

Fairfax County Public Schools

School Improvement Plan 2009 – 2010

Franklin Sherman Elementary School Cluster 1



Vicki P. Duling, Ph.D., 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
Vicki P. Duling	Principal		
Eileen C. Czarnecki	Assistant Principal		
Cindy Merritt	Reading Specialist, Co-Chair Academics		
Luayne Crandall	6 th grade teacher, Co-Chair Academics		
Pat Schreiber	Advanced Academic Resource Teacher, Co-Chair Academics		
Beckie Michalski	Kindergarten Teacher, Co-Chair Essential Life Skills		
John Majette	General Music Teacher, Co-Chair Essential Life Skills		
Ashlee McKibben	School Counselor, Co-Chair Responsibility to the community		
Nicole Choiniere-Kroeker	Librarian, Co-Chair Responsibility to the community		
Michelle Sandler	PTA president		

The School Plan committee worked in small groups with each sub-committee section focused on the student achievement goals in academics, essential life skills and responsibility to the community. The entire faculty reviewed the draft at a faculty meeting. A committee of teachers, staff and parents collaborated to determine a draft vision and mission statement that was then endorsed by our entire staff and parent community at several parent meetings

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.

FRANKLIN SHERMAN ELEMENTARY SCHOOL—VISION STATEMENT

Our vision is a caring community inspired to learn and grow together!

FRANKLIN SHERMAN ELEMENTARY SCHOOL—MISSION STATEMENT

Our mission is to ensure a warm and nurturing learning environment that promotes mutual respect, instills a life -long love of learning and develops the whole child. Through the collaboration of students, teachers, parents, and community; we actively engage our students in order to provide a balanced, quality education. We do this so that all students are challenged to reach their fullest potential and become successful members of the global community.

FRANKLIN SHERMAN ELEMENTARY SCHOOL—CORE VALUES/BELIEFS

We believe in our students.

- We believe that each student possesses limitless potential.
- We believe that each student can be a successful learner.
- We believe that each student is capable of meeting high expectations.

We believe in our community.

- We respect, honor, and celebrate the cultural and educational diversity of our school community.
- We acknowledge parents and community volunteers as partners in the educational process.
- We collaborate with families and the community to support student achievement in all areas.

We believe in ourselves.

- We provide a positive, safe learning environment in which all students are motivated to succeed and to develop as global citizens with 21st century skills.
- We model continuous learning, growing, and changing as educators and staff members by utilizing a variety of instructional strategies.
- As a professional learning community, we create differentiated, engaging learning experiences based on knowledge of each student's development.

SPECIAL PROGRAMS

School Based GT Resource Program

Preschool Autism Classes and Preschool Special Education Non-Categorical Classes

Enhanced Autism Elementary School site

Foreign Language in Elementary School Program (Spanish)

Academics

- Math Strategies Labs in every classroom
- Advanced Academics Resource Teacher / Enrichment Specialist servicing all students in Grades K-6
- Elements of Advanced Academic units/teaching strategies utilized by AART teacher and some classroom teachers (William and Mary units; Hands on Equations, Latin and word study enrichment)
- Reflections Contest
- Flexible math grouping for differentiated math instruction
- Medieval Day (5th grade)
- Colonial Day (4th grade)
- Compacted Math for 6th grade students
- Ancients Day (3rd Grade)
- Native American Pow-wow (2nd Grade)
- 6th grade musical/play
- Visiting Authors
- Virginia Young Readers participation
- Virginia Math League Contest
- Experimental Drama with Guest Teachers

Essential Life Skills

- FSES Student News Program
- Panda Press Corps—Student photography and web based digital story writing
- START Team—Student assistance with computers
- 6th Grade Ethics Day and Hemlock
- FSES Student Bank supporting student financial literacy (with business partner Chain Bridge Bank)
- Responsive classroom school-wide focus

Responsibility to the Community

- Green initiatives
- Student Council Association (SCA)
- International Night
- Parent Principal Coffees
- McLean Community Art Show
- Various SCA activities designed to help other communities and students in need
- Student Patrols

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

We will increase student achievement in English/Language Arts in grades K-6 through a balanced literacy program incorporating instruction, assessment, and intervention, with a focus on student subgroups who did not meet benchmark.

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

Data Sources:

Based on trend data of various assessment tools, including DRA, WIDA Access, VGLA, VAAP, eCART, and SOL's, the majority of students at Franklin Sherman Elementary School consistently score in the pass and pass advanced ranges on these assessment/evaluation measures. Opportunities for increasingly advanced levels of exploration in these subject areas is warranted to continue to interest, entice and challenge our students. Providing additional expansion of instructional skills to differentiate instruction to promote further advancement of students in high levels of academic achievement is our goal while continuing to meet the needs of each child at their instructional levels. Students in the sub groups (identified for test reporting of annual yearly progress for the No Child Left Behind federal law) of black students and students with disabilities will be afforded expanded levels of differentiated instruction to meet their educational needs.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Language arts instruction usually includes the framework of a reading and writing workshop format. It provides a balance of reading to, with, and by students as well as a meaningful context for strategy and skill instruction. The essential components of this differentiated instruction includes components of focus lessons, read aloud, shared reading, guided reading, independent reading, literature discussions, working with words, word study and writing instruction. Teachers will collaborate during PLC meetings to analyze, discuss, and plan consistent teaching strategies and assessment tools to differentiate instruction within their language arts curriculum. Writing instruction including the implementation and application of the instructional series *Being a Writer* will be implemented at grades 3-6. Writing instruction at the second grade level will include elements of the *Being a Writer* and *Lucy Caulkins: A Guide to the Writing Workshop* writing programs. Writing instruction at the kindergarten and first grade levels will be enhanced by collaboration and co-teaching with the school librarian as research skills are introduced and utilized at the earliest grade levels.

Best Practice Research:

Research in best practices in reading clearly points to a balanced literacy approach as being a highly effective way of organizing a language arts program to meet students' individual needs. Within the components of a balanced literacy approach, our data indicate a need to focus on comprehension strategy instruction and to refine our approach to guided reading. In *Reading with Meaning* (2002), Debbie Miller cites research that identified seven specific comprehension strategies used routinely by successful readers to construct meaning when they read and suggested that teachers need to teach these strategies explicitly and for surprisingly long periods of time, using well-written literature and nonfiction. Furthermore, Hoyt (2005) notes that teaching even one strategy for comprehending text can improve students' comprehension. Second, we know that guided reading is the heart of a balanced literacy program, which leads to independent reading and builds the process of becoming a confident, competent reader (Fountas & Pinnell, 1996). We understand that children must work at their instructional level, or zone of proximal development (Vygotsky, 1978) for the most significant increase in their reading abilities/levels to occur. The use of Making Meaning reading programs in grades 2-6 support the ideals that students must be exposed to authentic and challenging texts (high-quality children's literature and well written nonfiction) to help students move along the continuum from novice to proficient reader while improving comprehension skills (Keene & Zimmerman, 1997). Lastly, ongoing and consistent use of guided reading teaching strategies as part of a well rounded balanced literacy classroom designed program will support improved reading comprehension.

Research in best practices in teaching writing outline that children need to work through the writing process, that they benefit from choosing topics that interest them and need opportunities to write about topics they care about whenever possible. Students must also receive explicit and direct writing instruction and there must be daily aspects of writing instruction in the language arts instructional time along with integrated opportunities to write in other content areas (Fletcher & Portalupi, 2001, Calkins, 2008, Developmental Studies Center, 2009). Research studies support the use of a writing workshop format to enhance the elementary school students' abilities to increase their writing expertise through a variety of genres (Fletcher & Portalupi, 2001; Ray & Laminack, 2001).

Research in the use of word study provides students with a comprehensive understanding of word families and patterns in words that supports a developmental approach for children to master the use of words and spelling of words in their writing (Ganske, 2000, 2006; Bear, Johnston & Invernizzi, 2006).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
#1	100% of tested students in grades 3 through 6 will meet or exceed the pass/ proficient score on the 2009-10 SOL reading test.
#2	The aggregate percentage of students with disabilities passing the English SOL will increase from 85.18% to 95%.
#3	The aggregate percentage of economically disadvantaged students passing the English SOL will increase from 80% to 95%.
#4	100% of the students in kindergarten will increase their skills in phonological awareness, metalanguage, letter/high frequency word recognition, phonics, and structural analysis and syllabication as measured by DRA Word Analysis by June 2010.
#5	100% of students in grades 1 and 2 will meet or exceed the benchmark of 16 (1 st grade) and 28 (2 nd grade) on the DRA2 by June 2010.
#6	100% of the students in grades 3-6 will increase their skills in decoding, comprehending, and retelling language-rich reading materials in both fiction and non-fiction as measured by end-of-the-year assessments (ECART).
#7	100% of students will increase their rubric score on three time specific (beginning, middle, and end of the year) writing prompts.
#8	100% of students in grades 1-6 will increase their understanding of word patterns, vocabulary, and phonics through the use of word study as measured by three time specific (beginning, middle, and end of the year) assessments designed to meet each individual student's development of language. (Stage score on Kathy Ganske's spelling inventory)

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will increase student achievement in English/Language Arts in grades K-6 through a balanced literacy program incorporating instruction, assessment, and intervention, with a focus on student subgroups who did not meet benchmark.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Design and implement master schedule and school schedule to maximize student learning in language arts at all grade levels: language arts block and before-school intervention (Early Intervention Program).	Eileen Czarnecki Master schedule committee		x				-Implementation of schedule
2. Students will be engaged in daily instructional writing activities embedded into a balanced literacy language arts program.	Vicki Duling, Eileen Czarnecki, Cindy Merritt, all instructional staff	<i>Being a Writer</i> and Lucy Caulkins <i>A Guide to the Writing Workshop</i> ; Instructional programs \$3803.40 PTA financial support has been requested	x	x	x	x	-Observations in classrooms -Brief online surveys following school wide writing prompts
3. Training will be provided to support writing in the balanced literacy program.	Vicki Duling	Supported as part of the materials purchase from the company	x		x		-Attendance of training from the Developmental Studies Center— Sept. 21, 2009 -Second training date TBD
4. Students will complete school wide writing prompts 3 times a year which will be scored with a school-wide rubric.	Instructional staff		x	x	x	x	-Use of rubrics and graded writing activities to be shared with students and parents -Analysis of writing rubrics following the writing prompts in PLC meetings to determine instructional focus.

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5. Students will be engaged in word study activities in 1-2 week cycles with exploration of word patterns and authentic application of word knowledge across the curriculum.	Instructional staff		x	x	x	x	<ul style="list-style-type: none"> -Spelling Inventory administered beginning, middle and end of year. Data reviewed in grade level PLC meetings. -Classroom lesson observations by administrators. -Attendance of sessions held by the reading teacher that review scoring for word study and implementation of word study instruction.
6. Students will show evidence of steady, ongoing progress in reading achievement throughout each quarter in the school year.	Instructional staff	Use of the programs Making Meaning reading supports in grades 3-4-5-6 (Developmental Studies Center) \$3943.40	x	x	x	x	<ul style="list-style-type: none"> -Quarterly meetings will be held with administrators and grade level teachers to review and monitor student reading achievement. -Discussion of specific instructional approaches and review of data will continue in weekly grade level PLC meetings.
7. Advanced academic opportunities will be provided for Kindergarten and first grade students. Specific criteria for placement in the group will be determined by instructional staff.	Pat Schreiber Beckie Michalski Susan Cole Jane Birnbaum Kate Wilson Cindy Merritt	Additional leveled books for beginning reading levels \$2000 Partial PTA financial support to be requested	x	x	x	x	<ul style="list-style-type: none"> -Ongoing PLC meeting discussion and monitoring of student progress -DRA results -Kindergarten literacy assessments
8. All teams will develop and monitor SMART goals aligned with our SIP academic objective.	Instructional staff		x	x	x	x	-PLC meeting discussion

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

Students will have the opportunities to use critical thinking skills and make connections to global concepts through differentiation and application of available technology.

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

Data Sources:

The school is preparing students for the future in a world where technology changes rapidly. Technology will give students the ability to creatively apply learning. Technology will allow differentiation in instruction, content, process, and product, so that students can be successful in all aspects of their learning. Differentiated learning is critical to ensure that each student is being challenged and engaged at their learning level which will provide the best opportunities for high levels of student achievement throughout the school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Our school participated in the global awareness technology project in the 2008-09 school year; although projects were completed, this year our students and staff will expand on the variety, scope and depth of the projects along with providing a celebratory aspect to sharing the results with our learning community.

Strengths: Through the completion of our recent school renovation funding and our PTA funding, all general education classrooms are equipped with the state of the art technology aspects for learning which include smartboards, projectors, access to 24/7 blackboard and other technology based tools to enhance learning both in the classroom and at home. Ongoing instruction for students utilizing various aspects of presentation modes via technology have been integrated into classroom instruction over the past several years.

Challenges: Although our teachers have made great progress over the past several years, we are all learning and achieving at various levels with regard to utilizing technology. This includes the use and application of the smartboard, blackboard, and interactive web based activities, blogs, discussion boards, ecart, use of electronic data analysis tools, student response system, etc. The ongoing, continue colleague based staff development in technology application to support learning for our teaching faculty is essential for the continued growth and advancement in this area.

Best Practice Research:

Differentiation of instruction is key for continued student growth and engagement in learning at all grade levels. “Regardless of definition, a common thread that ties them together is the underlying belief that differentiated instruction is both a philosophy of and technique for instruction that defies a one-size-fits-all approach to teaching and learning. Differentiation champions an atmosphere in which teachers ‘strive to do whatever it takes to ensure that [all students] grow as much as they possibly can each day, each week, and throughout the year.’ We subscribe to this belief while at the same time recognize that there is more than one way for this differentiation to play out” (Opitz & Ford, 2008, p. 2).

“All children, adolescents, and adults can benefit from programs that develop thinking skills (Jensen, 2005, p. 123). “The development of thinking skills requires constant layering and scaffolding” (Jensen, 2005, p.123). People are born with the ability to learn problem solving and critical thinking skills, but not automatically, these skills must be taught (Jensen, 2005). The Strategies Lab provides opportunities for practice and application of higher level thinking skills.

Best practices in math consistently indicate the need to balance standards-based instruction with inquiry-based strategies that promote critical thinking and problem-solving. Clearly, meeting the demands and needs for our children to be ready to compete in the future will rely on their ongoing achievement in the realm of 21st century skills (Wagner, 2008).

Jensen, E. (2005). *Teaching with the Brain in Mind* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Norford, J.S., Paynter, D.E., Pickering, D.J., & Gaddy, B.B. (2001). *A Handbook for Classroom Instruction That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Opitz, M.F., & Ford, M.P. (2008). *Do-able Differentiation: Varying Groups, Texts, and Supports to Reach Readers*. Portsmouth, NH: Heinemann.

Tomlinson, C.A., (1999). *The Differentiated classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wagner, Tony (2008). *The Global Achievement Gap*. New York, NY: Basic Books

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
#1	100% of students will be provided differentiation in Math through participation in flexible grouping and technology integration.
#2	The aggregate percentage of students with disabilities passing the Math SOL will increase from 85.18% to 95%.
#3	100% of students in kindergarten through grade 2 will use technology to produce content related projects to extend and enhance learning.
#4	100% of students in grades 3-6 will access online activities and interactive features (Blogs, Discussion Board) on their 24/7 Blackboard site.
#5	100% of fifth grade students will complete and share their Global Awareness project before the end of the 09-10 school year.
#6	Students will have increased opportunities to explore and develop thinking skills, such as generating and testing hypotheses, making distinctions in relevance, similarities, order and differences, and maintaining focus and attention while utilizing the strategy lab game resources in their classrooms.
#7	Students will have increased opportunities to utilize and participate by using the electronic response system as a form of generating excitement and ongoing motivation for learning in the classroom.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will provide opportunities for students to use critical thinking skills and make connections to global concepts through differentiation and application of available technology.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Monthly staff development (Merry-go-Round Wednesdays) offered to increase implementation of higher level thinking strategies, multiple intelligences, cooperative learning, discipline, and technology (Blackboard, eCART, SMARTboard, and other technology resource tools).	SBTS, Extended Contract Committee, Grades PreK-6 teachers, specialists, AART, Administrators		x	x	x	x	-Attendance at Wednesday sessions -Brief online survey following Wednesday sessions
2. Students log on Blackboard, change password to access class 24/7 sites, introductory activities.	Instructional Staff, SBTS		x				-Online survey
3. Students access and complete teacher designed activities on 24/7.	Instructional Staff, SBTS			x	x	x	-Online survey
4. Smartboard lessons will be utilized.	Instructional Staff, SBTS		x	x	x	x	-Online survey
5. Utilize formative assessment data during PLC meetings to provide insights into student learning/ grouping and instructional decision-making, and post PLC minutes/agenda to FSES Staff Blackboard site.	Grades PreK-6 teachers, specialists, AART, Administrators		x	x	x	x	-PLC discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will provide opportunities for students to use critical thinking skills and make connections to global concepts through differentiation and application of available technology.

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. Students will have ongoing and consistent access to the math strategy lab games and activities.	Instructional staff	Replacement costs to replace used game parts PTA provided these labs over the past two years; financial support from the school and PTA as needed for additional games	x	x	x	X	<ul style="list-style-type: none"> - observation - student survey
7. Provide math enrichment opportunities for identified higher achieving sixth grade students through the Compacted Math Curriculum.	Sixth grade teachers AART	Practice workbooks Hands-on Equations Smart Board software (\$125)	x	x	x	x	<ul style="list-style-type: none"> -Beginning of year assessments (5th grade SOL score, two 6th grade beginning of year skill assessments, and two end of year skill assessments including last year's eCart test) -Analysis of student formative assessments
8. Formative Assessments including teacher created, eCart, MRA, and ASPIRE will administered and analyzed to form flexible groups in math.	Grades K-6, AART		x	x	x	x	<ul style="list-style-type: none"> -Analysis of data in grade level team meetings and at PLC meetings
9. Global Awareness Project will be completed providing an opportunity for critical thinking on a global basis. Fifth grade team, SBTS, and Librarian will be determining a timeline and criteria for presenting the program to the students. Students will share the results with the larger school community with other students, teachers, and parents	Fifth grade instructional team, SBTS, Librarian, general music teacher		x	x	x	x	<ul style="list-style-type: none"> -Performance assessments will be reviewed - End of year celebration-sharing event

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will provide opportunities for students to use critical thinking skills and make connections to global concepts through differentiation and application of available technology.

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.	
10. Utilize the electronic response system as appropriate to provide alternative learning methods that generate excitement and engagement with students	Interested classroom and specialist teachers	\$5308.23 for 3 <i>Senteo</i> response system sets	x	x	x	x	

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 honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> 2.2 Work effectively within 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. |

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

The staff members and students of Franklin Sherman Elementary School will use the first three elements (morning meeting; guided discovery; and rules and logical consequences) of responsive classroom techniques in our school.

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

Data Sources:

Data gleaned from an informal administrative discipline log from the 2007-08 school year revealed 44 entries that documented interaction and/or attention from an administrator working with students to discuss behavior concerns. Of those 44 occasions, 25 of those meetings involved the same six children from a school population of approximately 375. Data from the 2008-09 school year revealed 69 entries that documented interaction and/or attention from an administrator working with students to discuss behavior concerns. Anecdotal interactions and comments from parents, teachers and students speak to the expanded knowledge of proper greeting and additional aspects of the responsive classroom techniques are being generalized by our school community members.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There has been a spirit and climate of teaching respect, manners and kindness among students and teachers for many years. As a response to the FCPS school board directive that each school have a positive behavior model in place, our school has chosen to implement the responsive classroom model. Last year implementation was begun with many staff members attending training and the process implemented in kindergarten and first grade classrooms. The 2009-10 school year includes a specific time in the school's master schedule provided for daily morning meetings. Additional teachers will be trained in the responsive classroom techniques this year.

Best Practice Research

Since the 1990s, the *Responsive Classroom* approach has been the focus of considerable research interest. Findings have associated the approach with higher student test scores, better social skills, and fewer problem behaviors. For teachers, findings show an increased sense of efficacy and more high-quality instruction. The University of Virginia's Curry School of Education, Center for the Advanced Study of Teaching and Learning, have begun the "*Responsive Classroom* Efficacy Study" (RCES). This multi-year, \$2.9 million study will look at *Responsive Classroom* practices, with a special emphasis on math teaching and learning. Funded by the U.S. Department of Education, the new study builds on the "**Social and Academic Learning Study**" (SALS), which Dr. Rimm-Kaufman's team completed in 2004. This study includes a partnership with selected FCPS elementary schools which will provide a unique insight into this topic.

Research details obtained from: <http://www.responsiveclassroom.org/>

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1 2.7	On an end-of-year survey, 100% of classroom teachers will respond affirmatively to their use of Responsive Classroom level 1 tenet- Morning Meeting four components- Greeting; Sharing; Activity; Message.
2.1;2.2; 2.3; 2.4;2.6	On an end-of-year survey, 100% of classroom teachers will respond affirmatively to their use of Responsive Classroom level 1 tenet-Rules and Logical Consequences five components- Hopes and Dreams; Modeling; role-playing; making reparations; time-out.
2.1; 2.7; 2.8	On an end-of-year survey, 100% of classroom teachers will respond affirmatively to their use of Responsive Classroom level 1 tenet- Guided Discovery five components- Introduction/naming; Generate ideas and model exploratory work; Children explore; Children share explorations and observations; cleanup and care of materials.
2.2; 2.8	On an end-of year survey, 100% of students will respond affirmatively to questions related to participating and/or attending Morning Meetings.
2.2; 2.8	On an end-of year survey, 100% of students will respond affirmatively to questions related to creating rules and logical consequences for the classroom.
2.2; 2.8	On an end-of year survey, 100% of students will respond affirmatively to questions related to using guided discovery throughout the year to challenge and extend their thinking about materials and working areas.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff members and students of Franklin Sherman Elementary School will explore, learn about, and begin to use elements of responsive classroom techniques in our school.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. The remaining untrained teachers will begin training on Responsive Classroom this fall attending the FCPS academy course being held at Franklin Sherman ES.	Sara Dubnoff, Cindy Merritt, Matt Nielsen, Ashley Smith, and Dan Solsberry	Textbook <i>The First 6 Weeks</i> (\$22 each) and <i>The Responsive Classroom Level 1 Workbook</i> (\$42) Total Cost: \$88 + \$168 = \$ 256	X	X			Teacher attendance and participation along with transfer of ideas as evidence and observed in the classrooms.
2. Master schedule reflects a uniform Morning Meeting time.	Vicki Duling and Eileen Czarnecki	None	X	X	X	X	Teacher attendance and participation along with transfer of ideas as evidence and observed in the classrooms.
3. Use of Morning Meeting components: greeting, sharing, activity, message	Vicki Duling and Eileen Czarnecki, Instructional Staff	Strategic Textbook <i>Analyzing Responsive Classroom Implementation at Your School: A Self-Assessment Tool That Fosters Reflection and Growth</i> (\$36.75 each) 10 copies (one for each grade level and extras for the library) Total Cost: \$367.50		X	X	X	Self Evaluation

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff members and students of Franklin Sherman Elementary School will explore, learn about, and begin to use elements of responsive classroom techniques in our school.

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. The Extended Contract Team will lead other staff members monthly in staff development “Merry-Go-Round” sessions that focus on responsive classroom ideals and implementation of these as observed in the classroom	Nicole Choinere-Kroeker, Luayne Crandall, Carmen Dunckhorst, Ashlee McKibben, and Dan Solsberry; Instructional staff and administrators	None	X	X	X	X	Teacher attendance and participation along with transfer of ideas as evidence and observed in the classrooms.

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

The Franklin Sherman community will continue to participate in service to the school and community. Each grade level will develop, market, and participate in one service learning project for the 2009-2010 school year. The entire school will be invited to participate in the quarterly drives created by combined grade levels.

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

Data Sources:

Current indicators show that a number of students at Franklin Sherman Elementary participated in service learning projects during the 2008-2009 school year. A system was not in place to track participants. However, a system will be developed during the 2009-2010 school year to record student participation in the quarterly service learning projects.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

While we have been conducting service projects, they have not always been true service-learning. Sometimes students have not understood the reason for their involvement. Also, there is an inconsistency in parent and staff implementation of the projects as well as not all children on the grade level being involved.

The School Plan-Responsibility to the Community committee in conjunction with the school counselor will focus on service learning projects and an expectation of evaluation/student reflection will take place for every grade. In order to measure impact this year, every grade level will participate in an impact evaluation. The student reflections will be designed to be developmentally appropriate and measurable. This data will give us a start in developing appropriate student reflection and measurement of service learning activities.

Best Practice Research:

“Service-learning projects work best when they fit the ages and developmental abilities of the participants, include interesting and engaging service activities, explore the context of the underlying societal issues the service addresses, and address needs that are important to the community being served” (National Youth Leadership Council).

“A national study of Learn and Serve America programs* suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement, personal development, or both, service-learning can help students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis” (National Service Learning Clearinghouse).

“For students in Grades 2-5, students who participated in service-learning reported greater levels of behavioral, affective, and cognitive engagement in school than their nonparticipating peers, showing statistically significant differences in the effort they expended, paying attention, completing homework on time, and sharing what they learned with others” (National Service Learning Clearinghouse).

Works Cited:

National Service Learning Clearinghouse. “Frequently Asked Questions.” *Learn and Serve America’s National Service-Learning Clearinghouse*. National Service Learning Clearinghouse, n.d. Web. 28 Sept. 2009. <http://www.servicelearning.org/what_is_service-learning/faqs/index.php#8>.

National Service-Learning Clearinghouse. “Impacts of Service-Learning on Participating K-12 Students.” *Learn and Serve America’s National Service-Learning Clearinghouse*. National Service-Learning Clearinghouse, n.d. Web. 28 Sept. 2009. <http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/index.php>.

National Youth Leadership Council. “What Makes It Work?” *National Youth Leadership Council*. National Youth Leadership Council, 2009. Web. 28 Sept. 2009. <<http://www.nylc.org/wisl/index.html#mainNavLinks=2>>.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1 and 3.2	100% of students will participate in the marketing, collection, and/or delivery of items collected during their service learning project.
3.2	Each class will contribute at least 100 items to the overall service learning projects throughout the 2009-2010 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Franklin Sherman community will continue to participate in service to the school and community. Each grade level will develop, market, and participate in one service learning project for the 2009-2010 school year. The entire school will be invited to participate in the quarterly drives created by combined grade levels.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Create quarterly service learning focus for each quarter.	Responsibility to the community SIP sub-committee team	none	X				Meet with Responsibility to the Community team to create a schedule based on needs of SHARE
2. Develop rationale for each service learning project.	Responsibility to the community team and classroom teachers	Research tools	X	X	X	X	Review written rationale each quarter
3. Coordinate with our service learning partner, SHARE, to assure that we are meeting the needs of our community.	Counselor	none	X	X	X	X	Document plans and notes from phone calls and meetings with Bonnie O'Neill, SHARE contact.
4. Develop a means of recording the number of items collected from each classroom.	Responsibility to the community team and classroom teachers	Buckets, pom poms, graphs	X				Monitor each classroom to ensure that a procedure is in place
5. Organize grade level walking fieldtrips to SHARE headquarters to experience the process of helping local community	Counselor	Parent volunteers		X	X	X	Create a schedule and ensure that every classroom 1-6 has visited SHARE
6. Create grade level teams for each quarter to execute quarterly service learning project	Responsibility to the community team	none	X				Inform teachers of grade level teams
7. Quarterly teams will develop a marketing and promotion strategy for each collection	Responsibility to the community team and grade level teachers	To be determined	X	X	X	X	Responsibility to the Community team will review strategies each quarter

**RESULTS AND REFLECTION ON THE 2008-2009 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective:</p> <p>1.) Differentiated instructional practices</p> <p>2.) Balanced literacy</p> <p>3.) FLES</p>	<ul style="list-style-type: none"> ○ SMARTboards in use at all grade levels ○ Grade 2-6 used common assessments ○ Renzulli- not widely used, survey indicated to not continue use ○ Kagan used by some teachers at various grade levels ○ Early intervention Program- waiting for results ○ DRA benchmarks- not met by all ○ Increase usage of word study, guiding reading instruction ○ School-wide writing prompts- results—need further analysis and consistent use of same rubric ○ FLES- results from student and parent survey—shows support for program 	<p>Supported: Staff development sessions with SBTS to increase teacher usage of the SMARTboards, numerous teachers have attended staff development trainings</p> <p>Inhibited: Lack of time to implement some of these projects Ability to conduct turn-around training</p>	<ul style="list-style-type: none"> ○ Explore possible writing curriculums for use across grade levels ○ Possible teacher meeting to showcase various strategies being used in the classroom ○ Continue technology training by SBTS for teachers and support with eCART ○ Increase usage of differentiated instructional practices like <i>Kagan</i>, <i>Marzano</i>, etc. ○ Increase the number of writing prompts to 3 times per year

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: 1.) Responsive Classroom 2.) Chain Bridge Bank</p>	<p>#1- 65% of our classroom enrolled in the Responsive Classroom course. Currently 8 out of 14 classroom teachers have completed Responsive Classroom 1 training.</p> <p>#2- Goal 2.1 was achieved - FSES savings branch of Chain Bridge Bank was in service; Goal 2.7 was partially achieved- 93.8% of the staff responded affirmatively that the experience supports the teachings of financial literacy; 52% of the staff agreed the experience compliments the FCPS POS at their grade level. All students in grades 1 – 6 participated in this experience.</p>	<p>Supported: #1- The RC course was offered both semesters which enabled many instructional staff to complete training. A total of 21 staff members were trained.</p> <p>#2- There was a great deal of parental involvement in support of this program.</p> <p>Inhibited: #1- At the start of the school year no staff members had completed the Responsive Classroom 1 Training.</p> <p>#2- Preschool and kindergarten were unable to participate fully because the bank access was limited to Mondays.</p>	<p>60% of instruction staff members have already completed RC1. Another section of RC is being offered onsite in the fall which will allow for easy access to training. Six staff members took the class during the summer.</p>
<p>Responsibility to the Community</p> <p>Objective: Increase student awareness and sensitivity towards others in need and enhance participation in SCA/PTA community service projects; expand and solidify student understanding of green initiatives in our community.</p>	<p>Goal 3.1 and 3.2</p> <ul style="list-style-type: none"> ○ 10 question survey for students? ○ Participation in community service projects (Waste Free Lunch, walking field trips, tree planting, carpenter lunches) ○ Character education lessons every month- more at the beginning of the year; RC replaced some of this ○ Increased awareness of environment and recycling- participation in “Earth Day” and grades 1-6 participated in recycling presentation 	<p>Supported:</p> <ul style="list-style-type: none"> ○ Morning announcements/news show, newsletters informed community of upcoming events ○ Parent involvement ○ Yahoo messages ○ Student-made posters <p>Inhibited: Communication was slow due to lack of news studio opening late in the year due to renovation.</p>	<p>Waste free lunch can happen more often</p> <p>Increase the number of students/staff involved in community projects/events</p> <p>Increase communication to students/staff</p>