

# **Fairfax County Public Schools**

## **School Improvement Plan 2011 – 2012**

*Updated December 2011*



## **Greenbriar West Elementary**

**Cluster VII**

**Lori Cleveland, Principal**  
**Lauryn Campbell, Assistant Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
April 2, 2007

## COMMITTEE MEMBERS

Name	Position	Name	Position
Lauryn Campbell	Asst. Principal/Committee Chair		
Lori Cleveland	Principal		
Kristin Allington	Guidance Counselor		
Jeremy DePalma	ESOL Teacher		
Kate DeSantis	Reading Specialist		
Bene Dodd	Music Teacher		
Liz Fong	PTA Parent		
Susan Foster	Sixth Grade Teacher		
Lu Grondin	Fifth Grade Teacher		
Lindsay Knizner	Third Grade Teacher		
Jeanne McKinley	Guidance Counselor		
Shelia Sobeski	Sixth Grade Teacher		
Chris Yardley	Second Grade Teacher		

## 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 WEST—VISION STATEMENT

As a Professional Learning Community, we will work collaboratively with staff, families and community to educate students using best instructional practices in a safe, nurturing, and inclusive learning environment. Together, we will set clear and high expectations, promote responsible citizenship and ethical behavior, respect diversity, and motivate our students to develop their unique potential. ***“At GBW, we have: Pride in School and Pride in Performance.”***

## **GREENBRIAR WEST —MISSION STATEMENT**

At Greenbriar West, we will:

- Provide world class education that meets or exceeds Fairfax County POS and Virginia SOL objectives.
- Provide instruction, including intervention support and enrichment opportunities, appropriate to the individual needs of our students.
- Support each student by differentiating instruction and utilizing special programs to meet individual needs and learning styles.
- Continue to integrate technology throughout the curriculum to enhance student learning.
- Encourage involvement of families and community members, for they provide invaluable support as we strive to meet the needs of our increasingly diverse student population.
- Strengthen teacher collaboration and student learning success through the sustained efforts of professional learning communities.
- Use the Responsive Classroom approach to support academic and social learning and model behavior that encourages students to become responsible learners and respectful citizens.

## **GREENBRIAR WEST —CORE VALUES/BELIEFS**

Greenbriar West recognizes that all children are unique individuals and active members of our diverse learning community. Learning occurs best when a challenging instructional environment is supported by effective teaching, responsible students and an active partnership with the community.

We believe:

- All students can learn and are capable of reaching their unique potential.
- Setting and modeling clear and high expectations to enable all students to achieve success.
- Individual needs are recognized and met through differentiation and best practice instructional strategies in a safe and caring learning environment.
- Through interactive modeling and practice, students can learn to be kind, cooperative, responsible and respectful citizens.
- Technology plays an integral part in preparing children in the 21<sup>st</sup> century.
- The partnership between family, community and school is essential to our success.
- Students must master not only core academic skills but essential life skills to lay the foundation for a successful future as a life-long learner

**FAIRFAX COUNTY PUBLIC SCHOOLS**  
**School Demographics**  
**by Cluster and School**

<b>CLUSTER 7</b>						
<b>GREENBRIAR WEST ELEMENTARY</b>						
Category	June 2009		June 2010		June 2011	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN	387	45.58	425	48.41	480	51.34
BLACK (NOT OF HISPANIC ORIGIN)	31	3.65	30	3.42	28	2.99
HISPANIC	48	5.65	53	6.04	88	9.41
WHITE (NOT OF HISPANIC ORIGIN)	316	37.22	311	35.42	301	32.19
OTHER	87	7.89	59	6.72	38	4.06
	<b>849</b>		<b>878</b>		<b>935</b>	
<b>GENDER</b>						
FEMALE	407	47.94	410	46.70	453	48.45
MALE	442	52.06	468	53.30	482	51.55
	<b>849</b>		<b>878</b>		<b>935</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT*	746	87.87	749	85.31	821	87.81
LIMITED ENGLISH PROFICIENT**	103	12.13	129	14.69	114	12.19
	<b>849</b>		<b>878</b>		<b>935</b>	
<b>LEP LEVELS</b>						
01-LEVEL 01 ENTERING	12	11.85	18	13.95	17	14.91
02-LEVEL 02 BEGINNING	16	15.53	22	17.05	19	16.67
03-LEVEL 03 DEVELOPING	14	13.59	15	11.63	27	23.68
04-LEVEL 04 EXPANDING	8	7.77	18	13.95	36	31.58
05-LEVEL 05 BRIDGING	53	51.46	56	43.41	15	13.16
	<b>103</b>		<b>129</b>		<b>114</b>	
ENGLISH LANGUAGE SERVICES***	45	5.30	71	8.09	97	10.37
<b>FEE WAIVER</b>						
NO FEE WAIVER	779	91.76	798	90.89	844	90.27
FREE OR REDUCED FEES	70	8.24	80	9.11	91	9.73
	<b>849</b>		<b>878</b>		<b>935</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	478	56.30	498	56.72	517	55.29
ADVANCED ACADEMICS - LEVEL IV	348	40.99	354	40.32	394	42.14
ELEMENTARY ADVANCED ACADEMICS - LEVELS II,III	56	6.60	127	14.46	175	18.72
SPECIAL EDUCATION LEVEL 1	44	5.18	46	5.24	45	4.81
SPECIAL EDUCATION LEVEL 2	23	2.71	26	2.96	24	2.57
<b>SPECIAL EDUCATION SERVICE</b>						
AUTISM	1	1.49	1	1.39	4	5.80
DEAF/HARD OF HEARING	0	0.00	1	1.39	0	0.00
EMOTIONAL DISABILITIES	2	2.99	4	5.56	2	2.90
LEARNING DISABILITIES	30	44.78	32	44.44	24	34.78

\*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 Language Learners (ELL) students are LEP level 01, 02, 03, or 04 students who receive English Language services.





GREENBRIAR WEST ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

<b>Mathematics Performance</b>		<b>Less than 70%</b>	<b>70-79%</b>	<b>80-89%</b>	<b>90-100%</b>
<b>2010-2011</b>					
	All Students				98%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				96%
	Economically Disadvantaged			87%	*
	Students with Disabilities	*	*	*	*
	Limited English Proficient				97%
<b>2009-2010</b>					
	All Students				95%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				94%
	Economically Disadvantaged		78%		*
	Students with Disabilities	*	*	*	*
	Limited English Proficient			89%	*
<b>2008-2009</b>					
	All Students				96%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				94%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities	*	*	*	*
	Limited English Proficient				93%
<b>Reading Performance</b>		<b>Less than 70%</b>	<b>70-79%</b>	<b>80-89%</b>	<b>90-100%</b>
<b>2010-2011</b>					
	All Students				98%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				97%
	Economically Disadvantaged				93%
	Students with Disabilities	*	*	*	*
	Limited English Proficient				96%
<b>2009-2010</b>					
	All Students				97%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				97%
	Economically Disadvantaged			84%	*
	Students with Disabilities	*	*	*	*
	Limited English Proficient				92%
<b>2008-2009</b>					
	All Students				98%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				97%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities	*	*	*	*
	Limited English Proficient				94%

\* = Subgroup with less than 50 students  
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

## SPECIAL PROGRAMS

Student Achievement Goals <b>Academic</b>	Student Achievement Goals <b>Essential Life Skills</b>	Student Achievement Goals <b>Responsibility to the Community</b>
Advanced Academic Center	Cultural Arts Program	Chantilly H.S. Leadership Exchange Program
Advanced Academic Resource Program	Goal Setting	Chantilly H.S. Educational Partnership
Art in the Schools	Red Ribbon Drug Prevention Week	GBW Goes Green Recycling Program
Chess Club	Panda Partners Mentor Program	Grade Level Community Service Learning Projects
FLES Spanish Program	Project Panda	International Night
FLEX Foreign Language Classes	Peer Mediators Program	Korean Parent Liaison
Flexible Math / Compacted Math	Project Wisdom Character Ed Program	Spanish Parent Liaison
Geography Bee	Responsive Classroom	WGBW Morning News Program
Grade Level Performances	Student Council Association	6 <sup>th</sup> Grade Service Learning Projects
Great Beginnings Mentor Program		
Junior Great Books		
Monday Mania		
Non-Categorical Special Education Program		
PD360		
Reading and Math Buddies		
Science Fair		
SOL Review Sessions		
Spelling Bee		
Success Night		
Summer School Jumpstart Program		
Teachers As Readers		
Tech Tuesdays		

**RESULTS AND REFLECTION ON THE 2010-2011 SIP  
A Focus on Continuous Improvement**

<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 style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b> Increase achievement in all academic subjects by ensuring that students in the Chantilly Pyramid develop age-appropriate independent reading skills through explicit research-based literacy instruction, systematic assessment, and targeted intervention measures.</p>	<p><u>Performance Indicator: 1.1</u> <i>On the spring reading test for 2010-2011, the student pass rates in grades 3-6 will be 100%.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Student pass rate was 98.3.</b> <b>We did not meet our goal.</b></p>	<p><b>Supported:</b> -Improved data analysis -Early indicators of at risk students -Increased use of formative assessment -Increased support based on formative data -Implemented PAW intervention time for all students -Increased support for “Watch List” Students -Monitored students progress by name and by need</p> <p><b>Inhibited:</b> -A need for increased level of intervention support. -A need to identify at-risk students earlier in the year</p>	<p>-Continue use of eCART and other formative assessments to drive instruction -Continue CLT focused data dialogue -Continue designated PAW intervention time -Early identification and monitoring of at-risk students -Continue to design and implement systems for monitoring student intervention.</p>
	<p><u>Performance Indicator: 1.1</u> <i>On the spring SOL Reading tests for 2010-2011, the pass advance rate of 3-6 grade students will be 75%.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Student pass rate was 79.3.</b> <b>We surpassed our goal.</b></p>	<p><b>Supported:</b> -Improved data analysis -Increased use of formative assessment -Implemented PAW intervention time for all students -Monitored students progress by name and by need</p>	<p>-Continue use of eCART and other formative assessments to drive instruction -Continue CLT focused data dialogue -Continue designated PAW intervention time -Early identification and monitoring of at risk students</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Academics, continued</b></p>	<p><u>Performance Indicator: 1.1</u></p> <p><i>On the spring SOL Reading tests for 2010-2011, student subgroups will achieve passing rates of 90% or greater.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>Student subgroups passing rate was <u>91.0</u>. We surpassed our goal.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Increased use of formative assessment</li> <li>-Implemented PAW intervention time for all students</li> <li>-Increased support for “Watch List” students</li> <li>-Continued before/after school intervention programs</li> <li>-Monitored students progress by name and by need</li> </ul>	<ul style="list-style-type: none"> <li>-Continue use of eCART and other formative assessments to drive instruction</li> <li>-Continue CLT focused data dialogue</li> <li>-Continue designated PAW intervention time</li> <li>-Early identification and monitoring of at risk students</li> <li>-Continue before/after school intervention programs</li> </ul>
	<p><u>Performance Indicator: 1.1</u></p> <p><i>On the spring DRA2 test for 2010-2011, 95% of students in grades 1 and 2 will achieve passing benchmark scores.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>Student pass rate was <u>85.0</u>. We did not meet our goal.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Implemented Word Study in Gr. 1</li> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Implemented PAW intervention time for all students</li> <li>-Increased support for “Watch List” students</li> <li>-Monitored students progress by name and by need</li> </ul> <p><b>Inhibited:</b></p> <ul style="list-style-type: none"> <li>--Need to analyze reading assessment data to design interventions for at risk students</li> </ul> <p>- A need for more frequent ESOL instruction</p>	<ul style="list-style-type: none"> <li>-Continue CLT focused data dialogue</li> <li>-Continue designated PAW intervention time</li> <li>-Early identification of at risk students</li> <li>-Increase ESOL Staffing by .5</li> <li>-Use DRA window as formative assessment</li> <li>-Continue to provide Monday Mania and Jumpstart programs for at-risk students</li> </ul>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Academics</b>, continued</p>	<p><u>Performance Indicator: 1.1</u></p> <p><i>As summarized in monthly team CLT Notes, 90% of teachers will have utilized PD360 as a professional learning tool.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>We met our goal. 90% of teachers utilized PD360 as a professional learning tool.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Staff development meeting</li> <li>-Monthly links provided for staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emphasize documentation on monthly CLT notes</li> <li>-Continue literacy resource and training in best practice strategies.</li> </ul>
<p><b>Math</b></p> <p>Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.</p>	<p><u>Performance Indicator: 1.2</u></p> <p><i>On the spring SOL Math tests for 2010-2011, the student pass rates in grades 3-6 will be 100%.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>Student passing rate was <u>98%</u>. We did not meet our goal.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Increased use of formative assessment</li> <li>-Implemented PAW intervention time for all students</li> <li>-Increased support for “Watch List” students</li> <li>-Implemented peer math tutoring program for at risk students</li> <li>-Monitored students progress by name and by need</li> </ul> <p><b>Inhibited:</b></p> <ul style="list-style-type: none"> <li>- A need to identify at –risk students earlier in the year</li> <li>- A need for increased level of intervention support.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue use of eCART and other formative assessments to drive instruction</li> <li>-Continued CLT focused data dialogue</li> <li>-Continued designated PAW intervention time</li> <li>-Early identification and monitoring of at risk students</li> <li>-Increase consistent common math literacy vocabulary across all grade levels.</li> </ul>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Math</b>, continued</p>	<p><u>Performance Indicator: 1.2</u></p> <p><i>On the spring SOL Math tests for 2010-2011, the pass advanced rate of grade 3-6 students will be 80%.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>Student passing rate was <u>86.3</u>.  We surpassed our goal.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Increased use of formative assessment</li> <li>--Implemented PAW intervention time for all students</li> <li>-Increased support for “Watch List” students</li> <li>-Monitored students progress by name and by need</li> </ul>	<ul style="list-style-type: none"> <li>-Continue use of eCART and other formative assessments to drive instruction</li> <li>-Continue CLT focused data dialogue</li> <li>-Continue designated PAW intervention time</li> <li>-Early identification and monitoring of at risk students</li> <li>-Increase consistent common math literacy vocabulary across all grade levels.</li> </ul>
	<p><u>Performance Indicator: 1.2</u></p> <p><i>On the spring SOL Math tests for 2010-2011, student subgroups will achieve passing rates of 90% or greater.</i></p> <p><u>Quantitative/Qualitative Data:</u>  <b>Student passing rate was <u>91.1</u>.  We surpassed our goal.</b></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Increased use of formative assessment</li> <li>-Implemented PAW intervention time for all students</li> <li>-Increased support for “Watch List” students</li> <li>-Implemented peer math tutoring program for at risk students</li> <li>-Monitored students progress by name and by need</li> </ul>	<ul style="list-style-type: none"> <li>-Continue use of eCART and other formative assessments to drive instruction</li> <li>-Continue CLT focused data dialogue</li> <li>-Continue designated PAW intervention time</li> <li>-Early identification and monitoring of at risk students</li> <li>-Increase consistent common math literacy vocabulary across all grade levels.</li> </ul>
	<p><u>Performance Indicator: 1.2</u></p> <p><i>On the spring MRA test for 2010-2011, 90% of students in grades K-2 will achieve passing scores.</i></p>	<p><b>Supported:</b></p> <ul style="list-style-type: none"> <li>-Improved data analysis</li> <li>-Early indicators of at risk students</li> <li>-Increased use of formative assessment</li> <li>-Implemented PAW intervention time for all students</li> </ul>	<ul style="list-style-type: none"> <li>-Continue use of eCART and other formative assessments to drive instruction</li> <li>-Continue CLT focused data dialogue</li> <li>-Continue designated PAW intervention time</li> </ul>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<b>Math</b> , continued	<u>Quantitative/Qualitative Data:</u> <b>Grade 1 scored 79%</b> <b>Gr. 2 scored 99%</b> <b>Overall pass rate was 89%.</b> <b>We did not meet our goal.</b>	-Increased support for “Watch List” students -Implemented peer math tutoring program for at risk students  <b>Inhibited:</b> -A need for more common assessments in math. -A need to design math centers that correlate with curriculum objectives	-Early identification and monitoring of at risk students -Consider a common math program -Increase consistent common math literacy vocabulary across all grade levels.
Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.	<u>Performance Indicator: 1.2</u> <i>As evidenced by pre/post survey data, by the end of the 2010-2011 school year, 90 % of math instructors will have increased their awareness and use of differentiated math instruction strategies.</i>  <u>Quantitative/Qualitative Data:</u> <b>Based on post survey data, we met our goal with 100%.</b>	<b>Supported:</b> The staff participated in various professional development opportunities and collaborative dialogues.  <b>Inhibited:</b> -Staff indicated that the survey process did not reflect their true understanding of math differentiation.	-A more systematic approach of presenting strategies to staff -Math Committee to increase enrichment strategies provided to staff -We have decided to abandon the survey process.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> Students will understand and demonstrate the importance of exemplary behaviors. Teachers will identify and reinforce these behaviors through the RC approach to academic and social learning.</p>	<p><u>Performance Indicator:2.1</u> <i>Based on teacher checklist summaries, by the end of the 2010-2011 school year, all students will have received at least one Panda Paw for exhibiting one of the school-wide expectations of good citizenship.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Based on teacher checklist, we met our goal with 100%.</b></p>	<p><b>Supported:</b> -Teachers met expectation</p> <p><b>Inhibited:</b> -Staff feels this indicator does not conform to the RC approach.</p>	<p>- We have decided to abandon the Panda Paw program.</p> <p>-RC committee will design a new school wide program for evaluating learning and reinforcing positive behavior.</p>
	<p><u>Performance Indicator:2.1</u> <i>On an end-of-year survey, 100% of students will participate in Morning Meetings facilitated by their classroom teacher.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Based on end of year survey, we met this goal with 100%.</b></p>	<p><b>Supported</b> -Time allotted in Master Schedule for daily Morning Meetings</p>	<p>-Maintain morning meetings and train new staff in Responsive Classroom techniques</p>

<p><b>Essential Life Skills</b>, continued</p>	<p><u>Performance Indicator:2.7</u>  <i>Students will be exposed to the Responsive Classroom (RC) approach as evidenced by 90% of staff members completing the week long RC1 course by the end of the 2010-2011 school year.</i>  <u>Quantitative/Qualitative Data:</u>  <b>91 % of staff has completed the RC 1 course.</b></p>	<p><b>Supported</b>          -Staff supports RC training</p> <p><b>Inhibited:</b>  <b>Some staff members were unable to take the RC 1 course during the school year.</b></p>	<p>- Continue expectation for all staff to receive RC training.</p> <p>-RC Committee will use PBA survey data to design ongoing professional development.</p>
	<p><u>Performance Indicator:2.7</u>  <i>On an end of the year staff survey, 75% of <u>Team Leaders</u> will respond affirmatively that school strategies designed to preserve planning and instructional time were effective to improve student learning.</i>  <u>Quantitative/Qualitative Data:</u>  <b>Based on survey results, we met our goal.</b></p>	<p><b>Supported</b>          -C3, Staff meeting and CLT meeting dates logistically set throughout the month.          -PTA copy room set up</p> <p><b>Inhibited:</b>          -PTA copy room set up too late in the year to be used by all teachers.</p> <p>-Fragmentation of schedule prevented teachers from having large blocks of instructional time.</p>	<p>-Implement PTA copy room program.          -Implement block scheduling for 2011-2012, for grades 5 and 6.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Teachers and students will develop an increased awareness of their responsibility to the community by working collaboratively to create grade level service learning projects that will strengthen meaningful relationships with the community.</p>	<p><u>Performance Indicator: 3.2</u></p> <p><i>As documented by grade level reports, by the end of the 2010-2011 school year, each grade level will have 100% participation in planning and facilitating one community service learning project.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>100% of K-5 students and 94% of 6<sup>th</sup> grade students completed individual projects.</b></p>	<p><b>Supported:</b> -Teachers in grades K-5 followed through planning and facilitating meaningful community service projects for their grade.</p> <p><b>Inhibited:</b> -Started 6<sup>th</sup> grade program too late in the year. -Limited on-going communication with parents</p>	<p>-Continued need for meaningful service opportunities for 6<sup>th</sup> graders. -Revise 6<sup>th</sup> grade service hours tracking and verification to include teacher contact with parents whose children choose not to complete the requirement. -Start lessons earlier. -Increase parent communication and understanding of program requirements.</p>
	<p><u>Performance Indicator:3.2</u></p> <p><i>As measured by PTA activity data, by the end of the 2010-2011 school year, the PTA will plan and implement one community service event per quarter.</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Based on PTA activity data we met our goal.</b></p>	<p><b>Supported:</b> PTA planned and implemented community events.</p>	<p>-PTA will continue to plan and implement events</p> <p>-Maintain Goal.</p>
	<p><u>Performance Indicator:3.2</u></p> <p><i>By June 2011, 90% of GBW students will have participated in an environmental stewardship project or learning activity</i></p> <p><u>Quantitative/Qualitative Data:</u> <b>Based on school wide data collection, we met our goal.</b></p>	<p><b>Supported:</b> Joe Romano Recycle Assembly</p> <p><b>Inhibited:</b> Not enough time for tree planting activity</p>	<p>-Implement rain barrel grade level project -Do a better job communicating stewardship project requirements and monitoring among grade levels.</p>

## 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                              |                          |  |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
Increase achievement in literacy by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.

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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 2010-2011 indicated an overall pass rate in English of 98%. SOL data also revealed:

- 79% of students performed at the pass advanced level
- 90% of at risk students passed
- 91% of students in a subgroup passed
- 84% of all 1<sup>st</sup> and 2<sup>nd</sup> grade students passed the DRA

When comparing 2009-2010 SOL subgroup passing results to 2010-2011 subgroup data, we noted:

- Blacks decreased from 100% to 98%
- Hispanics increased from 72% to 98%
- LEP increased from 92% to 97%
- SWD increased from 85% to 91%
- Fee Waiver increased from 84% to 93%
- Total increase from 97% to 98%

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

In looking at the SOL results and School Improvement Plan strategies implemented the previous year, we determined teachers continue to use effective best instructional practice strategies such as interactive notebooks, integrated SMART Board technology lessons, differentiated instruction, flexible groups for guided reading instruction and enrichment. A school strength for the past three years has been to consistently monitor academic progress and interventions of at risk students. In doing so, teachers have a strong knowledge of individual student needs.

Based on our formative assessment data, our area of focus continues to be the rising 2<sup>nd</sup> and 3<sup>rd</sup> graders who are most in need of additional academic support. Our PTA supported intervention programs throughout the school year. Identified rising 2<sup>nd</sup> and 3<sup>rd</sup> graders were invited to attend a 3 week /3.5 hour a day “Jumpstart” literacy program in August. In the spring, the teachers held five Monday afternoon reading intervention sessions for 3<sup>rd</sup> grade students. Data indicated 95% of the 3<sup>rd</sup> graders passed their SOL tests in English and Math. Three out of four students that attended both interventions passed their Reading SOL. In addition, the spring SOL Review program provided for at-risk 3-6 graders was modified to three weeks. Students attended three days each week for 45 minutes. Out of the 111 students attending the program, 99% passed their English SOL tests.

Test results from the 2010-2011 SOLs indicate all students including subgroups are exceeding FCPS benchmarks. However, we still need to close the achievement gap for the 2011-2012 school year. We will continue to implement intervention support using eCART data to support classroom instruction and a systematic 30 minute period of intervention support time (PAW) for review, reinforcement and/or enrichment for all K-6 grade level students that will be documented and monitored by grade level and school support teams. The 2011-2012 school year will also include new interventions such as the Leveled Literacy Intervention program to be used with subgroup and at risk students. An additional .5 ESOL teacher has been added to allow for increased systematic ESOL instruction. We anticipate that with our student data collection and our continued interventions, more at risk students will pass SOL tests.

### Best Practice Research:

Numerous authors in the educational field have discussed that independent reading will increase wide reading, meta-cognitive awareness and comprehension. Even a few disengaged readers in a classroom is a cause for concern, especially given the research that suggests a powerful link between time spent reading and reading achievement. (Cunningham & Stanovich, 1997; Guthrie, Wigfield, Metsala, & Cox, 1999) For many years, educators studied struggling readers for clues about the best ways to teach reading. Research in reading comprehension took a different tack in the 1980’s when researchers identified and systematically investigated the thinking strategies that proficient readers used to understand what they read. Harvey & Goudvis *Strategies that Work*

Research has shown that the increase in student achievement across curriculum areas includes intervention for targeted students as well as enrichment for those ready to excel. The proficient readers search for connections, ask questions, draw inferences, distinguish the important from less important, are adept in synthesizing information and monitor their understanding of what is being read.

The article, *Individualized Instruction for Improved Student Achievement* by Sloane O’Neal states that, “Effective, individualized instruction for student achievement requires that assignments are right at the student’s point of instructional need.” Including ongoing assessments that will pinpoint an individual’s needs is important in achieving top student achievement. We are likely to teach a strategy by modeling the strategy for the class; guiding students in its practice in large groups, small groups and pairs; and providing large blocks of time for students to read independently and practice using and applying strategies. *T H E Journal (Technological Horizons In Education)*, Vol. 31, 2004 Author Andrew Biemiller also notes that vocabulary has long been recognized as a strong determinant of reading success. He addresses individual differences in vocabulary acquisition; amount of vocabulary needed for successful learning; the predictable sequence of vocabulary acquisition; the need for direct instruction for vocabulary growth; and methods of promoting vocabulary knowledge. *Reading Psychology*, v24 n3-4 p323-35 Oct-Dec 2003,

This is what Pearson and Gallagher (1983) call the Gradual Release of Responsibility framework for instruction. (Harvey & Goudvis)

Tracking student achievement and having data available for teachers to monitor student progress allows for administrators to determine whether districts are meeting AYP goals. Staff, students and parents working together to provide a wide range of interventions as well as enrichment opportunities for continued success is crucial for all students.

### **STUDENT ACHIEVEMENT GOAL—ACADEMICS**

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	On the spring reading test for 2011-2012, the student pass rates in grades 3-6 will be 100%
1.1.1	On the spring SOL Reading tests for 2011-2012, the pass advance rate of 3-6 grade students will be 80%
1.1.1	On the spring SOL Reading tests for 2011-2012, student subgroups will achieve passing rates of 90% or greater.
1.1.1	On the spring DRA2 test for 2011-2012, 90% of non ESOL and Sped students in grades 1 and 2 will achieve passing benchmark scores.
1.1.1	On the spring DRA2 test for 2011-2012, 90% of ESOL and Sped students in grade 1and 2 will achieve passing benchmark scores.
1.1.1	As summarized in monthly team CLT Notes, 90% of teachers will have utilized PD360 as a professional learning tool.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase achievement in literacy by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Increase literacy achievement of at risk students with small group instruction by student name and need	Reading Specialist, Kate DeSantis, Administrators, & Counselors,	None	X	X	X	X	PAW documentation, Quarterly intervention updates recorded in an at risk binder (TLC), CLT discussion notes, TLC bi-monthly meetings, eCart, DRA and quarterly progress reports
2. Continue a systematic 30 min period of time for intervention support and differentiated instruction. (PAW)	Admin	None	X	X	X	X	Grade level CLT meetings Team Notes Intervention documentation
3. Continue to develop independent reading skills and higher level thinking skills.	Kate DeSantis, Reading Specialist	Reading Strategies Posters	X	X	X	X	LEARN Model planning eCART and assessment documentation, pre/post test data
4. Continue to implement a spring 3-6 week program of SOL Review sessions in math and reading for at -risk students.	Lauryn Campbell, Asst. Principal	SOL Review materials, Teacher Pay (approx. \$29 per hr)		X	X	X	Attendance, informal teacher assessment

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase achievement in literacy by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.

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. Continue to implement a 9 day Jumpstart summer session for rising 2 <sup>nd</sup> and 3rd graders at risk of failing the SOL tests.	Two classroom teachers, Shelia Sobeski and Carrie Van Wagner.	Reading Workbooks \$9.99 per student.  PTA funded (\$29.00 /hr)	X	X	X	X	Baseline DRA data (4 <sup>th</sup> quarter) compared to reading assessments completed at end of Jumpstart Program. Running records, anecdotal notes and teacher observations
6. Continue to implement a spring, Monday Mania intervention program to strengthen students' literacy skills.	Two classroom teachers, Shelia Sobeski and Carrie Van Wagner.	PTA funded (\$29.00 /hr)			X	X	Pre and post assessment of students attending the program, quarterly progress reports, teacher collaboration
7. Continue to implement professional development using PD360 to increase teachers' knowledge of best instructional practices.	Admin	PD360 software	X	X	X	X	Team CLT Notes C3 Committee Notes Links to videos loaded in PD360 staff folder
8. Professional development designed by pyramid literacy team that focuses on vocabulary instructional strategies.	Reading Specialist, Kate DeSantis	Revised Bloom Taxonomy flip charts	X	X	X	X	Staff development attendance LA C3 Meeting notes CLT grade level meeting notes with Kate DeSantis, Reading Specialists

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL** Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment and targeted intervention measures.

*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 type="checkbox"/> 1.1.1 English language arts   | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics  | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |
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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.

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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 2010-2011 indicated an overall pass rate in Math of 98%. SOL data also revealed:

- 86% of students performed at the pass advanced level
- 90% of at risk students passed
- 91% of students in a subgroup passed
- 89% of all 1<sup>st</sup> and 2<sup>nd</sup> grade students passed the MRA

When comparing 2009-2010 SOL subgroup passing results to 2010-2011 subgroup data, we noted:

- Blacks decreased from 90% to 83%
- Hispanics increased from 71% to 98%
- LEP increased from 89% to 97%
- SWD increased from 69% to 86%
- Fee Waiver increased from 78% to 87%
- Total increase from 94% to 98%

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

In looking at the SOL results and School Improvement Plan strategies implemented the previous year, we determined teachers are using best practices with effective best instructional practice strategies such as interactive notebooks, integrated SMART Board technology lessons, differentiated instruction, flexible grouping, and enrichment. Teachers continue to increase their knowledge and instructional strategies of best practice and differentiated instruction. A school strength for the past three years has been to consistently document academic progress and interventions of at risk students. This year the spring SOL Review program provided for at-risk 3-6 graders was modified to three weeks. Students attended three days each week for 45 minutes. Out of the 111 students attending the program, 98% passed their Math SOL tests.

Test results from the 2010-2011 SOLs indicated the need for continued math support for our subgroups, (SWD, economically disadvantaged, LEP and Hispanic students). We will continue to implement a 30 minute period of intervention support (PAW) time for review, reinforcement and/or enrichment for all K-6 grade level students that will be documented and monitored by grade level teams and school support teachers. The 2011-2012 school year will also include new math manipulatives and the peer math tutoring program for struggling subgroup and at risk students. We anticipate that with our student data collection and our continued interventions that more at risk students will pass SOL tests.

### Best Practice Research:

As Carol Ann Tomlinson, American educator, speaker, author and a leading proponent of differentiated instruction, has stated in her newest book, *Leading and Managing a Differentiated Classroom (2010)*, “Differentiation can be accurately described as classroom practice with a balanced emphasis on individual students and course content. In other words, in an effectively differentiated classroom, it is understood that: students differ as learners in terms of background experience, culture, language, gender, interests, readiness to learn, modes of learning, speed of learning, support systems of learning, self-awareness as a learner, confidence as a learner, independence as a learner, and a host of other ways; differences profoundly impact how students learn and the nature of scaffolding they will need at various points in the learning process; teachers have a responsibility to ensure that all of their students master important content; teachers have to make specific and continually evolving plans to connect each learner with key content; teachers are required to understand the nature of each of their students, in addition to the nature of the content they teach; a flexible approach to teaching ‘makes room’ for student variance; and teachers should continually ask, ‘What does *this* student need at *this* moment in order to be able to progress with *this* key content, and what do I need to do to make that happen.’”

Differentiation means teaching each student as an individual capable of handling meaningful curricular content. Creating a flexible, orderly learning environment is a critical factor in which each student builds his or her capacity as a learner. A nationally known educator, Jennifer Taylor-Cox, author of *Differentiating in Number & Operation (2008)* and many other publications, states that teachers should target math instruction to struggling students by using a five step process as a systematic intervention. These five steps are: diagnosing weaknesses, providing specific, differentiated instruction, using formative assessment, offering corrective feedback, and motivating students by using games. At Greenbriar West, we are always looking to find ways to close the achievement gap in math. Last year GBW introduced “PAW Time.” PAW Time will continue to be used as an intervention model to help struggling students perform at grade level. GBW will use

Responsive Intervention (RI) techniques and resources such as small-group and one on one teaching during PAW Time to meet annual yearly progress (AYP). Instructional assistants will assist teachers during PAW Time as they both attempt to help struggling students achieve the four main goals of math students. These goals, as defined by Taylor-Cox are accuracy, efficiency, flexibility, and fluency in solving math problems.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.2	On the spring SOL Math tests for 2011-2012, the student pass rates in grades 3-6 will be 100%
1.1.2	On the spring SOL Math tests for 2011-2012, the pass advanced rate of grade 3-6 students will be 88%.
1.1.2	On the spring SOL Math tests for 2011-2012, student subgroups will achieve passing rates of 92% or greater.
1.1.2	On the spring MRA test for 2011-2012, 90% of students in grades 1-2 will achieve passing scores.
1.1.2	As evidenced by CLT notes, by the end of the 2011-2012 school year, 100 % of grade level teams will have discussed differentiated math instruction strategies on a monthly basis.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Increase awareness and use of differentiated math instruction strategies.	Math Committee chair, Lu Grondin, Math committee members	None	X	X	X	X	C3 Math Committee meeting notes Staff News Postings CLT Meeting Notes posted on Blackboard 24-7
2. Continue a systematic 30 min period of time for intervention support and differentiated instruction for all students. (PAW)	Classroom & Resource Teachers, Admin	None	X	X	X	X	Grade level CLT meeting notes Intervention documentation
3. Continue to implement a peer math tutoring program to work with struggling students in math.	Jeremy DePalma, ESOL Specialist teacher	None		X	X	X	Intervention documentation
4. Continue to implement a spring 3-6 week program of SOL Review sessions in math and reading for at -risk students.	Coordinator, Assistant Principal, and classroom teachers	SOL Review materials, Teacher Pay (approx. \$30 per hr)			X	X	Attendance, informal teacher assessment

## 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"/> | X | 2.6 | Courageously identify and pursue their personal goals. |
| <input type="checkbox"/>            | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> |   | 2.7 | Develop practical life skills.                         |
| <input type="checkbox"/>            | 2.4 | Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> |   | 2.8 | Make healthy and safe life choices.                    |
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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
Students will understand and demonstrate school wide expectations for behaviors. Teachers will identify and reinforce these behaviors through the RC approach to academic and social learning.

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

### Data Sources:

As a result of staff research, staff development training sessions, staff surveys and teacher discussions, staff has determined that a consistent, cohesive standard is needed for the behavior of students school-wide. Greenbriar West has committed to adopting the Responsive Classroom approach as a school-wide Positive Behavior Approach. Data gathered from the PMOC Responsive Classroom survey completed in June 2011 provided the school's Responsive Classroom Committee with additional data regarding school-wide needs. At GBW, school wide expectations for behavior include: Be Kind, Be Cooperative, Be Responsible, Be Respectful and Be a Positive Participant. These behaviors are modeled, taught, and reinforced on a daily basis by all staff members.

GBW teachers and specialists also took part in a county wide survey of working conditions in February of 2010 which identified staff concerns pertaining to the issues of time. Although the 2011 survey showed no significant staff concerns, additional refinement to the master schedule, staff meetings, and grade level meeting times were reformatted to preserve time. A twenty minute Morning Meeting time is imbedded in the Master Schedule and a 5<sup>th</sup> and 6<sup>th</sup> grade block schedule has been implemented for the 2011-2012 school year.

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

Feedback from teachers and community tells us that these school-wide practices enhance classroom instruction and decrease interruption and inappropriate behavior. The school has made a commitment to adopting the Responsive Classroom (RC) approach to academic and social learning. By August 2011, approximately, 96% of all teaching staff completed the Responsive Classroom 1 or 2 course. Regular staff development opportunities will be provided by teacher leaders throughout the school year to further develop RC teacher skills in the classrooms. All staff members have been encouraged to complete at least the RC 1 training course.

To address the specific needs of staff regarding behavior concerns and instructional interruptions, the RC Committee will be designing staff development opportunities to provide staff with strategies to improve behavior management. The Responsive Class Committee intends to model strategies such as holding problem solving conferences with student to support staff learning. In addition, staff has indicated a need to work on common teacher language. The RC Committee plans to develop staff training on modeling and using appropriate teacher language in classrooms and school wide.

#### Best Practice Research:

The *Responsive Classroom* is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies.

At the heart of the *Responsive Classroom* approach are ten classroom practices:

**Morning Meeting, Rule Creation, Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery, Academic Choice, Classroom Organization, Working with Families, and Collaborative Problem Solving.**

Since 1981, thousands of classroom teachers and hundreds of schools and school districts have used the *Responsive Classroom* approach to help create learning environments where children thrive academically, socially, and emotionally. In urban, rural, and suburban settings nationwide, educators using *Responsive Classroom* practices report increases in student learning, motivation, and responsibility, and decreases in problem behaviors.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1	Based on monthly classroom checklist summaries, by the end of the 2011-2012 school year, 100% of students will participate in “Project Panda” reinforcing <i>school-wide expectations</i> of good citizenship.
2.2	On an end-of-year survey, 100% of students will participate in Morning Meetings daily facilitated by their classroom teacher.
2.7	Students will be exposed to the Responsive Classroom approach as evidenced by 100% of returning instructional staff members completing the week long Responsive Classroom 1 course by the end of the 2011-2012 school year.
2.7	On an end of the year staff survey, 85% of staff will respond affirmatively that school strategies designed to preserve planning and instructional time were effective to improve student learning.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Students will understand and demonstrate the importance of exemplary behaviors. Teachers will identify and reinforce these behaviors through various positive incentive programs and Responsive Classroom strategies.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. Design and implement a monthly character development program to reinforce school wide expectations of good citizenship.	RC Committee Chair, Bene Dodd	Project Panda poster & resources	X	X	X	X	Monthly classroom checklist RC Committee notes
2 Continue to utilize time allocated in master schedule to facilitate daily 20 minute Morning Meetings.	Admin	Morning Meeting Training Kit	X	X	X	X	Admin Observation checklist
3 RC committee to provide opportunities for professional development.	RC Committee Chair, Bene Dodd and committee members	None	X	X	X	X	Monthly school based Responsive Classroom staff development opportunities. RC Committee notes PBA Survey Data
4. Design and implement Block Scheduling to preserve time for 5 <sup>th</sup> and 6 <sup>th</sup> grades.	Admin and Master Schedule Team	None	X	X	X	X	School Master Schedule Meeting Schedule
5. Design and implement PTA Copy room program to preserve time for grade level teachers.	PTA Human Relations Committee Chair, Sarah Terrone	None	X	X	X	X	PTA Workroom log C3 Human Relations committee notes

## 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.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*  
Teachers and students will develop an increased awareness of their responsibility to the community by working collaboratively to create grade level service learning projects that will strengthen meaningful relationships with the community.

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

Data Sources:

During the 2010-2011 school year, 100% students participated in a community service learning opportunity in grades K-5 and 94% of 6<sup>th</sup> graders completed individual service learning projects. Each grade level submitted a community service learning project proposal and completion report to administration which included the curriculum connection, activity description, and reflection to learning.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Staff has discussed the importance of service learning opportunities in our community. In addition to our counseling programs and SCA service learning projects, each grade level designed a service learning project during the 2010-2011 school year. Each of the projects emphasized a real life need in the community, was developmentally appropriate and relevant to the students' lives, and included an opportunity to reflect upon the learning experience. Parents and the community were included in the service learning opportunity as needed.

### Best Practice Research:

Research in resiliency, civic action, and drug and alcohol prevention shows that “schools that encourage participation and meaningful involvement in community service projects contribute to the healthy pro-social development of children.” (The Virginia Journal of Education, January 2005) This focus is consistent with the goals of teaching pro-social behaviors and skills that are developmentally appropriate and provide opportunities for school-aged children to participate in activities they *can* do.

“When students are encouraged to apply their educational experiences through commitment and involvement in their school and local community, their sense of civic responsibility is enhanced.” (Hunt Professional Development 1997) In addition, when students exercise opportunities to “give back” through community service projects, they build an understanding of the concept “Think globally, and act locally.” These actions empower children to be active participants in their school and community. The act of giving lays the groundwork for a lifetime commitment to civic responsibility through action.

In addition, research has shown that “environmental conditions, such as involving youth in community service projects, help protect young people from negative influences and ultimately become key protective factors that strengthen resiliency.” (Together We Can Reduce the Risks, 1997) Further studies show that when children report having strong connections to their parents, school, and community, they are less likely to experiment with alcohol, tobacco, or other drugs and are more likely to display resiliency after hardships or rejection by their peers. (Hunt Professional Development 1997) Conversely, risk factors such as feelings of alienation and low neighborhood attachment increase the likelihood that young people will participate in risk-taking behaviors, such as using tobacco, alcohol and other drugs. (Communities That Care, Center for Substance Abuse Prevention 1994) Finally, participating in group projects that focus on others allows school-aged students to appreciate their ability to “make a difference” in their world, which then reinforces respect for others and their connection to the outside world.

In order to become exemplary citizens, students need to learn to respect their immediate surroundings and leave the environment in the same shape, or better than they found it. Responsible citizens are good stewards of their environment. Toward that end, schools need to provide opportunities for students to minimize the short and long-term impact of today’s actions on tomorrow’s environment. (Board Docs, FCPS, March 2011)

Even the youngest of students can demonstrate age-appropriate environmental stewardship behaviors. Teachers can establish classroom procedures that conserve electricity and water; set expectations for students to reduce, reuse, and recycle materials; and implement outdoor science projects in the schoolyard. Through action and advocacy, students can understand and respect their role as environmental caretakers. (Board Doc, FCPS, March 2011)

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<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 Goals)</i>
3.2	As documented by grade level reports, by the end of the 2011-2012 school year, grades K-5 will have 100% participation in planning and facilitating one community service learning project. 100% of Grade 6 students will participate in individual service learning projects.
3.2	As measured by PTA activity data, by the end of the 2011-2012 school year, the PTA will plan and implement one community service event per quarter.
3.4	By June 2012, 95% of GBW students will have participated in an environmental stewardship project or learning activity

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Students will develop an awareness of a responsibility to the community, contribute to the community through service projects and create meaningful relationships with the community.								
<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 Level Teams and Science Committee will develop school-wide environmental stewardship projects.	Grade Level Teams and Science committee members	Project Specific Materials (Cost Minimal)	X	X	X	X	Grade Level CLT meeting notes and project summaries	
2. K-5 grade level teams will develop and implement a community service learning project.	Grade level teams, Counselors	None	X	X	X	X	Grade level CLT meeting notes and project summaries	
3. Grade 6 students will participate in individual service learning projects.	Grade 6 team members Counselors	None	X	X	X	X	Completed projects	
4. The PTA will facilitate quarterly community events.	PTA President, Sandy Jones, PTA Committee	Varies per event	X	X	X	X	PTA meeting minutes	

**RESULTS AND REFLECTION ON THE 2010-2011 SIP  
A Focus on Continuous Improvement**

<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 style="text-align: center;"><b>Academics English</b></p> <p><b>Objective:</b> Increase achievement in all academic subjects by ensuring that students in the Chantilly Pyramid develop age-appropriate independent reading skills through explicit research-based literacy instruction, systematic assessment, and targeted intervention measures.</p> <p style="text-align: center;"><b>Math</b></p> <p>Increase achievement in math by ensuring that students develop age-appropriate skills through explicit, research-based instruction, systematic assessment, and targeted intervention measures.</p>	<p><u>Performance Indicator:</u></p> <p><u>Quantitative/Qualitative Data:</u></p> <p><u>Performance Indicator:</u></p> <p><u>Quantitative/Qualitative Data:</u></p>	<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Essential Life Skills</b></p> <p><b>Objective:</b> Students will understand and demonstrate the importance of exemplary behaviors. Teachers will identify and reinforce these behaviors through the RC approach to academic and social learning.</p>	<p><u>Performance Indicator:</u></p> <p><u>Quantitative/Qualitative Data:</u></p>	<p>Supported:</p> <p>Inhibited:</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b>  Teachers and students will develop an increased awareness of their responsibility to the community by working collaboratively to create grade level service learning projects that will strengthen meaningful relationships with the community.</p>	<p><u>Performance Indicator:</u></p> <p><u>Quantitative/Qualitative Data:</u></p>	<p>Supported:</p> <p>Inhibited:</p>	