

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Fox Mill Elementary

Cluster VIII

Patricia Q. Sheehy, Principal

William T. Rice, Assistant Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Patricia Sheehy	Principal		
William Rice	Assistant Principal		
Nancy Linton	PTA President		
Beth Allgaier	PTA Parent Coordinator for Mini-Walk for the Homeless		
Lisa Boccetti	Media Specialist		
Jen Brittingham	2 nd Grade Teacher; Math Lead		
Bob Chancler	5 th Grade Teacher; Math Lead		
Angela Charlton	Counselor; PBS Coach		
Susan Hearle	ESOL Teacher		
Patricia O'Brien	Special Education Lead		
Mariko Sawa	3 rd Grade Japanese Immersion Teacher		
Christy Slifkey	School Based Technology Specialist		
Susan Spruill	Reading Specialist; Language Arts Lead		

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 2008-2009

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

Chess and GO Clubs
Collaborative Learning Teams
Compacted Math
First Grade Literacy Night
FLEX (Foreign Language Experience in Elementary School)
GEMS (Girls Excelling in Math and Science)
GRACE ART (Greater Reston Arts Center)
Homework Club (New!)
Mad Science
Odyssey of the Mind
Reading Buddies
Reflections
Second Grade Night at the Museum

Student Achievement Goal—Essential Life Skills

Class Meetings
Ecology Club
Girls on the Run (New!)
Morning News Show
Overtime Athletics
Positive Behavior Support
Technology Team
Volleyball Club

Student Achievement Goal—Responsibility to the Community

Landscaping Club
LINK
Mini-Walk for the Homeless
Peer Mentoring
Planet Aid Partnership
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 that apply to this school improvement plan objective.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *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.*

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

Data Sources:

SOL results from Spring 2006 to Spring 2008 in English: Reading shows a decrease each year in performance in both the third and fourth grades. Although our Hispanic and our LEP sub groups are under fifty students each, and therefore are not considered when calculating for AYP under NCLB, these subgroups' performance did not meet a 77% passing rate.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The master schedule supports a minimum of ninety minutes per week of common planning time in grades 1-6 and 60 minutes weekly in kindergarten. The master schedule also allows one hour blocks of common planning to support Collaborative Learning Team meetings in grades 1-3 and 45 minute blocks in grades 4-6. Collaborative Learning Teams meet with resource specialists to discuss individual student needs and will be utilizing eCART for scope and sequence curriculum planning and for common assessments. Teachers at Fox Mill Elementary School shared information regarding reading instruction with the school plan team. Overall, Fox Mill's reading performance is very high.

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 Caulkins, Fountas and Pinnell, Robert Marzano and Debbie Miller.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	In fourth grade the percentage of students who will pass the Spring 2009 Reading SOL at a proficient or advanced level will increase from 88% to 90%.
1.1.1	In fifth grade the percentage of students who will pass the Spring 2009 Reading SOL at a proficient or advanced level will increase from 93% to 95%.
1.1.1	90% of students in second grade will show one year's progress in reading as measured by the DRA2
1.1.1.	The percentage of Hispanic students who will pass the Spring 2009 Reading SOL at a proficient or advanced level will increase from 75% to 81%.
1.1.1.	The percentage of ESOL (LEP) students who will pass the Spring 2009 Reading SOL at a proficient or advanced level will increase from 75% to 81%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th 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.
1. Students who did not pass the SOL or make the DRA2 benchmark for the spring 2008 assessment period will be identified. Interventions in language arts will be created for these students. Borderline students will also be identified and provided interventions if deemed necessary.	Administrators, classroom teachers, reading specialist, ESOL, special education teachers, extended contract teachers	Materials in classrooms \$0	X	X	X	X	Interventions for struggling students will be discussed with classroom teachers and at CLT meetings.
2. Each grade level will conduct scheduled monthly Collaborative Learning Team Meetings and utilize eCART.	Administrators, classroom teachers, specialists, IA's	eCART assessments \$0	X	X	X	X	Discussion and assessment that will determine the needs for instruction.
3. Create a collaborative team of classroom, special education and ESOL teachers to give the VGLA assessment to identified students	Special education teachers, ESOL, and classroom teachers	Workbooks \$14.00/student	X	X	X	X	On-going data collection by VGLA team
4. Implement strategies for engaging students in their learning	Classroom teachers, specialists, FCPS Instructional Services	FCPS Kagan Inservice in Summer, 2008; FCPS Instructional Services Inservice in Fall, 2008 \$0. Resource materials \$78.00	X	X	X	X	Teachers will share Kagan strategies at staff meetings throughout the school year. FCPS Instructional Services will conduct an inservice with the staff in the Fall.
5. Implement word study in first grade. Begin to implement word study in second grade.	First grade teachers, reading specialist, ESOL	Training through FCPS \$0	X	X	X	X	Teachers' anecdotal records will identify students' correlation between phonics and reading.

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
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Provide opportunities for classroom teachers to observe other teachers during guided reading instruction	Administrators, classroom teachers, reading specialist, ESOL, IA's	\$0		X	X	X	Teachers will observe and share reflections about guided reading.
7. Offer poetry presentations, story tellers, puppet theater, and author visits to support language arts	Media and reading specialists, PTA	Costs provided by the PTA	X	X	X	X	Teacher and student feedback
8. Establish student-student reading buddies	Classroom teachers	Materials in classrooms \$0	X	X	X	X	Teachers' anecdotal records and discussions.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

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

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

Data Sources:

SOL results from 2008 showed inconsistent performance in mathematics. Although there were increases and decreases in scores for specific grade levels when compared to 2007, an analysis of each class's results from previous years showed similar results. (e.g. 2008 5th grade scores were high, but they were also high when that class was in 4th grade) However, an analysis by category of the 2008 SOL scores for Grades 3-6 indicated specific areas that needed improvement. The four areas with weakest student performance were

Number and Number Sense; Measurement and Geometry; Patterns, Functions and Algebra; Probability and Statistics. An average of 70% of all students in grades 3-6 answered questions from these four strands correctly. Although our Hispanic and our Economically Disadvantaged sub groups are under fifty students each, and therefore are not considered when calculating for AYP under NCLB, these subgroups' performance did not meet a 77% passing rate. Our, LEP, (ESOL), subgroup, also less than fifty students, has a 77% pass rate. The spring 2009 passing rate in math will be set at 79%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The master schedule supports a minimum of ninety minutes per week of common planning time in grades 1-6 and sixty minutes weekly in Kindergarten. The master schedule also allows one hour blocks of common planning to support Collaborative Learning Team meetings in grades 1-3 and forty-five minute blocks in grade 4-6 at each grade level. Collaborative Learning Teams meet with resource specialist to discuss individual student needs and will be utilizing eCART for scope and sequence curriculum planning and for common assessments. Flexible grouping is continuing in grade 2 and was initiated this school year in grade 5. Also Compacted Math is offered in grade 6 in order to differentiate instruction. Teachers at Fox Mill Elementary School share information regarding math instruction with the school plan team. Analysis of available test data suggests that four categories (see Data Sources) should be the focus and need improvement this year. Overall, Fox Mill's Math performance is very high.

Best Practice Research:

The text, *Differentiating Math Instruction* by William Bender researches the need for developing expertise in differentiating instruction in mathematics. 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	Student performance on the Spring 2009 Math SOL test in grades 4-6 will be greater than or equal to 90% passing in the strands of Number and Number Sense; Measurement and Geometry; Patterns, Functions, and Algebra and in Probability and Statistics.
1.1.2	In 5 th grade the percentage of students who will pass the Spring 2009 Math SOL at a proficient or advanced level will increase from 89% to 91%.
1.1.2	The percentage of LEP (ESOL) students who will pass the Spring 2009 Math SOL at a proficient or advanced level will increase from 77% to 79%.
1.1.2	The percentage of Hispanic students who will pass the Spring 2009 Math SOL at a proficient or advanced level will increase from 69% to 79%.
1.1.2	The percentage of Economically Disadvantaged students who will pass the Spring 2009 Math SOL at a proficient or advanced level will increase from 68% to 79%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

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. Assessment-driven instruction will identify and monitor those students who need extra support.</i>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Students who did not pass the math SOL for the spring 2008 assessment period will be identified. Interventions in math will be created for these students. Borderline students will be identified and provided interventions if deemed necessary.	Administrators, classroom, ESOL, special education and extended contract teachers	Materials in classroom, Spring 2008 SOL Math data, scheduled time remediation --\$0	X	X	X	X	Interventions for struggling students will be discussed with classroom teachers and at PLC meetings.
2. Each grade level will conduct scheduled monthly Collaborative Learning Team meetings and utilize eCART and Math Reasoning Assessment data to help identify all students needing support.	Administrators, CLT Leaders, teachers, Specialists, IA's	e CART, 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.
3. Create a collaborative team of classroom, special education teachers to give the VGLA assessment to identified students.	Special education teachers, and general education teachers	Workbooks \$14.00/student	X	X	X	X	On-going data collection by VGLA team.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Fox Mill Elementary faculty and staff will increase student achievement in math 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
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Apply strategies for engaging students in their learning.	Classroom teachers, specialists, FCPS Instruc. Services	FCPS Kagan Inservice in summer of 2008; FCPS Instruc. Svs. Inservice in Fall--\$0. Resource Materials--\$78.	X	X	X	X	Teachers will share Kagan strategies at staff meetings throughout the school year. FCPS Instructional Services will conduct an inservice with staff in the Fall.
5 Implement Flexible Grouping to differentiate math instruction.	Math committee, 2 nd and 5 th grade teachers	Common assessments Ecart analysis of data, Math Reasoning Assessment data--\$0	X	X	X	X	On -going data collection by teachers and CLT grade level notes
6. Discuss and create grade level lessons in the LEARN model for implementing the new math pacing guides.	Math committee, grade level teams	Ecart pacing guides, After School Specials for grades 3-6--\$0	X	X	X	X	Discussion and assessment analysis per grade level.
7. Use CLT meetings to share math strategies in the areas of Number Sense; Measurement and Geometry; Patterns, Functions, and Algebra; and Probability and Statistics.	Math committee, CLT lead teachers, eCART lead teachers	Math Reasoning Assessment data, eCART data--\$0	X	X	X	X	On-going data collection from eCART assessments and Math Reasoning 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 that apply to this school improvement plan objective.

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| <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 checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *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.*

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 and objectives and the results produced by an emphasis on Respect, Responsibility, and Self-control. The June 2007 staff survey indicated a high degree of satisfaction with the improvement of behavior in the cafeteria, hallways, bathrooms, and playground. On a scale of 1-5 with 5 representing much improved, the average staff rating was 3.26. Student enthusiasm for PBS efforts was rated at 4.11 and staff enthusiasm was rated at 3.86. Since the 2007-2008 school year was Fox Mill's first full year of implementation with PBS, these ratings indicated a high level of improvement in behavior from the 2006-2007 school year. The same survey given at the end of the 2007-2008 school year indicated that there was improvement but the impact of the program was not as significant as the previous year. The average rating for behavior improvement in the cafeteria, hallways, bathrooms, and playground was 2.35. Student enthusiasm was rated at 3.0 and teacher enthusiasm was rated at 2.8. This decrease can be attributed to the great strides we made the previous year. We still made improvements; however, it is difficult to make great leaps year to year. On the School-wide Evaluation Tool (SET), which evaluates seven key features of PBS through staff and student interviews, observations and a review of permanent features, Fox Mill implementation average was 94%. This was one of the highest averages in FCPS. SET was administered in June of 2006 with a score of 38 and in June 2007 with a score of 76. This indicates that our PBS program is having a positive impact on our school and our culture.

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. During the 2006-2007 school year, we decided to bring more continuity to our school discipline procedures. Toward this end, we adopted PBS as our school's foundation for student expectations. Through a staff survey given in October 2006, we identified the following areas of concern: 1. the hallways; 2. the cafeteria; 3. the bathroom; and 4. the playground. We adopted the habits 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. Beginning with the 2007-2008 school year, we encouraged teachers to focus on these habits as they set up their own classroom routines and expectations.

Our 2008 survey indicated that the cafeteria was still a concern with the noise level and off-task behaviors. We did institute a Blue-Yellow-Red Cup system to help students monitor their behavior. The system is effective, but it needs to be enforced more consistently. The PBS Team has made the cafeteria a priority for the 2008-2009 school year. A revision to our cafeteria monitoring/reward system will be developed for presentation at our October staff meeting. Discipline data, which is collected through SASI, indicated that the greatest number of office referrals was generated as a result of classroom behaviors. The PBS team stressed the need to align classroom rules with the PBS objectives of Respect, Responsibility, and Self-control.

During the 2007-2008 school year, Fox Mill had a number of incidents in which a few students were subjected to behaviors considered to be on the bullying spectrum. As a result of these incidents, the PBS team and the guidance counselors will address the issue of Bullying more directly with students.

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.

Positive behavior support (PBS) is a systems approach to achieving socially appropriate behavior change. PBS was developed initially for students with severe disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989). Research—much of it supported by the U.S. Office of Special Education Programs (OSEP)—demonstrated that PBS systems are effective in assisting students with challenging behaviors.

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

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	As a result of the PBS efforts, the number of office referrals will decrease by 10% from data collected during the 2007-2008 school year to data collected during the 2008-2009 school year.
2.1	The positive ratings by staff on surveys of the effectiveness of the PBS programs will increase by 10% from data collected at the end of the 2007-2008 school year to a survey that will be given at the end of the 2008-2009 school year.
2.3	As a result of our PBS program, students' reflections on bullying will be 10% more positive from data collected through a survey in the fall of 2008-2009 compared to survey results in the spring 2008-2009.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

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>							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Students will be recognized for showing outstanding efforts toward Respect, Responsibility and Self-Control and PBS Goals will be highlighted on the morning news show.	Principal, Asst. Principal , All Staff	Certificates printed by office personnel Principal and Assistant Principal \$0	X	X	X	X	Weekly count of students recognized on the news and in classrooms
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 PBS team will meet monthly to discuss goals of the program and to make decisions based upon data and needs.	Team leader and members of PBS team	Meeting agendas and notes \$0	X	X	X	X	Monthly meeting agendas and notes will be compiled and shared as needed with staff.
4. The PBS team will share ideas, strategies and successes at faculty meetings.	PBS Team Members	Staff surveys Comment box \$0	X	X	X	X	Monthly Staff Meeting Agendas Staff surveys at the end of the year. Comment box will be placed in the staff lounge to gain feedback and suggestions

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. A PBS plan will be implemented to teach students to exhibit Respect, Responsibility and Self-control when eating in the cafeteria, walking in the hallways, playing outside on the playground, and using the restroom.	Staff	Posters in the hallways and the cafeteria, Fox Paws, positive recognition passes, and discipline referral forms Posters = \$75.00 Fox Paws = \$348.65	X	X	X	X	Positive recognition numbers and office referral baseline data
6. The PBS team and the guidance department will address bullying throughout the school. Bullying will be defined for students and they will be taught to recognize signs of bullying. They will be taught what to do when faced with a bullying situation, whether it involves themselves or others.	PBS team and guidance counselors	A student survey will be conducted during the fall of 2008-2008 and again in the spring of 2008-2009--\$0	X	X	X	X	Survey results will be compared from the fall to the spring.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The faculty, staff and parents of Fox Mill Elementary will promote service learning opportunities for all students.

RATIONALE FOR OBJECTIVE:

Data Sources:

Because of significant community involvement for the past two 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.

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 last year to monitor student involvement in service programs was not uniform. This year we plan to use one system and collect data in each classroom. We also need to raise both parent and student awareness of all projects already in place. We would like to see more parent involvement in service projects, particularly through the Room Mother network and their classroom activities.

Best Practice Research:

In 2003 Carnegie and CIRCLE found that “strengthening a sense of community promotes school bonding, and is central to student’s healthy development-ethically, socially, emotionally, and academically.” Research also indicates that most civic education programs are ineffective in school settings. There are several positive effects of building a school community that encourages and educates students about their role in the school, community, and world. Students who are involved in positive youth activities tend to have more positive attitudes towards school and learning, more positive attitudes towards the self, more positive social and ethical attitudes and behaviors, and reduced involvement in problem behaviors. All these positive outcomes are mediated by increases in sense of community and will benefit the students as they go through middle school and beyond. Students who have a strong sense of community when entering middle school also tend to be more engaged in learning, show more leadership qualities, were more concerned about others, and less alienated from their peers. Thus, concluding that instruction about and encouragement to participate the school community at a younger age will set an example for their years in middle school, high school, and adult life. Setting an example in their lives now to make them aware they are part of a bigger world will initiate the start of their engagement with the world around them.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	<p align="center">Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound Goals)</i></p>
3.2	By the end of the school year (2008-2009) 60% of FMES students will participate in a community service program.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

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

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th 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.
1. A tracking system will be developed to monitor the progress of student participation in service programs.	SIP Responsibility to the Community Subcommittee SCA, PTA	Poster paper \$0	X	X	X	X	Student participation in service learning activities will be monitored by a chart displayed in each classroom.
2. A 6 th grade mentoring program will be implemented with lower grade, at-risk students.	6 th grade teachers, counselors, administrators	\$0	X	X	X	X	Counselors will keep records.
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's Embry Rucker Shelter. Instructional opportunities will be provided to raise student awareness about homelessness.	PTA, SCA, Mrs. Beth (parent) and Kristin(student) Allgaier, parent volunteers, Mrs. Lisa Boccetti, media specialist, classroom teachers	Posters, Water Bottles, Story and lesson plans. \$0	X				Mrs. Allgaier will generate spreadsheets of student, parent and business participation in the Walk. Record of classroom attendance monitored by Mrs. Boccetti in regards to hearing story about homelessness. SCA sponsors will monitor trip to Emery Rucker Shelter by SCA officers and subsequent classroom instruction by SCA reps.

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

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Clothes collection boxes to support Planet Aid international development programs are on the Fox Mill campus. Clothes collection will continue. Students will be instructed on how their clothing donations help sponsor international development programs and contribute to global recycling.	Planet Aid, administration classroom teachers	Collection boxes already on campus \$0	X	X	X	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. Patrice Herring and Mrs. Montine Norman	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. Parents and students will help with school landscaping on two fall week-ends and one spring week-end. SCA reps will water plants and flowers as needed during the week.	PTA Landscaping Committee, Mrs. Julie Tyler, PTA Landscaping Chair, SCA	Landscaping materials provided with PTA budget of \$1200.	X			X	Mrs. Tyler will keep records of community participation during landscaping week-ends. Mrs. Herring and Mrs. Norman will keep records of SCA participation in watering.
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. Lisa Bocchetti, media specialist; Mrs. Sandy Vigen, newsletter editor	Morning News show; Quarterly school service newsletter	X	X	X	X	Administrators and Mrs. Vigen will keep records of students recognized.