS at CT meetings.
2. Each grade level will have a Collaborative Team (CT) meeting each week and utilize Horizon and Math Reasoning Assessment data to help identify all students needing support and enrichment. Subgroups will be monitored.	Administrators, CT Leaders, classroom and special education teachers, Specialists, IA's	Horizon, Math Reasoning Assessment data, and grade level common assessments - \$0	X	X	X	X	Discussion and assessment that will determine the needs for instruction and student interventions. Exit tickets will be used to monitor students' comprehension.
3. The master schedule will allow time twice a week for Response to Intervention (Pawsitive Time)..	Administrators, classroom teachers, all specialists, special education, ESOL, IA's, AAP teacher	Data, eCART resources, manipulatives, games	X	X	X	X	Administrators will monitor that all teachers are involved in RTI. Teachers will use assessments to monitor the students learning during RTI.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Fox Mill Elementary faculty and staff will increase student achievement in math by improving instructional practices through teacher collaboration and differentiation of instruction. Data driven assessments will identify and monitor those students who need extra support and enrichment.***

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.	
4. Students who did not pass the 2011 Math SOL or who scored below 440 on their Math SOL will be identified and intervention will be provided. Pawsitive Time will be used for remediation.	Administrators, classroom teachers, all specialists, special education, ESOL, IA's	Spring 2011 SOL math data, common formative assessments, eCART resources, EMIS pacing guides.	X	X	X	X	Intervention tracking sheets will be monitored at CT meetings. Teachers will discuss, create, and analyze data from assessments.
5. Students who scored above 440 on the Spring 2010 math SOL will be identified and enrichment will be provided during Pawsitive Time. Critical thinking and multi-step problem –solving will be emphasized.	Administrators, classroom teachers, all specialists, special education, ESOL, IA's, AAP teacher	Spring 2011 SOL math data, common formative assessments, eCART resources, EMIS pacing guides, <i>Groundworks</i> math series.	X	X	X	X	Intervention tracking sheets will be monitored at CT meetings. Teachers will discuss, create, and analyze data from assessments.

## 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 those that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.                                 | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic.  | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills.                         |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> 2.8 Make healthy and safe life choices.                    |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Fox Mill Elementary faculty and staff will continue to implement a Positive Behavior Support program to instill in students the character traits of respect, self control and responsibility.***

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

Data Sources:

Positive Behavior Support (PBS) data from teacher surveys show significant support for the goals, objectives, and the results produced by an emphasis on Respect, Responsibility, and Self-control. Staff satisfaction with the effectiveness of Fox Mill's PBS program increased from 50% to 75% as indicated by our staff survey given June 2011.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A majority of our students come to us ready for learning and knowing appropriate school behavior. For the most part, they understand school and classroom expectations and will follow those expectations. However, we found that expectations throughout the building were different from classroom to classroom. We continue to work to bring continuity to our school by stressing the importance of staff using a common language throughout the school, i.e. playground, cafeteria, and hallways. We adopted the character traits of respect, responsibility, and self-control as our central theme for our PBS efforts and developed a matrix of

expectations for each of these areas. We encouraged teachers to focus on these habits as they set up their own classroom routines and expectations. Teachers are encouraged to be proactive in recognizing positive behaviors throughout the building.

Best Practice Research:

Students do better in school when they have structure in their day and understand the routines established in the school. High expectations for student behavior will lead to fewer discipline referrals and fewer classroom disruptions. Positive Behavior Support (PBS) is a process for creating safer and more effective schools. PBS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBS emphasizes character education by encouraging students to be respectful, responsible, and utilize self-control. Bernard (1992) states that in order for character education programs to be successful they must create a positive learning environment that reinforces positive character traits; PBS creates this type of environment.

Many years of research and application have determined that positive behavior support can be applied successfully with a diverse population of students, in a wide range of contexts, and may be extended from an intervention approach for individual students to a proactive approach for entire schools (Sugai, G., Horner, R. H., Dunlap, et al., 2000; Taylor-Greene, Susan J., Kartub, and Douglas, T., 2000; Fox, Lise, Little, Nancy., 2001; Scott, Terrance M., 2001; Safran, Stephen, P., Oswald, Karen, 2003; Sugai, G., Horner, R., 2005).

Extensive efforts to expand PBS to Districts, Regions and States have been supported by Dr. George Sugai at the University of Connecticut and Dr. Robert Horner at the University of Oregon, co-directors of the National Center on Positive Behavioral Interventions and Supports. This Center was established by the Office of Special Education Programs, US Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Center focuses on a broad dissemination of information about school wide positive behavioral support to schools, families, and communities, while demonstrating its feasibility and effectiveness at the individual student, school, district, and state levels.

Research quoted at [http://fcpsnet.fcps.edu/ssse/pbs/pbs\\_overview.htm#4](http://fcpsnet.fcps.edu/ssse/pbs/pbs_overview.htm#4)

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	The June 2011 survey indicated that 75% of Fox Mill teachers viewed PBIS as effective. By introducing new program strategies, 85% of staff members will view PBIS as effective by June 2012.
2.1	To show the improvement in the effectiveness of PBIS, each teacher will recognize 80% of their students through Foxy Notes by the end of June 2012.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>The Fox Mill Elementary faculty and staff will continue to implement a Positive Behavior Support program to instill in students the habits of treating themselves and others with respect, accepting responsibility, and developing self-control.</i></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 used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Based on the 2011 staff survey, teachers indicated a need to develop a list of “look For’s” to identify behaviors/actions that deemed worthy of a Foxy Note. Teachers will be given in-house examples of worthy behaviors/actions that were developed by the PBIS committee.	Administrators; all staff	Principal and Assistant Principal  \$250 for Foxy Notes	X	X	X	X	Foxy Note charts will be collected June 2012 indicating the number of students per class that earned a Foxy Note.
2. Student discipline data will be collected and analyzed to determine needs and successes.	Asst. Principal	Student discipline data will be collected on SASI and analyzed monthly.  \$0	X	X	X	X	Monthly data will be compared and compiled for discussion at PBS meetings and shared with staff.
3. The PBIS committee will meet monthly to discuss progress of the program and make decisions based upon data and needs. They will share information at staff meetings.	PBIS Chairs; PBIS Committee	Meeting agendas and notes  Comment box  \$0	X	X	X	X	Monthly meeting agendas and notes will be compiled and shared as needed with staff. Comment box will be placed in the staff lounge to gain feedback and suggestions
4. Specialists and teachers will use a mutually- created behavior chart that will be used as a tool to keep consistent behavioral expectations between classroom teachers and specialists.	PBIS committee	Specialist Posters Tickets  \$75 for tickets	X	X	X	X	Once quarterly specialists and teachers will take a survey indicating their satisfaction with the new behavior chart system in specials.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *The Fox Mill Elementary faculty and staff will continue to implement a Positive Behavior Support program to instill in students the habits of treating themselves and others with respect, accepting responsibility, and developing self-control.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Administer a staff survey on the effectiveness of PBIS in June 2012.	PBIS Chair; PBS Committee	Staff surveys				X	Staff surveys at the end of the year.

**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 those that apply to this school improvement plan objective.*

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

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The faculty, staff and parents of Fox Mill Elementary will promote service learning opportunities for all students.***

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**RATIONALE FOR OBJECTIVE:**

Data Sources:

Because of significant community involvement for the past four year's "Mini-Walk for the Homeless" at Fox Mill and the positive response that parents have had for any service activities that have been reported at PTA meetings, we realize that Fox Mill parents are enthusiastic about having their children involved in such endeavors. For the past three years each homeroom teacher tracked service learning projects performed by their students. In June 2011, classroom tracking charts were used to determine the percentage of student participation.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We have been using a model for our service programs that helps to educate our students on our need for community responsibility. We will continue to expand our model of instructing our students about the purpose of our service programs so that these programs are valuable learning opportunities for them.

The tracking system that we put in place three years ago to monitor student involvement in service programs was improved. It was easy to track student participation. The same tracking system will be used this year. There has been a consistent increase in student participation—from 56% in 2007-2008, to 71% in 2008-2009, to 91% in 2009-1010, to 92.5% in 2010-2011. We would like to see continued parent coordination of service projects, particularly through the Room Parent network and their classroom activities, to increase student participation even more.

We are going to introduce a new school-wide program in 2011-2012, called "Kids Helping Kids". Each month one grade level will provide weekend "backpack meals" for needy FCPS students.

Best Practice Research:

In 2003 Carnegie and CIRCLE found that “strengthening a sense of community promotes school bonding, and is central to students’ healthy development-ethically, socially, emotionally, and academically.” There are several positive effects of building a school community that encourages and educates students about their roles in the school, community, and world. Students who are involved in youth service activities tend to have more favorable attitudes towards school and learning. They have increased self-esteem and exhibit positive social and ethical behaviors. Students who have a strong sense of community when entering middle school also tend to be more engaged in learning, show more leadership qualities, are more concerned about others and less alienated from their peers. Encouraging elementary students to participate in service learning activities will set them on the path to continue community service activities in the future. It will also help them increase their social awareness of the world in which they live.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By the end of the school year (2011-2012) 95% of FMES students will participate in a community service program.
3.2	By the end of the school year (2011-2012) 100% of sixth grade student will achieve the FCPS goal of completing at least five hours of service.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>The faculty, staff and parents of Fox Mill Elementary will promote service learning opportunities for all students.</i></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 used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. A tracking system will be used to monitor the progress of student participation in service programs.	SIP Responsibility to the Community Subcommittee: Classroom teachers	Poster paper \$0	X	X	X	X	Student participation in service learning activities will be monitored by a chart displayed in each classroom.
2. PTA will sponsor “Kids Helping Kids” community outreach program, (backpack meals), which will give all grade levels, K-6, an opportunity to participate in a service learning project.	Fox Mill Staff; PTA sponsor, Mrs. Amy Fujii	Student food donations and PTA budgeted donation. \$0	X	X	X	X	Mrs. Fijii will keep records of the number of backpack meals made and delivered. Completed Reflection Exit Form.
3. A Buddy Reading program will be initiated among specific grade levels.	Classroom teachers	Books available at FMES \$0	X	X	X	X	Classroom teachers will monitor program. A reflective narrative will be written by each student participating in the program at EOY. This narrative will be read to their reading buddy.
4. PTA will sponsor a Mini Walk for the Homeless at FMES to support Reston Interfaith which runs the Embry Rucker Shelter. Instructional opportunities will be provided to raise student awareness about homelessness.	PTA, SCA, Mrs. Bernadette Boyle; parent volunteers; Daiten sensei, Mrs. Susan Spruill SCA Sponsors; Mrs. Diamond, media specialist.	Posters, story and video/assembly on hunger/homelessness. \$0	X				Mrs. Boyle will generate spreadsheets of student, parent and business participation in the Walk.  SCA sponsors will monitor trip to Emery Rucker Shelter by SCA officers and subsequent classroom instruction by SCA reps.

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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. A school-wide drive for items needed at a local shelter will be conducted.	Mrs. Ghobadi, counselor; Classroom teachers	Collection boxes already on campus; \$0			X		Classroom chart will keep track of contributions.
6. A canned food drive for LINK will be conducted by SCA. SCA representatives will be instructed about hunger in Fairfax County and who their donations help. SCA reps, in turn, will instruct classes.	LINK, SCA coordinators, Mrs. Spruill and Daiten sensei	Posters, boxes for donations \$0		X			Classroom chart will keep track of contributions.
7. Room parent volunteers will be encouraged to create a grade level program of twice yearly services projects in which students will participate, i.e., letter writing to servicemen, valentines for seniors citizens, etc.	Room parents and teachers	Stationery supplies, PTA class funds	X	X	X	X	By EOY, room parent volunteers and their respective classroom teachers will create a list of activities in which the students participated and note them on the classroom service project chart.
8. All sixth grade students will report participation in a service learning project during the 2011-2012 school year.	Sixth grade teachers and counselor	\$0.	X	X	X	X	Sixth grade CT discussion; surveys of student participation in service learning
9. Students will be recognized for school service projects on our Morning News program and for community based projects in a quarterly newsletter, <i>Fox Mill Kids Helping the Community</i> .	Mrs. Diamond, media specialist; Mrs. Vigen, newsletter editor	Morning News show; Quarterly school service newsletter	X	X	X	X	Administrators and Mrs. Vigen will keep records of students recognized.

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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
10. <i>Girls on the Run</i> will complete each of their two seasons with a community service project.	Ms. Roberts	\$0.		X		X	Coaches will keep track of participation.