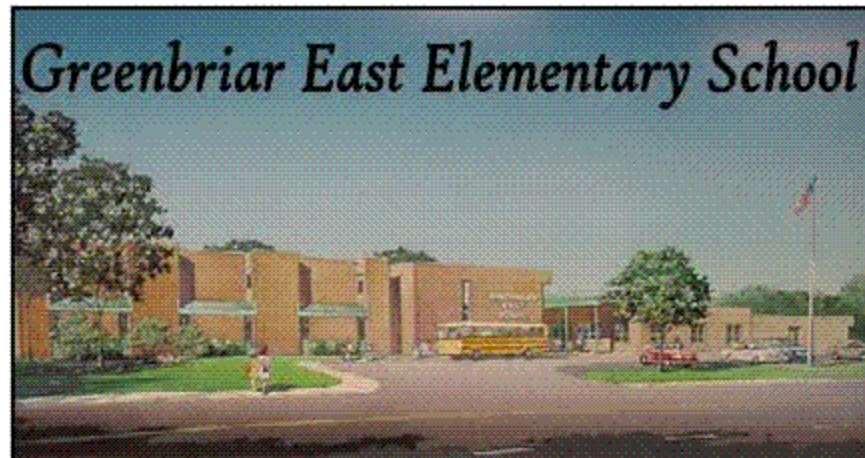


# **Fairfax County Public Schools**

## **School Improvement Plan 2008 – 2009**

### **Greenbriar East ES**



### **Cluster VII**

**Linda Cohen, Principal  
Della Kidd, Assistant Principal**



# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

Name	Position	Name	Position
Linda Cohen	Principal	Della Kidd	Assistant Principal
Barbara Jabbur	Math Co-chair	Jackie Leventhal	Math Co-chair
Konnie Cassidy	Language Arts Co-chair	Eileen Gwin	Language Arts Co-chair
Kristi Kraft	Science Co-chair	Deb DeMarco	Science Co-chair
Kelley Hargreaves	Social Studies Co-chair	Celia Johnston	Social Studies Co-chair
Reggie Kopecky	SBTS	Charlotte Riley	Administrative Assistant
Jennifer Anaya	PTA President	Angela Moore	Parent
Christine Parrott	ESOL Lead Teacher	Patricia Grandinetti	Special Education Lead Teacher
Nancy Otto	Specialist Representative	Carol Cassella	Parent

## 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.

#### **GREENBRIAR EAST ELEMENTARY SCHOOL – MISSION STATEMENT**

Greenbriar East Elementary School affirms its commitment to create a community of learners by fostering a challenging, inclusive educational program incorporating technology and embodying an integrated curriculum to meet the individual and collective needs of all children. Our school programs will reflect collaborative planning, remediation and enrichment student programming. GBE maintains a Professional Learning Community, promoting excellence in teaching and community involvement to ensure the successful education of our students in a global society. The school will foster an environment where students will display leadership through respect for self, others, their school, and community.

#### **GREENBRIAR EAST ELEMENTARY SCHOOL – VISION STATEMENT**

The vision of Greenbriar East Elementary School is to create a safe, caring, nurturing and excellent academic environment to support students in achieving their full potential while inspiring life long learning. The Greenbriar East community strives to honor diversity through social, emotional, and cultural growth of our students. GBE provides a learning environment that stimulates the development of positive attitudes, promotes intellectual curiosity, fosters independent thinking, and encourages academic achievement.

## **GREENBRIAR EAST ELEMENTARY SCHOOL—CORE VALUES/BELIEFS**

THE STAFF OF GBE IS COMMITTED TO:

### **G**REAT COMMUNITY:

Provide a safe, supportive environment in which students feel free to explore, question, learn and grow.

Collaborate with our students' families and the community in order to provide rich opportunities for cognitive, social, emotional and physical growth

Provide opportunities to bring students, families and staff together to celebrate and learn from one another.

Encourage respectful students to become stewards of the environment.

### **B**UILDING LIFE LONG LEARNERS:

Provide curriculum which encompasses communication and technology skills, problem solving, critical thinking and fosters creativity.

Create an environment for our students, teachers and staff that embraces learning with attention to personal growth, integrity, responsibility, development and collaboration.

### **E**XACTING EXCELLENCE:

Encourage continuing learning opportunities and professional development for our staff

Assist students in developing a positive self-concept and a desire to do his/her best by providing an atmosphere of warm acceptance

Offer individualized guidance and developmentally appropriate strategies to ensure all children can learn.

Set an example of excellence in effort as well as accomplishment.

## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

#### CLUSTER 7

#### GREENBRIAR EAST ELEMENTARY

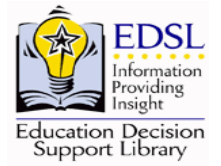
Category	June 2006		June 2007		June 2008	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN OR PACIFIC ISLANDER	211	26.98	192	30.72	191	30.32
BLACK (NOT OF HISPANIC ORIGIN)	121	15.47	69	11.04	73	11.59
HISPANIC	85	10.87	69	11.04	73	11.59
WHITE (NOT OF HISPANIC ORIGIN)	304	38.87	239	38.24	226	35.87
OTHER	61	7.80	56	8.96	67	10.63
	<b>782</b>		<b>625</b>		<b>630</b>	
<b>GENDER</b>						
FEMALE	401	51.28	318	50.88	307	48.73
MALE	381	48.72	307	49.12	323	51.27
	<b>782</b>		<b>625</b>		<b>630</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT*	523	66.88	440	70.40	445	70.63
LIMITED ENGLISH PROFICIENT**	259	33.12	185	29.60	185	29.37
	<b>782</b>		<b>625</b>		<b>630</b>	
<b>LEP LEVELS</b>						
01-BEGINNING	44	16.99	31	16.76	35	18.92
02-INTERMEDIATE	55	21.24	36	19.46	43	23.24
03-LOWER ADVANCED	101	39.00	46	24.86	44	23.78
04-HIGHER ADVANCED	0	0.00	26	14.05	21	11.35
LEP MONITOR (STATUS 2 AND 3)	59	22.78	46	24.86	42	22.70
	<b>259</b>		<b>185</b>		<b>185</b>	
ESOL SERVICES***	188	24.04	134	21.44	136	21.59
<b>FEE WAIVER</b>						
NO FEE WAIVER	614	78.52	529	84.64	513	81.43
FREE OR REDUCED FEES	168	21.48	96	15.36	117	18.57
	<b>782</b>		<b>625</b>		<b>630</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	573	73.27	435	69.60	401	63.65
GIFTED SCHOOL-BASED	120	15.35	101	16.16	118	18.73
SPECIAL EDUCATION LEVEL 1	46	5.88	21	3.36	35	5.56
SPECIAL EDUCATION LEVEL 2	45	5.75	70	11.20	82	13.02
<b>SPECIAL EDUCATION SERVICE****</b>						
AUTISM	1	1.10	2	2.20	0	0.00
DEAF/HARD OF HEARING	0	0.00	0	0.00	1	0.85
EMOTIONAL DISABILITIES	7	7.69	4	4.40	9	7.69
LEARNING DISABILITIES	56	61.54	44	48.35	40	34.19
MILD RETARDATION	2	2.20	3	3.30	0	0.00
NONCATEGORICAL	9	9.89	5	5.49	9	7.69

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.



## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

**CLUSTER 7**

**GREENBRIAR EAST ELEMENTARY**

Category	June 2006		June 2007		June 2008	
	#	%	#	%	#	%
<b>SPECIAL EDUCATION SERVICE****</b>						
PHYSICAL DISABILITIES	0	0.00	1	1.10	1	0.85
PRESCHOOL CLASS-BASED PROGRAM	0	0.00	23	25.27	37	31.62
SPEECH/LANGUAGE IMPAIRMENT	16	17.58	9	9.89	20	17.09
	<b>91</b>		<b>91</b>		<b>117</b>	
<b>MOBILITY</b>						
MOBILITY RATE		34.48		25.73		23.67

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

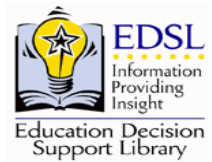
\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.



## FAIRFAX COUNTY PUBLIC SCHOOLS



# No Child Left Behind Adequate Yearly Progress (AYP) Report by School 2008-09 AYP (Ratings) Year Based on Tests Taken 2007-08

### **Purpose**

To provide the overall Adequate Yearly Progress (AYP) status by school based on the performance of each of the following student groups: All students, black students, Hispanic students, limited English proficient (LEP) students, economically disadvantaged students, students with disabilities, and white students.

### **Contents**

AYP data including Mathematics and English AYP Indicators for achievement and participation for each student group and for the total school.

Please note:

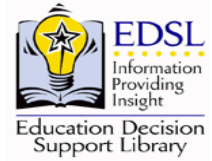
-- If a reporting category has fewer than 50 students, the pass rate and the participation rate are reported and the determination of meeting the Annual Measurable Objective (AMO) or meeting the participation rate is shown as a 'Yes' or 'No'; however, the AYP status is reported as NA (Not Applicable). This allows schools to see what the achievement and participation were for these categories, helps in addressing weaknesses, and shows that this category will not be used in computing the overall AYP for the school.

### **Organized by**

Cluster Name  
Pyramid Name  
School Name



# FAIRFAX COUNTY PUBLIC SCHOOLS



## No Child Left Behind Adequate Yearly Progress (AYP) Report by School 2008-09 AYP (Ratings) Year Based on Tests Taken 2007-08 Greenbriar East Elementary

Schoolwide AYP Status	Met Grad/ Attend	Met Attend/ Science	Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
			Partcp. %		Met	Pass %			Met	Partcp. %		Met	Pass %			Met
			3-Yr	Curr	Partcp.	3-Yr	Curr	Prev	AMO	3-Yr	Curr	Partcp.	3-Yr	Curr	Prev	AMO
Made AYP	Yes	Yes	100	100	Yes	81	87	80	Yes	100	100	Yes	89	94	83	Yes
			Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
			3-Yr	Curr	Partcp.	3-Yr	Curr	Prev	AMO	3-Yr	Curr	Partcp.	3-Yr	Curr	Prev	AMO
Black Students		Yes	99	100	TS	57	66	51	TS	100	100	TS	78	91	67	TS
Hispanic Students		Yes	100	100	TS	66	73	63	TS	100	100	TS	85	95	75	TS
LEP Students		Yes	100	100	Yes	77	84	78	Yes	100	100	Yes	83	92	72	Yes
Econ. Disadvantaged		Yes	100	100	Yes	62	67	56	SH	100	100	Yes	80	94	69	Yes
Students with Disabilities		Yes	99	100	Yes	74	85	69	Yes	99	100	Yes	81	89	73	Yes
White Students		Yes	100	100	Yes	84	88	81	Yes	100	100	Yes	91	94	87	Yes

**Legend:**

3-Yr = 3 through 8 and/or end of course tests for the last three years  
 Curr = 3 through 8 and/or end of course tests for 2007-08  
 Prev = 3 through 8 and/or end of course tests for 2006-07

AYP = Adequate Yearly Progress  
 AMO = Annual Measurable Objectives  
 LEP = Limited English Proficient  
 Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.  
 Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.  
 Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO.  
 Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).  
 Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.  
 Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).  
 Met AMO: Yes = Met the achievement criteria for AYP (75% in Mathematics or 77% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (16% in Mathematics or 14% in English) was added; 3-Yr = Met the achievement criteria for AYP (75% in Mathematics or 77% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in the other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (75% in Mathematics or 77% in English); NA = Not Applicable.

## SPECIAL PROGRAMS

Accelerated Math for Grades 3 through 5	After School Tutoring
Academic Parent Open House Nights	Benchmark and Reporting Tool Assessments
Book-It Program	Business Partnership with All-State Insurance
Chantilly High School Buddy Program	Business Partnership with Verizon Pioneers
Compacted Math for Grade 6	Character Education
Cultural Arts Programs	Cross Grade Level Buddy Readers
English for Speakers of other Languages	Curriculum Mapping/SMART Goal bi-monthly PLC team meetings
Fourth Grade Colonial Day	Flexible Library Schedule
George Mason University Athlete Tutoring Program	Geography Bee
Grade Level Curriculum Nights	Punctuation Bee
International Night	Spelling Bee
Odyssey of the Mind	GRACE Art
Professional Learning Communities	Inclusive Practices
Red Ribbon Week	Junior Great Books
Summer School Parent Night	Parent Liaison Program
WGBE News Show	Read Across America Week
Positive Behavior System (PBS)	Summer Reading Program and Celebration
Math Readiness Assessment	Vertical Curriculum Teams
Grade 6 Wax Museum	Word Masters
Fakespeare drama workshop	eCART
Poetry Café	Reading Together Tutor Program
University Students' Teacher prep Internship Program	Basic Literacy Class for Korean Parents [Fall and Spring Semesters]
Science Grade 3 [FCPS pilot program] Simple Machines	Meet the Author [GBE student participants: Channel 21]
Jump Start Read for the Record	Donuts with Dads/Muffins with Moms community program
Step Team	Preschool and PAC Programming
SCA Sponsored/Community Service Projects <ul style="list-style-type: none"> <li>• Cards for troops</li> <li>• Valentines for National Orphan Foundation of America</li> <li>• Garden Club – School Beautification</li> <li>• Newsletter</li> <li>• Appreciation Days</li> <li>• Food Drives</li> </ul>	Recycling Program [SCA student project]

## STUDENT ACHIEVEMENT GOAL—ACADEMICS – LANGUAGE ARTS

**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.*

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

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

Develop and use existing formative and summative assessments to pinpoint difficulties in student learning in reading and writing grades K-6. Use programs presently in place and explicit teaching of reading strategies, time daily for students to read independently, and vocabulary instruction to improve reading achievement. Improve student writing by strengthening writing workshop in grades 3-6. Improve all student achievement by raising expectations and stressing critical thinking.

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

Data Sources:

SOL results from 2007-2008 show improvement in overall reading achievement to 94% passing. All subgroup achievement improved to over 91% passing. Second Grade DRA2 data reveals a weakness in subgroup achievement. Twice yearly school writing prompts show a weakness in writing in grades 3-6. Primary writing is strong.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

In looking at the SOL data, we determined that our Reading Together programs in 2nd and 5th grades and 3rd and 6th grades were instrumental in improving scores. The tutors made better gains on standardized testing than the tutees. After school tutoring also contributed to raising student achievement. Teachers are explicitly teaching reading strategies and a 90 minute uninterrupted language arts block contributed to the improvement in SOL reading scores. We did not include second graders in after school tutoring last year, but will include them this year. In analyzing data from the “Student Performance by Question Summary Report” for each grade level of the 2007-2008 SOL Reading test, we noticed a strength in summarizing fiction. We noticed weaknesses in summarizing non-fiction and making inferences.

Best Practice Research:

Best practices for instruction in language arts revealed the need to insure that differentiation, explicit instruction of reading strategies, uninterrupted blocks of time for language arts, vocabulary instruction in all content areas, the use of literacy stations, fostering critical thinking and balanced literacy instruction takes place daily.

Differentiation: According to Ron Edmonds in What Works in Schools by Robert Marzano, “High expectations for students, particularly those from low SES backgrounds, are a cornerstone of the school effectiveness research.”

Explicit Instruction of reading strategies: According to Harvey and Goudvis in Strategies That Work, “Showing our thinking and the mental processes we go through when we read gives students an idea what thoughtful readers do. We explicitly teach reading comprehension strategies by demonstrating them for students before turning the task over to them.”

Uninterrupted Blocks of Time: According to Richard Allington in What Really Matters for Struggling Readers, “It seems important to design instruction so that students have opportunities to read longer texts and to read for longer periods of time. As reading achievement tests have changed, the ability to sustain independent reading over longer texts and for periods of an hour or more has become an increasingly important proficiency. “

Vocabulary Instruction: According to Baker, Simmons, and Kameenui in Janet Allen’s Words, Words, Words, “Vocabulary acquisition is crucial to academic development. Not only do students need a rich body of word knowledge to succeed in basic skill areas, they also need a specialized vocabulary to learn content area material.”

Critical Thinking: According to Harvey and Goudvis in Strategies That Work: “If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text.”

Balanced Literacy: According to Gambrell in Supporting Struggling Readers and Writers, by Dorothy Stickland, Kathy Ganske, Joanne Monroe, “There are six characteristics of classroom cultures that foster reading motivation for most students: opportunities for choice, opportunities to interact socially with others, opportunities to become familiar with lots of books, and appropriate reading-related incentives.” Tapping Student Effort by Stephen Barkley explains why effort is so important to raising student achievement.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS – LANGUAGE ARTS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.1	Student performance on SOL tests in English in grades 3-6 will increase from 94% to be equal to or greater than 95% passing as measured in 2008-2009.
1.1.1	Student performance in all subgroups in English in grades 3-6 will maintain a 91% or greater passing rate as measured in 2008-2009.
1.1.1.	Student performance on the 5 <sup>th</sup> grade SOL writing test will increase from 87% to be equal to or greater than 90% passing as measured in 2008-2009.
1.1.1	Student performance in all subgroups on the DRA2 in 2 <sup>nd</sup> grade will show an increase in the number of students scoring at or above the end of second grade level from an average of 46% to 75%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS - LANGUAGE ARTS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers in grades 3-6 will create formative assessments using eCART in order to determine student strengths and weaknesses. Prompt feedback will be given to students so they can set goals and understand what they have and have not learned.	Teachers and Administrators	eCART	→	→	→	→	Assessments created. Checklists of skills mastered.
2. Teachers will explicitly teach reading strategies with an emphasis on summarizing and inferencing. Primary teachers will focus on informational texts.	Teachers, Reading Teachers, and Administrators	Comprehension poster sets and additional nonfiction reading sets have been bought for the reading room to assist teachers in direct instruction and guided reading.	→	→	→	→	2008-2009 SOL tests from 3-6 grades  DRA2  Anecdotal records from guided reading groups.
3. Teachers will teach Writer's Workshop at least three days a week to improve writing composition, grammar, and spelling.	Reading Teachers , teachers, and Administrators	Teachers as Readers will be offered on one of the Katie Wood Ray books. (Book will be chosen by the participants.)	→	→	→	→	2008-2009 SOL 5 <sup>th</sup> grade writing results, GBE School-wide fall and spring writing prompt assessment results, notes from anecdotal records from writing conference.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. (Include professional development and parent involvement)	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. Staff development will be offered in teaching reading strategies and writing. Teachers as Readers and conferences will allow teachers to meet to discuss best practices. The PTA will pay for teachers to attend the GWRC conference. Teachers will pay to attend the FCRTA conference.	Reading Teachers	GWRC Conference: Katie Wood Ray- 5 fifth grade teachers \$450.00  FCRTA speaker – Cris Travoni no cost teachers will pay their own fee.	→	→	→	→	2009 SOL test results, DRA2, eCART, anecdotal records from reading conferences.
5. Continue the literacy vertical articulation between high school, middle school, and elementary schools in Cluster VII. Elementary reading teachers will create eCART questions to be used on formative assessments and share those questions between the schools in the cluster.	Administration, Reading Teachers, selected classroom teachers	eCART  No cost	→	→	→	→	2009 SOL test results, anecdotal records from grade 6 teachers, vertical articulation discussion with MS counselors and reading teacher. Schools will share e-CART questions for common assessments.
6. Continue the Reading Together reading incentives for 2 <sup>nd</sup> and 5 <sup>th</sup> graders and 3 <sup>rd</sup> and 6 <sup>th</sup> graders. Begin the Math Together reading and math program for 3 <sup>rd</sup> and 6 <sup>th</sup> graders.	Reading Teachers, Classroom Teachers, Librarian	<i>Reading Together</i> for grades 2 and 5, 3 and 6. \$2, 600.00 <i>Math Together</i> program \$9,000.00 (will only take place if the school can obtain funding through grants or other areas.)	→	→	→	→	2009 SOL test results, DRA2 spring scores, eCART .
7. Continue after school remediation – twice a week starting in January and running through April. Second grade students will be added this year.	Selected classroom teachers and IA, Reading Teacher, Administration.	FCPS funding		→	→	→	Pre and Post tests included with the county remediation program.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
8. Teachers in all grades, PE, music and the media center will put up content word wall and use them to improve student vocabulary. Lessons and activities to improve vocabulary acquisition and use will be developed and placed on eCART for sharing.	Classroom teachers, ESOL teachers, LD teachers, specialists	Content word lists No Cost	→	→	→	→	Anecdotal records, grade level assessments, rubrics, SOL test results
9. Teachers will develop lessons to stress higher level thinking and problem solving.		All teachers will attend an in-service based on the book <u>What Works in Schools</u> by Robert Marzano.  Teachers will participate in <i>Teachers as Readers</i> using the book <u>Tapping Student Effort</u> by Stephen Barkley. \$19.95 per book. (We will try to borrow books from other schools.)	→	→	→	→	SOL scores, anecdotal records, spring DRA2 scores.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS - MATHEMATICS

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

*Check all that apply to this school improvement plan objective.*

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

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *Increase student achievement in mathematics, expand differentiation of math instruction, integrate problem solving, higher order thinking skills, and vocabulary development.*

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

Data Sources:

Overall student achievement has shown consistent improvement. SOL results from 2007-2008 showed satisfactory progress, but not all subgroups showed the same improvement. The 2006/2007 to 2007/2008 pass percent rate for school-wide math scores overall went from 80.18% to 86.54%. However certain subgroups showed weaker growth; the economically disadvantaged students went from 55.93% to 71.23%, and black students from 51.21% to 68.18%.

BART and eCART testing over the course of 2007/2008 revealed inconsistent performance among subgroups on concepts taught when compared to the overall groups. This data shaped instruction and determined students who would be offered additional support through the After School Remediation Program during 4<sup>th</sup> quarter. Additional support through the Early Intervention Program (summer 2008) was provided for students grades 1-5, based on these assessments and the MRA (Mathematical Reasoning Assessment) in 1<sup>st</sup> and 2<sup>nd</sup> grades.

Accelerated math classes in grades 3-6 demonstrated above average performance on both SOL and eCART tests throughout the academic year; subgroups were underrepresented in the accelerated programs.

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

Higher level reasoning was strengthened in math and math content was adjusted to student needs. Differentiation and flexible grouping was increased. Additional manipulatives were purchased, distributed, and utilized in all grade levels; use of graphic organizers increased. Use of interactive notebooks and/or journals was incorporated in all grade levels.

Based on suggestions, math instruction had returned to homogeneous grouping within homerooms. A high achieving group of students at grades 3-6 were placed in an evolving program of accelerated math. The goal is to have a fully-instituted compacted math group at each grade level by the 2010-2011 academic years. This was attainable, in part, to a return to flexible grouping on a small scale in upper grades. [Of seven 6<sup>th</sup> grade students in the compacted math group who took the 8<sup>th</sup> grade SOL, 5 achieved a score of 600, while the other students scored 582 and 557.] Staff is afforded increased block planning time to collaborate on smart goals and curriculum pacing.

An after-school remediation program was offered again during 4<sup>th</sup> quarter 2007/2008 to offer additional support and review to identified at-risk students.

### Best Practice Research:

Research in best practices for instruction in mathematics reveals the need for developing expertise in differentiating instruction in mathematics and incorporating the use of hands-on activities. “There is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (e.g., Vygotsky, 1986), interests (e.g., Csikszentmihalyi, 1997) and learning profiles (e.g., Sternberg, Torff, & Grigorenko, 1998) ... Expert teachers are attentive to students’ varied learning needs (Danielson, 1996); to differentiate instruction, then, is to become a more competent, creative, and professional educator.” (e.g., Tomlinson, Differentiation of Instruction in the Elementary Grades. ERIC Digest, 2001).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS - MATHEMATICS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.2	The percentage of students identified as disadvantaged at the pass/proficient and/or advanced levels on the SOL test in mathematics will increase from 71.23% to 79%; Black students in this same category will increase from 68.18% to 80%. {Subgroups goals from previous year have been removed since they have been successful.}
1.1.2	The percentage of students at the pass/proficient and/or advanced levels on the SOL tests in mathematics for grades 3-6 will increase from 86.54% to 90%; the percentage of students passing the Plain English Math SOL will increase from 84.56% to 87%.
1.1.2	The percentage of students in the first and second grade passing the year-end MRA (Math Reasoning Assessment) will be at 79%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS - MATHEMATICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>								
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.					
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.		
1. MRA (Mathematical Reasoning Assessment) implemented at grades 1 and 2. Follow pacing guides and blended document for each quarter.	Classroom teachers Primary math lead will present to staff during vertical team meeting	Classroom supplies (pencils, etc.) Tests printed from online, to be copied and scored on site	→	→	→	→	Student progress as measured through common assessments.	
2. eCART implemented at grades 3-6. Follow pacing guides provided by district and blended document.	Classroom teachers Upper math lead will present to staff during vertical team meetings	Classroom supplies (pencils, etc.) Tests printed from online, to be copied and scored on site	→	→	→	→	Student progress as measured through common assessments	
3. After School Review Club – at risk students invited to participate, based on: SOL, MRA, progress reports, and eCART results	Selected (volunteer) teachers	Commercial books, purchased through FCPS ASRP (After School Remediation Program)				→	At-risk student performance will meet AYP goals, per SOL scores in spring 2008	
4. Specialists will incorporate math concepts relevant to their respective curricular areas, at each grade level	Librarian, music specialists, P.E. specialists, art teacher	Library materials, art supplies	→	→	→	→	Assess student knowledge/performance and student products or projects	
5. Continue compacted curriculum in grades 3-6 to meet the needs of the higher achieving students while using flexible grouping in upper grades to meet needs of all students more effectively	3rd and 5th grade SOL data Pre/post tests eCART data	<i>Great Expectations</i> workbooks, grades 3-6 7th grade texts & workbooks (adopted); <i>Top Score</i> (6th grade)	→	→	→	→	On-going student assessments Collaborative consultations at vertical team meetings	

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Teachers will assemble assortments of math games and/or manipulatives, which will support practice in the various strands during the school year. Packets will be distributed at family-oriented assemblages (Donuts With Dad, Muffins With Mom, PTA meetings, etc.)	Classroom teachers, specialists	<i>Groundworks</i> books, <i>Great Expectations</i> , FCPS eCART resources, Nimble with Numbers		→	→		- Voucher included in packets will be initialed by parents, indicating practice - eCART and SOL scores will show improvement

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

*Check all that apply to this school improvement plan objective.*

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

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

Further implement a positive behavior system (PBS) which reinforces respect for self, others, and environment, assist and support students in making appropriate choices, to develop self-discipline and improve self-esteem.

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

Data Sources:

Teachers will record and compile a monthly discipline report that will reflect the number of individual think sheets and office referrals. This data will be used to identify, target, and address behaviors needing improvement.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

PBS uses a positive approach that promotes desirable behavior and increased self-esteem and positive self motivation. A common framework of school expectations (GBE Three) has been established and communicated to the GBE community (students, staff, and

parents). Concerns regarding behavior in less structured environments, such as the cafeteria, hallways, and restrooms, are areas identified as needing improvement.

Positive behavior in structured environments such as the classroom is more likely to be demonstrated. Concerns regarding behavior in less structured environments, such as the cafeteria, hallways and restrooms, are areas which need improvement.

#### Best Practice Research:

In planning instruction that maximizes the probability of student success, research shows connections between demonstrated behavior and academic performance in reading as effective predictors. A direct correlation has been drawn between reading support mechanisms of effective instruction and procedures for positive behavior support. The use of four incidents of logical and realistic positive reinforcement for each negative incident is instrumental in effective individual and group discipline and behavior management.

“The single best way to address challenging behaviors in young children today is to take steps to make sure that they never occur. These strategies include: (a) arranging of the classroom environment, (b) scheduling, and (c) implementing rules, rituals, and routines.” (Source: Alter, Peter J., Conroy, Maureen A. Recommended Practices. [www.challengingbehavior.org](http://www.challengingbehavior.org) )

Outcomes associated with School-wide Positive Behavior Support include:

- Decrease in office discipline referrals
- Increase in instructional time
- Decrease in administrator time spent on discipline issues
- Efficient and effective use of scarce resources
- Increase in perceived school safety
- Sustainability through team approach

(Source: US Office of Special Education Programs. Technical Assistance Center on School-Wide Positive Behavioral Interventions and Supports. University of Oregon & University of Connecticut.)

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1, 2.2, 2.3, 2.4, 2.7, 2.8	The frequency of total Think Sheets (classroom, playground, cafeteria, etc.) will decrease by 20% from September 2008 to June 2009, from 70 to 63.
2.1, 2.2, 2.3, 2.4, 2.7, 2.8	The frequency of office referrals will decrease by 10% from September 2008 to June 2009, from 89 to 80.
2.1, 2.2, 2.3, 2.4, 2.7, 2.8	By the end of the 2008-2009 school year, 80% of classrooms will have been recognized for good behavior four times or more and 100% of classrooms will be recognized two times or more.
2.1, 2.2, 2.3, 2.4, 2.7, 2.8	By the end of the 2008-2009 school year, 80% of classrooms will have been recognized for good behavior in the cafeteria four times or more, and 100% of classrooms will be recognized two times or more.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Further implement a positive behavior system (PBS) which reinforces respect for self, others, and environment, assist and support students in making appropriate choices, to develop self-discipline and improve self-esteem.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Monthly PBS team committee meetings will be held to promote regular communication and school-wide feedback.	PBS Committee co-chairs and members, parents	Student data	→	→	→	→	Collected data based on student performance will be analyzed and areas of need will be discussed.
2. Explanations and discussions of the PBS school program will be given to provide the parent population information at Back to School Night and at monthly PTA meetings.	PBS Coach, classroom teachers, administrators	Student/parent handbook	→	→	→	→	Parent acceptance of the program contract will be tallied.
3. The students will be recognized with public recognition for positive behavior.	All staff members, including teachers, instructional assistants, cafeteria staff, office, bus drivers and substitute teachers	Beep! and Beep! Beep! recognition stickers, student/parent handbooks, staff development, extra recess, game time, movie, Lunch Bunch, Mystery Reader, Pajama Day, \$1,500.00	→	→	→	→	Monthly discipline reports, PBS committee notes, faculty feedback, display of class certificates, “Greenline” newsletter
4. Quarterly GBE PBS Spirit Rallies in conjunction with quarterly academics awards programs to recognize students who demonstrate good citizenship and academic skills.	Teachers, Administrators	Certificates, Green Line newsletter, GBE News	→	→	→	→	“Greenline” newsletter

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Further implement a positive behavior system (PBS) which reinforces respect for self, others, and environment, assist and support students in making appropriate choices, to develop self-discipline and improve self-esteem.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Two students from each regular education classroom will be recognized per month for consistently demonstrating good citizenship skills. This program is called "Character Counts."	Classroom teachers, counselors	Snacks, certificates, charm	→	→	→	→	"Greenline" newsletter, bulletin board display
6. The Word format used to report team student data on a monthly basis 2007-2008 was revised. For 2008-2009 monthly data will be input by team on an Excel spreadsheet PBS reporting document. Team data will be merged monthly by PBS chair, and pivot tables will be developed to facilitate data analysis, identify areas of need, and develop action plans on a monthly basis.	PBS Coach, PBS Committee, Team Leaders, classroom teachers, specialists	Computers, paper	→	→	→	→	Staff feedback; data analysis
7. Ongoing Staff Recognition system established through development of a "Worth Your Weight in Gold" bulletin board in the faculty lounge.	PBS Committee	Various art supplies,	→	→	→	→	Staff participation; data analysis

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Further implement a positive behavior system (PBS) which reinforces respect for self, others, and environment, assist and support students in making appropriate choices, to develop self-discipline and improve self-esteem.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
8. Developed K-6 PBS lesson plan spanning three instructional days, to be taught first week of school. Student products to be displayed in hallways for public review Back to School Nights and throughout month of September.	PBS Committee, classroom teachers, specialists	Paper, drawing supplies, camera (optional)	→				Observation of student behavior; data analysis

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

*Check all that apply to this school improvement plan objective.*

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

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

The school will provide opportunities for students (grades 1-6) to demonstrate responsibility to the community by participating in the school electoral process and community service events sponsored by the SCA.

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

Data Sources:

Student Council Association elections will include a primary election (grades 4-5) and general election (grades 1-5); classroom officer and representative elections (grades 1-6); monthly SCA meetings and community events. Primary grades were included in the electoral process to model responsible civic behavior.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The student electoral process will mirror the federal election process to further develop student participation and awareness and follow protocols of the primary and general federal election process. As a member of the student government, students will have opportunities to contribute to the school and community.

Best Practice Research:

“Voter turnout among young adults was over 50 percent when 18-year-olds first received the right to vote in 1972. Since then, the numbers of young adults exercising their right to vote has steadily declined. That is why it is important to teach kids--even young ones--about our election process.” (McClure, Robin. Kids With a Cause: It’s Never Too Early to Start Children Learning About Election Process. [www.childcare.about.com](http://www.childcare.about.com) )

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1, 3.3	During the 2008-2009 school year, 100% students in grades 4 through 6 will participate in the primary SCA election. 100% students in grades 1-6 will participate in the general SCA election. Elections will take place during the first quarter by modeling the electoral process.
3.1, 3.3	During the 2008-2009 school year, 100% students in grades 1 through 6 will participate in the school-wide Presidential general election process. Election will take place during the second quarter.
3.2	During the 2008-2009 school year, the SCA will conduct monthly meetings to discuss and determine a school-wide community service goal and activity for all GBE students by becoming contributing members of the school and community.
3.2	During the 2008-2009 school year, 100% of classrooms will participate in the reading buddy program at least once per quarter.
3.2	During the 2008-2009 school year, 90% of at risk students in grades 5-6 through test scores and teacher’s observations and assessments will peer mentor 80% of at risk primary students at least once a week.
3.4	During the 2008-2009 school year, 100 % of the GBE SCA will participate in at least one of the following environmental projects including recycling, gardening, and tree planting.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The school will provide opportunities for students (grades 1-6) to demonstrate responsibility to the community by participating in the school electoral process and community service events sponsored by the SCA.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Grade 2 will hold a mock election, involving speeches, to demonstrate an electoral process.	Grade 2 Teachers	Student-made Posters	→				Evidence of the election; results announced on the WGBE news.
2. Students in Grades 4, 5, and 6 will be involved in the SCA primary election process.	Classroom Teachers, SCA sponsors	Student-made posters, time for speeches reserved for grade level attendance	→			→	Primary election results
3. Students in Grades 1 – 6 will be involved in the school-wide SCA general election process and vote electronically via the computer lab laptop.	Classroom Teachers, SCA sponsors, SBTS	Student-made posters, time for speeches, voting laptop	→			→	Evidence of campaign posters, speeches and the voting process
4. Students will perform SCA community outreach and civic events, within the school and the community. They will volunteer for activities such as: recycling, school clean-up Garden Club, letter writing to Veterans, Food drive, etc.	SCA sponsors, classroom teachers	Recycling bins	→	→	→	→	Evidence of community service events
5. Character Counts program will recognize outstanding students of the month.	Counselors, classroom teachers, administration	Awards, snacks, character counts bracelets, \$100.	→	→	→	→	Character Counts awards ceremony at the end of each month.
6. Minority parents will be aware of and invited to participate in community meetings, lectures, and student mentor programs (STEP) via the Chantilly Minority Student Achievement program.	Administration, counselors, classroom teachers		→	→	→	→	Flyers to be distributed to identified minority families to invite them to functions that focus on student academic achievement.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The school will provide opportunities for students (grades 1-6) to demonstrate responsibility to the community by participating in the school electoral process and community service events sponsored by the SCA.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
7. Students in Grades K – 6 will be involved in the school-wide Presidential general election process and cast individual ballots in voting booths	Classroom Teachers, Media Specialist, SCA sponsors, SBTS	Student-made posters, voting booths	→	→			Evidence of campaign posters, speeches and the voting process

**RESULTS AND REFLECTION  
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
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SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>Academics</b></p> <p><b>Objective:</b> Improve fiction and nonfiction reading comprehension in grades 1-6 by explicit teaching of reading strategies, school wide enrichment and remedial programs, and fostering articulation between elementary, middle, and high schools within Cluster 7.</p>	<p>eCART: Teachers were involved in the pilot program, including the LA and Math pacing guides. Teachers utilized data to drive instruction and assess necessary student interventions.</p> <p>Reading Together program was extended to include grades 5 to 2/ 6 to 3 peer tutoring with identified at-risk students. Data resulted in a significant increase in students' DRA2 levels.</p> <p>Afterschool Remediation program was offered to identified at-risk students in grades 3 – 6 in LA and Math.</p> <p>Reading Teacher performed turn-around training with concepts discussed at the Pyramid Articulation meetings.</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>▪ eCART training workshop was ongoing throughout the year for all teachers, gr. 3-6 including specialists, to acquaint with the eCART data base and programming.</li> <li>▪ Data analysis meetings were scheduled quarterly to study grade level results from eCART, DRA, SOL, and teacher generated SOL objective assessments.</li> <li>▪ Pyramid Vertical Literacy Articulation promoted discussion, student data review with middle school and high school Reading Teachers.</li> <li>▪ Continued professional growth opportunities for staff included: Teachers As Readers, conferences and workshops to review and learn best practice for students.</li> <li>▪ Writers Workshop continued throughout the year on a scheduled basis. Subgroup data were reviewed in PLC meetings, Data analysis meetings to include Special Ed and ESOL specialists.</li> <li>▪ ASRP small class sizes, and highly qualified teachers</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>▪ ASRP, lower than expected student participation by identified and invited students.</li> <li>▪ Piloted eCART pacing guides required teacher familiarity and more time to plan SMART Goals during PLC meetings.</li> </ul>	<p>Continued use and familiarity of eCART as a teacher resource and assessment tool to identify and implement appropriate differentiation to meet the learning needs of all students.</p> <p>Continued training of all teachers, K-6, including Sp. Ed. and ESOL on the DRA2 assessment to promote a common language of this tool.</p> <p>Continue collaboration with PLC and Vertical Teams to develop increased awareness and skill level in Writing Workshop techniques.</p> <p>Continue to promote and utilize the Reading Together program for peer tutoring.</p> <p>Continued participate in school wide reading oriented projects such as Reflections activities.</p> <p>A faculty survey will be distributed to each teacher to identify individual support needs in the area of differentiation in core subject areas. This will be utilized for future staff development.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p>Increase student achievement in mathematics through improved differentiation of math instruction and integration of problem solving and higher order thinking skills.</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> Develop and implement a positive behavior system (PBS) which will foster respect for self, others, and environment, assist and reinforce students in making appropriate choices, to develop self-discipline and improve self-esteem.</p>	<p>Increased positive behavior has been exhibited across all grade levels in the cafeteria and hallways.</p> <p>We continue to focus on increasing positive behavior exhibited by all students in public restrooms</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>▪ Beep! and Beep! Beep! positive reinforcement and recognition programs (school-wide and classroom)</li> <li>▪ Character Counts</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>▪ Current structure of bathroom logs used to document and track student visits and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assign designated restroom student buddy; document on log</li> <li>▪ Restroom etiquette lessons</li> <li>▪ Established classroom restroom breaks</li> <li>▪ Combine student peer recognition with Character Counts—identify students’ desired behavior and announce on morning news to promote school-wide recognition</li> <li>▪ Teacher recognition system to be developed</li> </ul>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> The school will provide opportunities for students (grades 1-6) to demonstrate responsibility to the community by participating in the electoral process and community service events sponsored by the SCA.</p>	<p>SCA officers were elected to represent the interests of the students, the recycling program was implemented and environmental awareness was highlighted.</p> <p>The electoral process was delayed until September 2008 due to an abrupt end of the school year. Elections have been scheduled for the end of September 2008.</p> <p>Classrooms participated in Buddy Reading programs.</p> <p>Peer Mentors were selected to meet with at risk students via the Reading Together program.</p>	<p><b>Supported:</b> By monthly SCA meetings, conducted by elected officers and their cabinet members. Attendees were elected classroom representatives who reported back to their peers related community activities.</p> <p><b>Inhibited:</b> Community activities were limited to the school day and to limit impact to the instructional program.</p> <p>Student availability was somewhat restricted due to student mobility rate and conflicting classroom schedules.</p>	<p>It is crucial to raise awareness of the electoral process, responsibility of holding an office and reporting back to peer stakeholders in the classroom. SCA community service projects focused on effecting change through environmental issues and the mirroring the electoral process available to all U.S. citizens. This process will be continued and extended to include kindergarten. Due to the Presidential election year, students will hold a mock Presidential election, to include a voter registration process.</p>