

Fairfax County Public Schools

School Improvement Plan

2008 – 2009

Greenbriar West Elementary

Cluster *VII*

Lori Cleveland, Principal

Lauryn Campbell, Assistant Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Lori Cleveland	Principal		
Lauryn Campbell	Asst. Principal/Committee Chair		
Kristin Crooks	Guidance Counselor		
Kate DeSantis	Reading Specialist		
Mary Ann McGaughey	Third Grade/GTC Teacher		
Regina Jennison	Sixth Grade Teacher		
Shelia Sobeski	First Grade Teacher		
Sandy Jones	PTA Treasurer		

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

At Greenbriar West, we will:

- Provide a world class education that meets or exceeds Fairfax County POS and Virginia SOL objectives
- Provide instruction, through support and enrichment opportunities, appropriate to the needs of our students
- Enrich students who are performing above grade level by utilizing GT resources and by providing an inquiry-based learning environment
- Support each student by differentiating instruction and utilizing special programs to meet individual needs and learning styles
- Integrate technology throughout the curriculum to enhance student learning
- Encourage involvement of parents and community members, for they provide invaluable support as we strive to meet the needs of our increasingly diverse student population
- Foster collaboration through the continued development of professional learning communities
- Model behavior that encourages students to become responsible learners and respectful citizens

GREENBRIAR WEST—MISSION STATEMENT

Our primary purpose at Greenbriar West is to work collaboratively with staff and our community to educate students 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 limitless potential.

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:

- Setting clear and high expectations enables all students to reach their limitless potential
- Individual needs of each child are recognized and met through differentiation and varied instructional strategies in a safe and caring learning environment.
- Students should be kind, cooperative, responsible and respectful citizens
- Technology plays an integral part in preparing children for the 21st 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 enjoy a successful future.

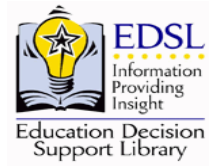
FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

GREENBRIAR WEST ELEMENTARY

Category	June 2006		June 2007		June 2008	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	274	36.58	283	39.25	329	42.29
BLACK (NOT OF HISPANIC ORIGIN)	35	4.67	40	5.55	32	4.11
HISPANIC	27	3.60	22	3.05	34	4.37
WHITE (NOT OF HISPANIC ORIGIN)	345	46.06	315	43.69	315	40.49
OTHER	68	9.08	61	8.46	68	8.74
	749		721		778	
GENDER						
FEMALE	374	49.93	352	48.82	385	49.49
MALE	375	50.07	369	51.18	393	50.51
	749		721		778	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	647	86.38	635	88.07	679	87.28
LIMITED ENGLISH PROFICIENT**	102	13.62	86	11.93	99	12.72
	749		721		778	
LEP LEVELS						
01-BEGINNING	22	21.57	6	6.98	5	5.05
02-INTERMEDIATE	14	13.73	18	20.93	15	15.15
03-LOWER ADVANCED	32	31.37	21	24.42	17	17.17
04-HIGHER ADVANCED	0	0.00	3	3.49	12	12.12
LEP MONITOR (STATUS 2 AND 3)	34	33.33	38	44.19	50	50.51
	102		86		99	
ESOL SERVICES***	63	8.41	47	6.52	43	5.53
FEE WAIVER						
NO FEE WAIVER	686	91.59	672	93.20	706	90.75
FREE OR REDUCED FEES	63	8.41	49	6.80	72	9.25
	749		721		778	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	431	57.54	346	47.99	363	46.66
GIFTED CENTER	216	28.84	252	34.95	311	39.97
GIFTED SCHOOL-BASED	40	5.34	62	8.60	41	5.27
SPECIAL EDUCATION LEVEL 1	41	5.47	38	5.27	48	6.17
SPECIAL EDUCATION LEVEL 2	28	3.74	29	4.02	24	3.08
SPECIAL EDUCATION SERVICE****						
AUTISM	0	0.00	1	1.49	2	2.78
EMOTIONAL DISABILITIES	1	1.45	2	2.99	4	5.56
LEARNING DISABILITIES	42	60.87	42	62.69	37	51.39
NONCATEGORICAL	6	8.70	4	5.97	3	4.17
PHYSICAL DISABILITIES	1	1.45	1	1.49	1	1.39



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

GREENBRIAR WEST ELEMENTARY

Category	June 2006		June 2007		June 2008	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE****						
SPEECH/LANGUAGE IMPAIRMENT	19	27.54	17	25.37	25	34.72
	<u>69</u>		<u>67</u>		<u>72</u>	
MOBILITY						
MOBILITY RATE		13.56		7.89		7.34

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

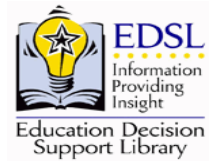
**Limited English proficient as defined by Virginia Department of Education.

***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 Greenbriar West 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	94	97	92	Yes	100	100	Yes	96	97	95	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	100	100	TS	79	100	75	TS	100	100	TS	92	90	96	TS
Hispanic Students		Yes	100	100	TS	79	80	79	TS	100	100	TS	77	80	64	TS
LEP Students		Yes	100	100	Yes	86	94	84	Yes	100	100	Yes	91	94	87	Yes
Econ. Disadvantaged		Yes	100	100	TS	82	90	74	TS	99	100	TS	90	93	87	TS
Students with Disabilities		Yes	100	100	TS	68	85	51	TS	99	100	TS	77	79	71	TS
White Students		Yes	100	100	Yes	94	95	92	Yes	100	100	Yes	96	96	96	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

Student Achievement Goals Academic	Student Achievement Goals Essential Life Skills	Student Achievement Goals Responsibility to the Community
Action Research Book Study	Cultural Arts Program	Chantilly H.S. Leadership Exchange Program
Art in the Schools	Odyssey of the Mind	Earth Day
Authors and Artists Night	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	Peer Mediators Program	International Night
FLEX Foreign Language Classes	Student Council Association	Korean Parent Liaison
Flexible Math / Compacted Math		WGBW Morning News Program
Geography Bee		
Gifted and Talented Center		
Grade Level Performances		
Great Beginnings Mentor Program		
Junior Great Books		
Non-Categorical Special Education Program		
Professional Learning Communities		
Quest Program		
Reading and Math Buddies		
Science Fair		
SOL Review Sessions		
Spelling Bee		
Summer School Jumpstart Program		
Teachers As Readers		
Tech Tuesdays		

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 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 checked="" type="checkbox"/> 1.1.3 Science | |
| <input checked="" type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

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.

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

Data Sources:

DRA Word Analysis, DRA2, and SOL results from 2007-08 indicate a select number of students who did not meet grade level benchmark or pass content area SOL tests.

SOL data reveals that approximately 68% of grades 3-6 students did perform at the pass advanced level.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

An instructional walkthrough revealed that teachers were using effective strategies such as interactive notebooks, integrated SMART Board technology lessons, differentiated instruction, flexible groups in math, and enrichment. However, there are still a select number of students who are failing to meet grade-level standards. There was no systematic school-wide approach for identified student needs.

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)

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 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.

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

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	By the end of the 2008-09 school year, 90% of identified at risk students (students who failed SOL/DRA assessments) will pass grade level benchmark assessments or SOL tests.
1.1	By the end of the 2008-09 school year, we will increase our pass advanced rate by 10%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue to identify and monitor interventions for at risk students	Reading Specialist and Administrators, Classroom Teachers, & Counselors	None	X	X	X	X	Quarterly intervention updates recorded in an at risk binder (TLC), teacher discussion notes, TLC bi-monthly meetings, eCart, DRA and quarterly progress reports
2. Students' progress through STAT and local screening will be monitored through action logs.	STAT Chair Local Screening Chair Administrators	None	X	X	X	X	Information in Action Logs
3. Teach explicit strategies to continue to develop independent reading skills and higher level thinking skills	Classroom Teachers Resource Staff and Admin	Reading Strategies Posters	X	X	X	X	Teacher lesson plans and assessment documentation, admin walk through observations.
4. Design and implement a 6-7 week program of SOL Review sessions in math and reading for at risk students to be held twice weekly, 30 minutes before school day begins	Staff and Administration	SOL Review materials, Teacher Pay (approx. \$29 per hr)		X	X	X	Staff identifying students who will benefit from review sessions based on at risk list, as well as grade progress through 3 rd quarter
5. Implement a 9 day Jumpstart summer session for rising 3rd graders at risk of failing the SOL tests	Two classroom teachers on a 203 day contract, Shelia Sobeski and Carrie Van Wagner.	Reading Workbooks \$9.99 per student.	X	X	X	X	Baseline DRA data (4 th quarter) compared to reading assessments completed at end of Jumpstart Program

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Jumpstart teachers will collaborate with 3 rd grade teachers to determine needs of Jumpstart students and/or other at risk students. 7. Jumpstart teachers will design and implement an intervention program during the winter months to strengthen students' literacy skills.	Two classroom teachers on a 203 day contract, Shelia Sobeski and Carrie Van Wagner.			X	X	X	Pre and post assessment of students attending the program, quarterly progress reports, teacher collaboration
8. Implement professional development Action Research Book study discussion to increase teachers' knowledge of best instructional strategies	Classroom teachers Reading Teacher	Fountas and Pinnell <i>Guiding Readers and Writers</i> (\$800.00) and Harvey and Goudvis <i>The Primary Comprehension Toolkit</i> (\$1,700.00) Total cost \$2,500.00	X	X	X	X	Bi-monthly grade level discussion meetings Review of Teacher Idea Sheets

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

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

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.

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

Data Sources:

As a result of teacher discussions and anecdotal records, staff has determined that a consistent, cohesive standard is needed for the behavior of students school-wide. Parents and the community have also voiced concerns as well.

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. Many of our teachers currently implement Responsive Classroom strategies and practices.

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 schoolwide 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

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>
2.1	By the end of the 2008-09 school year, 80% of teachers will respond affirmatively to successful implementation of <i>school-wide expectations</i> . By the end of the 2008-09 school year, 80% of a sampling of students (one class per grade level) will respond affirmatively to successful implementation of <i>school-wide expectations</i> .
2.2	By the end of the 2008-09 school year, all students will have received at least one Panda Paw for exhibiting one of the <i>school-wide expectations</i> of good citizenship.
2.3	By the end of the 2008-09 school year, 80% of all classes will have earned at least 10 positive pink slips each month.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue to implement <i>school-wide expectations</i> regarding behavior.	Staff	None	X	X	X	X	Posters displayed throughout school; Teacher and student dialogue
2. Continue to reinforce Panda Paw behavior and implement program throughout the school through the morning news	Staff McDonald's Business Partner	Panda Paw pencils McDonald's coupons	X	X	X	X	Teachers will maintain monthly list of Panda Paw recipients from each class to document to reach goal of 100% per class by end of school year
3. Continue cafeteria incentive program	Cafeteria Hostess Staff Administration	Nine blank chart posters & stickers (approx. \$25.00)	X	X	X	X	Cafeteria pink slips maintained by each classroom teacher monthly Cafeteria chart with stickers maintained monthly by hostess and AP
4. Continue to implement the <i>Project Wisdom</i> , character education program which is also being implemented at high school level	Counselors Administration Media Specialist	None	X	X	X	X	Reflective motivational quotes and passages to appear on school-wide live morning news show three times weekly

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.

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.

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

Data Sources:

No data source available

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We do not have a systematic curriculum in these areas. However, our counseling program does provide instruction monthly. We do not track student participation in community service projects sponsored by the Student Council Association.

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 prosocial behaviors and skills that are developmentally appropriate and provide opportunities for school-aged children to participate in activities that 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.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1	By the end of the 2008-09 school year, 100% of students will participate in a community service learning project.
3.2	By the end of the 2008-09 school year, the PTA will plan and implement a quarterly community service event.
3.3	By the end of the 2008-09 school year, each grade level will plan and facilitate one community service learning project.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. SCA Leadership Team will develop community service learning projects for the whole school.	SCA Leadership Team	Project Specific Materials (Cost Minimal)	X	X	X	X	Notes from monthly leadership meetings; Contributions will be tallied for each project.
2. The PTA will facilitate community events promoting the relationship between students and the community.	PTA Committee	None	X	X	X	X	PTA meeting minutes and the GBW master calendar
3. Each grade level team will develop a community service learning project that will occur sometime within the school year.	Grade level teams Counselors	None	X	X	X	X	Grade level meeting notes, Administration will maintain service project summary from each grade level

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
<p style="text-align: center;">Academics</p> <p>Objective: Objective: Increase achievement in all academic subjects by ensuring that students in the Chantilly Pyramid develop age-appropriate independent reading skills through research-based literacy instruction, systematic assessment, and targeted intervention measures.</p>	<p>SOL data indicated that 70% of our at risk students passed a DRA or SOL assessment.</p> <p>SOL data revealed that 68% of students scored in the pass advance area.</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Developed, monitored and documented interventions for at risk students. ▪ Explicit instruction of reading strategies were taught through use of reading poster ▪ Implemented a 6 week SOL Review sessions for at risk students <p>Inhibited: N/A</p>	<ul style="list-style-type: none"> ▪ Continue identifying monitoring interventions for at- risk students. ▪ Select teachers to monitor students who participated in the jumpstart program. ▪ Continue to offer SOL review opportunities for at risk students. ▪ Implemented summer jumpstart program for rising 3rd grade students

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: Develop school-wide expectations for student behavior. Teachers will model and practice appropriate behavior and recognize these behaviors through various positive incentive programs.</p>	<p>Through informal surveying of teachers approximately 80% positively responded to implementing the use of school-wide common language.</p> <p>Through a sampling of students (one class per grade level) 80% of responded affirmatively to successful implementation of school-wide common language.</p> <p>Data indicated 89% of students received at least one Panda Paw.</p> <p>After collecting cafeteria data, it was determined goal 2.3 was not an attainable goal and therefore needs to be revised.</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Promoted school-wide expectation posters ▪ Panda Paws given to students ▪ Cafeteria reward ▪ Words of Wisdom program on morning news show <p>Inhibited:</p> <ul style="list-style-type: none"> ▪ Data collected from pink slips did not fit the criteria for the goal. 	<ul style="list-style-type: none"> ▪ Revisit/brainstorm a more effective process for showing student improvement in the cafeteria. ▪ Revise goal 2.3. ▪ Administration will maintain documentation of Panda Paw recipients (as well as teachers) and provide quarterly updates to classroom teachers.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: 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.</p>	<p>All classes participated in grade level service learning projects.</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Counselors provided instruction on service learning projects to staff and students. ▪ SCA sponsored school-wide community service projects. ▪ PTA sponsored community events ▪ Students at each grade level selected and completed a service learning project <p>Inhibited:</p> <ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ Brainstorm new ideas for upcoming community service learning projects.