

Fairfax County Public Schools

School Improvement Plan

2009 – 2010



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		
Andrea Dunbar	First Grade Teacher		
Sandy Jones	PTA Treasurer		
Leslie Lynk	PE Teacher		
Mary Ann McGaughey	Third Grade/AAP Teacher		
Jeanne McKinley	Counselor		
Shelia Sobeski	First Grade Teacher		
Brian Wiseman	Sixth Grade, AAP 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

Our vision as a Professional Learning Community 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. *“At Greenbriar West, we have: Pride in School and Pride in Performance”.*

GREENBRIAR WEST —MISSION 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 Advanced Academic 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
- Strengthen teacher collaboration and student learning success through the sustained efforts of professional learning communities
- Use the Responsive Classroom approach to academic and social learning to 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:

- 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

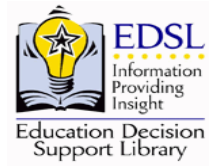
Category	June 2007		June 2008		June 2009	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	283	39.25	329	42.29	387	45.58
BLACK (NOT OF HISPANIC ORIGIN)	40	5.55	32	4.11	31	3.65
HISPANIC	22	3.05	34	4.37	48	5.65
WHITE (NOT OF HISPANIC ORIGIN)	315	43.69	315	40.49	316	37.22
OTHER	61	8.46	68	8.74	67	7.89
	721		778		849	
GENDER						
FEMALE	352	48.82	385	49.49	407	47.94
MALE	369	51.18	393	50.51	442	52.06
	721		778		849	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	635	88.07	679	87.28	746	87.87
LIMITED ENGLISH PROFICIENT**	86	11.93	99	12.72	103	12.13
	721		778		849	
LEP LEVELS						
01-BEGINNING	6	6.98	5	5.05	12	11.65
02-INTERMEDIATE	18	20.93	15	15.15	16	15.53
03-LOWER ADVANCED	21	24.42	17	17.17	14	13.59
04-HIGHER ADVANCED	3	3.49	12	12.12	8	7.77
LEP MONITOR (STATUS 2 AND 3)	38	44.19	50	50.51	53	51.46
	86		99		103	
ESOL SERVICES***	47	6.52	43	5.53	45	5.30
FEE WAIVER						
NO FEE WAIVER	672	93.20	706	90.75	779	91.76
FREE OR REDUCED FEES	49	6.80	72	9.25	70	8.24
	721		778		849	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	346	47.99	363	46.66	385	45.35
GIFTED CENTER	252	34.95	311	39.97	348	40.99
GIFTED SCHOOL-BASED	62	8.60	41	5.27	56	6.60
SPECIAL EDUCATION LEVEL 1	38	5.27	48	6.17	44	5.18
SPECIAL EDUCATION LEVEL 2	29	4.02	24	3.08	23	2.71
SPECIAL EDUCATION SERVICE****						
AUTISM	1	1.49	2	2.78	1	1.49
EMOTIONAL DISABILITIES	2	2.99	4	5.56	2	2.99
LEARNING DISABILITIES	42	62.69	37	51.39	30	44.78
NONCATEGORICAL	4	5.97	3	4.17	5	7.46
PHYSICAL DISABILITIES	1	1.49	1	1.39	2	2.99

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

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

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

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



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

GREENBRIAR WEST ELEMENTARY

Category	June 2007		June 2008		June 2009	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE****						
SPEECH/LANGUAGE IMPAIRMENT	17	25.37	25	34.72	27	40.30
	67		72		67	
MOBILITY						
MOBILITY RATE		7.89		7.34		0.00

*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.

School Division: 029 - Fairfax County Public Schools
 School: 1500 - Greenbriar West Elementary School ***
 Grade Range: PK to 06
 Title1 Status: Not Title1

Preliminary Accreditation Status this Year: Fully Accredited
 Accreditation Status Last Year: Fully Accredited

Subject	Data Source	Number of Students		Score	Benchmark	Met Benchmark?
		Students Passing	Students Taking			
Grade 3 - 5 English	Current Year	568	579	98 %	75 %	Yes
	3-year average	1594	1635	97 %		
English	Current Year	142	146	97 %	70 %	Yes
	3-year average	382	391	98 %		
Mathematics	Current Year	578	596	97 %	70 %	Yes
	3-year average	1568	1631	96 %		
Grade 3 History	Current Year	159	160	99 %	50 %	Yes
	3-year average	434	441	98 %		
History	Current Year	293	299	98 %	70 %	Yes
	3-year average	754	785	96 %		
Grade 3 Science	Current Year	160	160	100 %	50 %	Yes
	3-year average	430	439	98 %		
Science	Current Year	132	134	99 %	70 %	Yes
	3-year average	380	393	97 %		

Number of Benchmarks Met: 7 of 7

Notes: Preliminary accreditation ratings for this school were calculated on Jul 20,2009 based on data received from the testing vendor on Jul 13,2009. Because the data are preliminary, not all student scores may be included in these results. Refer to the "Number of Students" columns for the actual number of student test results included in these ratings.

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
Advanced Academic Center	Red Ribbon Drug Prevention Week	Chantilly H.S. Educational Partnership
Art in the Schools	Panda Partners Mentor Program	Earth Day
Authors and Artists Night	Panda Paws Recognition Program	GBW Goes Green Recycling Program
Chess Club	Peer Mediators Program	Grade Level Community Service Learning Projects
FLES Spanish Program	Project Wisdom Character Ed Program	International Night
FLEX Foreign Language Classes	Student Council Association	Korean Parent Liaison
Flexible Math / Compacted Math		WGBW Morning News Program
Geography Bee		
Grade Level Performances		
Great Beginnings Mentor Program		
Junior Great Books		
Monday Mania		
Non-Categorical Special Education Program		
Reading and Math Buddies		
Science Fair		
SOL Review Sessions		
Spelling Bee		
Summer School Jumpstart Program		
Teachers As Readers		
Tech Tuesdays		

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

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: 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>Performance Indicator: 1.1 SOL data indicated 77% of 3-6 grade at risk students passed grade level benchmarks. DRA2 data indicated only 21% of rising 2nd /3rd grade at risk students met grade level benchmark expectations. We did not meet our goal of a 90% pass rate.</p>	<p>Supported: Interventions provided Overall student pass rate did Increase.</p> <p>Inhibited: Unknown</p>	<p>A longitudinal data spreadsheet of interventions, test data, and academic/ emotional supports to at risk students is needed to support student needs.</p> <p>Continue providing support and interventions for at risk students.</p>
	<p>Performance Indicator: 1.2 SOL data indicated 73 % of 3-6 grade at risk students pass advanced in math and 75% in English. We did not meet our goal of a 78% pass rate.</p>	<p>Supported: Overall student pass advanced rate did increase.</p> <p>Inhibited: Unknown</p>	<p>Continue to support goal</p>
<p style="text-align: center;">Essential Life Skills</p> <p>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.</p>	<p>Performance Indicator:2.1 No data collected</p>	<p>Supported: Informal surveying indicated teachers supported incentive programs Inhibited: Lack of data collected</p>	<p>Continue to support goal Collect data</p>
	<p>Performance Indicator:2.1 96 % of students received at least one Panda Paw. We did not meet our goal of 100%.</p>	<p>Supported All staff participated in recognizing students for good citizenship. Inhibited: Unknown</p>	<p>We will revise indicators to reflect Responsive Classroom expectations.</p>

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 Cont.</p> <p>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.</p>	<p>Performance Indicator:2.3 All classes earned 10 positive pink slips in 7 out of 9 months.</p>	<p>Supported: All classes participated in the cafeteria incentive program.</p>	<p>We will abandon indicator because it does not support the Responsive Classroom philosophy.</p>
<p>Responsibility to the Community</p> <p>Objective: 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>Performance Indicator: 3.1 We achieved our goal of 100% participation in grade level service learning projects.</p> <p>PTA held quarterly community events.</p>	<p>Supported: Teachers were able to support students in completing community service learning projects.</p> <p>Inhibited: Unknown</p>	<p>Continue to support goal</p> <p>Allow additional time to the “reflection” portion of the service learning project.</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 | |

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.

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

Data Sources:

SOL and DRA results from 2008-2009 showed students exceeded SOL/AYP benchmark expectations with an overall pass rate of 97% in English. SOL data revealed 75% of 3-6 grade students performed at the pass advanced level in English. Interventions were provided to at-risk students in jeopardy of failing the DRA or SOL test. Test results showed 77% of 3-6 at-risk students met SOL grade level benchmarks. DRA 2 results of at-risk 2nd graders revealed that 86% did not meet the grade level benchmark in English. Further discovery indicated all subgroups met AYP for this past year, however, our SWD and Hispanic subgroups are in jeopardy of not making AYP next year in English.

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 effective 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 two years has been to consistently track academic progress and interventions of at risk students.

Test data indicated rising 2nd and 3rd graders were most in need of additional academic support. Two teachers were given an extended contract to create a literacy program for the summer and throughout the school year as needed. Identified 2nd and 3rd graders were invited to attend a 3 week /3.5 hour a day “Jumpstart” literacy program for the upcoming year. In the spring, the teachers held five Monday afternoon reading intervention sessions for 3rd grade students. In addition, a six week SOL Review (in math and reading) in April and May was provided for at-risk 3-6 graders two days a week for thirty minutes.

Test results from the 2008-2009 SOLs indicate the need for additional academic support for Students with Disabilities. In an effort to close the achievement gap, for the 2009-2010 school year, an extended contract will be provided to a special education teacher to support VGLA material collection and instruction, design and implement an intervention program for identified special education students, and to use eCART data to support classroom instruction.

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. 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

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1	By the end of 2009-2010 school year, 80% of 3-6 at risk students (students who failed SOL/DRA assessments) will pass grade level benchmark assessments in English.
1.2	By the end of 2009-2010 school year, 80% of 3-6 students will score in the pass advanced range in English
1.3	By the end of 2009-2010 school year, 85 % of 3-6 Hispanic and students with disabilities will meet SOL standards in English.
1.4	By the end of 2009-2010 school year, 80% of at risk 2 nd graders will meet the end of year DRA benchmark.
1.5	By the end of the 2009-2010 school year, 90% of teachers will have completed a GBW Action Research course through MyPLT.

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
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. Increase literacy achievement of at risk students.	Reading Specialist, Kate DeSantis, 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. Continue to develop independent reading skills and higher level thinking skills.	Classroom Teachers Resource Staff and Admin	Reading Strategies Posters	X	X	X	X	eCART and assessment documentation, pre/post test
3. Design and implement a spring 6-7 week program of SOL Review sessions in math and reading for at - risk students.	Coordinator, Shelia Sobeski, Eleven teachers, and Administration	SOL Review materials, Teacher Pay (approx. \$29 per hr)		X	X	X	Attendance, informal teacher assessment
4. Implement a 9 day Jumpstart summer session for rising 2 nd and 3rd graders at risk of failing the SOL tests.	Two extended contract classroom teachers, 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. Running records, anecdotal notes and teacher observations
5. Design and implement a winter, Monday Mania intervention program to strengthen students' literacy skills.	Two extended contract classroom teachers, Shelia Sobeski and Carrie Van Wagner.	None		X	X	X	Pre and post assessment of students attending the program, quarterly progress reports, teacher collaboration

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Implement professional development Action Research Book study discussion to increase teachers' knowledge of best instructional practices.	Classroom teachers, Reading Specialist, Kate DeSantis	Fountas and Pinnell <u><i>Guiding Readers and Writers</i></u> (\$615.00) and Harvey and Goudvis <u><i>The Primary Comprehension Toolkit</i></u> (\$165.00) Total cost \$780.00	X	X	X		Bi-monthly grade level discussion meetings Review of Teacher Idea Sheets
7. Design and implement a Special Education intervention program to strengthen students' skills.	One extended contract classroom teacher Dorothy Priester	None		X	X	X	Quarterly intervention updates assessment data, teacher collaboration, eCART, DRA and quarterly progress reports

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 | |

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.

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

Data Sources:

SOL results from 2008-2009 showed students exceeded SOL/AYP benchmark expectations with an overall pass rate of 96% in math. SOL data revealed 73% of 3-6 grade students performed at the pass advanced level in math.

Interventions were provided to at-risk students in jeopardy of failing the SOL test. Test results showed 77% of 3-6 at-risk students met SOL grade level benchmarks. Further discovery indicated all subgroups met AYP for this past year, however, our students with disability, economically disadvantaged, and Hispanic subgroups are in jeopardy of not making AYP next year in math.

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 strategies such as interactive notebooks, integrated SMART Board technology lessons, and enrichment.

In the spring of 2009 the Cluster conducted a math walk through and determined there was little evidence of differentiated instruction in grades one-six. An academic focus for this coming year will be to increase teacher knowledge and instructional strategies of best practice and differentiated instruction.

A school strength for the past two years has been to consistently track academic progress and interventions of at -risk students. Test results from the 2008-2009 SOLs indicated the need for additional math support for students with disabilities. For the 2009-2010 school year, an extended contract will be provided to a special education teacher in an effort to close the achievement gap. The special education teacher will support teachers with VGLA material collection and instruction, design and implement an intervention program for identified special education students, and use eCART data to support math instruction in classrooms.

Best Practice Research:

As Carol Ann Tomlinson, American educator, speaker, author and a leading proponent of differentiated instruction, has stated, "Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all the individuals in it were basically alike" (2000). The National Council of Teachers of Mathematics (NCTM) also support learners as individuals and believe that differentiation is an important part of mathematical instruction (NCTM, 2000). When learners are able to take control of their learning, and are able to bring their own experiences into the classroom, then the connection between concepts being taught in the classroom have greater meaning for students outside of the academic setting (NCTM, 2000). Assessment should also be conducted in multiple ways including open-ended questions, constructed-response tasks, select-response items, performance tasks, observations, conversations, journals, and portfolios (NCTM, 2000) because, "formal assessments provide only one viewpoint on what students can do in a very particular situation...overreliance on such assessments may give an incomplete and perhaps distorted picture of students' performance" (NCTM, 2000).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1	By the end of the 2009-2010 school year, 83 % of our economically disadvantaged, Hispanic and students with disabilities will earn passing scores on their math SOL assessment.
1.2	As a result of professional development training sessions and pre/post survey data, by the end of the 2009-2010 school year, 100% of staff will have an increased awareness regarding the use of differentiated math instruction
1.2	As evidenced by pre/post survey data, by the end of the 2009-2010 school year, 100% of math instructors will have increased their use of differentiated math instruction strategies.

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
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Increase teacher knowledge and use of instructional strategies in differentiated math instruction.	Math Committee chair, Brian Wiseman, Math committee members, math teachers	Survey Monkey	X			X	Create a pre/post survey of teacher knowledge and differentiated instruction
2. Provide systematic staff development regarding differentiated math instruction.	Math Committee chair, Brian Wiseman, Math committee members, and math teachers	None		X	X	X	Staff development sessions, Math Committee meeting notes, Staff Development feedback from teachers
3. Design and implement a Special Education intervention program to strengthen students' math skills.	One extended contract classroom teacher, Dorothy Priester	None		X	X	X	Quarterly intervention updates assessment data, teacher collaboration, eCART, DRA and quarterly progress reports
4. Develop and implement systematic math support for students.	Instructional Assistants and classroom teachers	None	X	X	X	X	Monthly summary reports, Quarterly progress, PLC notes and eCART

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 the RC approach to academic and social learning.

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 survey and teacher discussions staff has determined that a consistent, cohesive standard is needed for the behavior of students school-wide and Greenbriar West has committed to adopting the Responsive Classroom approach as a school-wide Positive Behavior Approach. Baseline data gathered from the PMOC Responsive Classroom survey completed in May 2009 provided the school's Responsive Classroom Steering Committee with data regarding school-wide needs for implementation.

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 2009, approximately, 63% of all teaching staff completed the Responsive Classroom 1 or 2 course. A twenty minute Morning Meeting time was imbedded in the Master Schedule for the 2009-2010 school year. In June 2009,

each grade level team submitted requests for Responsive Classroom resources to be utilized at each grade level. The RC Steering Committee met in May/June 2009 and again in August 2009 to plan for school-wide implementation. An introductory staff development session was provided at the beginning of year staff meeting as an overview to school-wide implementation. Although 37 % of staff members have not received formal RC training prior to the 2009-2010 school year, 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 the RC 1 training course.

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

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.2	Based on teacher checklist summaries, by the end of the 2009-10 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.
2.4	On an end-of-year survey, by the end of the 2009-2010 school year, 100% of classroom teachers will report affirmatively to facilitating Morning Meeting in their classrooms each day.
2.5	On summary of staff training history reports, by the end of the 2009-2010 school year, 75% of staff members will have completed the week long Responsive Classroom 1 course.
2.6	Based on training attendance records, 100% of staff not formally trained in RC will have participated in school based RC staff development opportunities.

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 used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue to reinforce Panda Paw behavior and implement program throughout the school.	Classroom teachers, Asst. Principal, Lauryn Campbell	Panda Paw form	X	X	X	X	Teacher checklist turned into AP quarterly
2 Utilize time allocated in master schedule to facilitate daily 20 minute Morning Meetings.	Classroom teachers, Specialists	Morning Meeting Training Kit, \$695.00	x	x	x	x	Team planning notes
3 Teacher Leaders to provide opportunities for Responsive Classroom training.	Two extended contract teachers Andrea Dunbar and Leslie Lynk	None	X	X	X	X	Quarterly school based Responsive Classroom staff development

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:

During the 2008-2009 school year, 100% students participated in a community service learning opportunity. 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 2008-2009 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.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1	As documented by grade level reports, by the end of the 2009-10 school year, each grade level will have 100% participation in planning and facilitating one community service learning project.
3.2	As measured by PTA activity data, by the end of the 2009-10 school year, the PTA will plan and implement one community service event per quarter.

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 school-wide community service learning projects.	Counselors Kristin Crooks and Jeanne McKinley, SCA Leadership Team	Project Specific Materials (Cost Minimal)	X	X	X	X	SCA notes
2. The PTA will facilitate quarterly community events.	PTA President Wendy Havens, PTA Committee	Varies per event	X	X	X	X	PTA meeting minutes
3. Each grade level team will develop and implement a community service learning project.	Grade level teams, Asst. Principal Lauryn Campbell	None	X	X	X	X	Grade level meeting notes and project summaries