

Fairfax County Public Schools

School Improvement Plan 2009 – 2010

Haycock Elementary

Cluster I



Maureen Boland, Principal

**pyramid logo designed by Kelly Sheers (Haycock AP)

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Maureen Boland	Principal	Becca Bagley	2 nd grade teacher
Kelly Sheers	Assistant Principal	Erica Shannon	3 rd grade teacher (AAP)
Elisa Lessard	Music Teacher	Meredith Reid	4 th grade teacher (AAP)
Julie Dearing	5 th grade teacher	Rich Deixler	5 th grade teacher
Jessica Blacksten	6 th grade teacher (AAP)	Barbara Bosworth	Reading teacher
Sue Sugarbaker	Librarian	Carrie Knapp	SBTS
Jugnu Agrawal	Special Education		

NOTE: There is school-wide ownership of the three objectives presented in this school plan. These objectives were formulated by a large majority of the staff and then presented to the entire staff for discussion. Subsequently, all grade level teachers were directly involved in the development of the work plans. They were each provided a ½ day to review the data for their grade level and develop strategies specific to grade level needs. In addition, community input was gained through survey data from parents, such that all parents had an opportunity to give information that is addressed in the plan.

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

Together, as a staff and a community, we work to leave no child behind for the academic, social, and personal needs of their present and future. We see ourselves as always being on a journey towards this end and are therefore always looking to learn from one another about how to be more and more effective for our students.

SCHOOL—MISSION STATEMENT

We believe that our role is to welcome every child and family into the school and work together with the family to prepare the child for a successful present and future. We try to put ourselves in the shoes of each student to the best of our abilities and do for that child what we would do if they were our very own. Our role is to make Haycock a united community and a home for learning.

SCHOOL—CORE VALUES/BELIEFS

Our mission and goals are framed around the belief that we should help every child achieve at high levels and grow significantly during the school year, regardless of their starting point. We further believe it is our mission to focus this achievement and growth in five important areas: academic skills and understanding, love of learning, citizenship skills, sense of community, and sense of hope.

SPECIAL PROGRAMS

- Advanced Academic Center
- Special education school-based programs (including autism)
- Young Scholars (K-2)
- Positive Behavior Support (PBS)

Student Achievement Goal - Academics

- Class plays and musicals at many grade levels with the support of a performing arts resource teacher
- Regularly scheduled “Read-In” Days prior to winter and spring vacations to highlight and focus on reading stamina. The spring program includes an author visit.
- Summer Reading Program supports students with summer reading and writing. Participants celebrate with a September ice cream party.
- Cougar Woods outdoor learning program, supported by the PTA
- Before and afterschool PTA sponsored activities including art programs, foreign language, basketball, chess and drama
- Handwriting contest in June
- Literature magazine (Literature Delight) with collaboration with McLean High School yearbook staff
- Yearbook 6th Grade Committee
- Academic Competitions including – WordMasters, Math Counts, Virginia Math League, Continental Math League, Challenge 24, Math Olympiad
- Science Olympiad – grade 6
- Junior Achievement at many grade levels
- Junior Great Books
- PTA Art Appreciation Program
- Virginia Reader’s Choice (all grade levels)
- Volunteer parent fluency support (method of repeated readings, Carbo books) in grades 1-2 to increase reading fluency

Student Achievement Goal – Essential Life Skills

- Cougar Buddies – 6th graders paired with younger students for tutoring/mentoring
- Cougar Explorers PTA Program – students working with their parents to explore their affinities (areas of passion and enthusiasm) with an “Affinities Festival” to be held in the spring
- Cougar Woods outdoor learning program, supported by the PTA
- Buddy Classes school-wide

Student Achievement Goal – Responsibility to the Community

- Buddy Classes where some pairings are participating in a service related project
- Connectors – students ambassadors who help welcome new students
- WHES morning news show
- Alex’s Lemonade Stand and Cougars Care (PTA initiatives)
- SCA activities focused on giving back to the community
- Library Lions – students learn about the library and how to help other students as well as working to keep the library a welcoming and functional place for all

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 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)* In order to improve student learning, Haycock teachers will meet quarterly in vertical groups to discuss curriculum, differentiation, and assessments, and participate in an optional professional learning group focusing on best practices. Haycock teachers will reflect on and refine the implementation of eCART pacing guides and the use of eCART resources.

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

Data Sources: A staff survey given at the end of the 2008 – 2009 school year indicated an increased interest in math professional development.

Math SOL scores in grades 3 – 8 are used to determine how our students are achieving in math. The MRA is used as a measure of assessment for grades K - 2.

In 2008-09, principals in the McLean Pyramid looked at data in math participation and math achievement for all grade levels. It was found that the level of students enrolled in higher level math has increased and the math scores have remained steady.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Many Haycock students achieve at high levels in math, as indicated on the math SOLs across the grade levels. In the 2008-09 school year, Haycock teachers participated in an optional “Math Exploration” interest group to discuss math and to especially look at math resources in the building and to further examine the new math pacing guides.

A positive trend in math participation is that the number of students now enrolled in compacted math in 6th grade has been growing. In the last two years we have added a compacted math course for our general education 6th graders and it has a high participation rate. Haycock teachers are eager to refine math practices and to learn how to best differentiate instruction for our learners. We also have a number of students participate in math competitions and score very highly at the district and state levels.

Our areas of growth involve some of our subgroups and the gap between our general education students and advanced academic students. A low percentage of students with disabilities are passing the math SOL at Haycock. The three year percentage of this subgroup of students is 74.36%. We also see decreased student achievement among students in the free and reduced lunch program. The three year pass rate for those students is 77.97%. Overall, our scores of the advanced academic students remain higher than those in the general education program. In 2008-09, only 80% of Haycock 4th grade general education students passed the math SOL.

Best Practice Research:

Each school district must develop a complete and coherent mathematics curriculum that focuses, at every grade level, on the development of numerical, algebraic, geometric, and statistical concepts and skills that enable all students to formulate, analyze, and solve problems proficiently. Teachers at every grade level should understand how the mathematics they teach fits into the development of these strands.

The National Council on the Teaching of Mathematics (NCTM) has a long-standing position that conceptual knowledge, skills, and problem solving should be developed concurrently. They state, “The curriculum must simultaneously develop conceptual understanding, computational fluency, and problem solving skills.”

Learning mathematics with understanding is essential. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.

NCTM also states, “Children should master the basic facts of arithmetic that are essential components of fluency with paper-and-pencil and mental computation and with estimation.” (*Curriculum and Evaluation Standards*, NCTM 1989, p. 47).

Crucial to the teaching of mathematics, is the assessment of mathematics. Teachers must assess frequently using both formative and summative assessments. The results of these assessments should be used to evaluate a student’s performance. Teachers need to consider how a student is thinking about a task, rather than just focusing on whether the answer is right or wrong. Efforts should be made to identify valuable student insights on which further progress can be based rather than to concentrate solely on errors or misconceptions. Although less straightforward than averaging scores on quizzes, assembling evidence from a variety of sources is more likely to yield an accurate picture of what each student knows and is able to do. ([Assessment Principle](#), *Principles and Standards for School Mathematics*, NCTM 2000)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	Haycock students with disabilities will obtain a pass rate of at least 83% on the mathematics SOLs (including those who are taking the VGLA and those who are not) in spring 2010.
1.1.2	50% of Haycock students will participate in the optional problem solving activities on Blackboard.
1.1.2	On a staff survey, 90% of Haycock teachers of math will report that vertical articulation meetings positively impacted their math instruction and students' achievement.
1.1.2	Haycock 3 rd -5 th graders in the general education program will achieve pass rates of 85% in math on the 2010 SOL tests.
1.1.2	Pass advanced rates on the math SOL in grades 3-6 will increase 2% points from the 2009 results to the 2010 results.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: In order to improve student learning Haycock teachers will meet quarterly in vertical groups to discuss curriculum, differentiation, and assessments, and participate in an optional professional learning group focusing on best practices. Haycock teachers will reflect on and refine the implementation of eCART pacing guides and the use of eCART resources.							
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.	
All teachers will continue to examine the pacing guides and refine their curriculum.	Maureen Boland and Kelly Sheers		X	X	X	X	New pacing will be followed
Formative and summative assessments will be used to assess achievement in mathematics throughout the year.	Maureen Boland and Kelly Sheers		X	X	X	X	Discussions will be held.
Continue pyramid level vertical articulation about math achievement and math participation.	Kelly Sheers, Becca Bagley, Jessica Blacksten		X	X	X	X	Discussions will be held
The Blackboard Problem Solving site will be continued and maintained, including the math-related biographies.	Erica Shannon, Sue Sugarbaker, Meredith Reid		X	X	X	X	Site will be active and utilized
Discussions will be held about expanding the compacted math curriculum to grades 2-5 general ed	Maureen Boland and Kelly Sheers			X	X	X	Time will be allotted for discussions and notes posted for others to read.
There will be optional professional development offered on a periodic basis to discuss topics of math	Maureen Boland, Meredith Reid, Erica Shannon	Cost of PD 360	X	X	X	X	PD will be developed and registration will happen through My PLT. PD 360 resources will be used.
The special education team in consultation with general education teachers will determine if math SOLs or VGLA are more appropriate for students.	Jugnu Agrawal, Amy Dean, Steve Semiatin, Sue Butts, Laure Grove		X	X	X	X	Team discussion

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Explore the possibility of a math night.	Maureen Boland and Kelly Sheers, Meredith Reid, Erica Shannon				X	X	Team will visit Churchill's math night and plans will be drafted for future possibilities
1st grade teachers will use the MRA to direct their instruction.	Rose Lynn Schwartz, Lindsay Eckert, Aaron Wilson			X	X	X	Teachers will administer the MRA's.
At least 90% of 1 st graders will complete 1 Blackboard problem a month with their teachers supporting them.	Rose Lynn Schwartz, Lindsay Eckert, Aaron Wilson	Blackboard	X	X	X	X	This will be a whole class activity incorporated into a math activity.
All 1 st graders will participate in Math enrichment with the AART teacher.	Rose Lynn Schwartz, Lindsay Eckert, Aaron Wilson, Kathy Doane		X	X	X	X	AART teacher will take a small group of children from each class once a week.
2 nd grade teachers use the MRA to inform their instruction.	Becca Bagley, Beth Chuhay, Meghan Monfett	MRA		X	X	X	Teachers will administer the MRAs
2 nd grade teachers will use eCART as a resource to develop math activities.	Meg Monfett, Becca Bagley, Beth Chuhay	eCART	X	X	X	X	We will monitor our progress through team meeting discussions.
The 2 nd grade teachers will use pre tests to create flexible groups and inform instruction.	Meg Monfett, Becca Bagley, Beth Chuhay.		X	X	X	X	We will monitor our progress with weekly contact.

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3 rd grade teachers will explore the use of Aspire for pre-assessments for units.	Donna Bertsch, Hillary Butler, Gabe Gawen, Erica Shannon, Nadine Wightman, Laure Grove, Carrie Knapp, Amy Dean	eCART, Aspire, additional laptops ☺	X	X	X	X	team meetings, Aspire data
3 rd grade students will complete bi-weekly math problems either individually, small group, or in a whole group during class time.	Donna Bertsch, Hillary Butler, Gabe Gawen, Erica Shannon, Nadine Wightman		X	X	X	X	checklist
3 rd grade AAP will look at the eCART pacing guide and AA pacing guide to clarify and integrate conflicting pacing guides.	Donna Bertsch, Gabe Gawen, Erica Shannon	pacing guides	X	X	X	X	checking in at the end of each quarter
At least 90% of 4 th graders will complete Blackboard math problems for each set of problems.	Courtney Schafer, Tara Fredericks, Meredith Reid, Emily Kight, Gloria Schnepf.	Blackboard	X	X	X	X	This will be a required activity or assignment in math classes.
4 th grade teachers will use the SOL scores from 3 rd grade to direct instruction.	Courtney Schafer, Tara Fredericks, Meredith Reid, Emily Kight, Gloria Schnepf.	SOL data	X				Teachers will review the data from 3 rd grade SOLs.

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4 th grade teachers will use results from eCART assessments to guide instruction.	Courtney Schafer, Tara Fredericks, Meredith Reid, Emily Kight, Gloria Schnepf.	eCART	X	X	X	X	Teachers will review the data from the assessments.
5th grade teachers will use Aspire to create formative and summative assessments that provide data for analysis.	Bridgette Simpson Donna Emanuel Sarah Brodfuehrer Rich Deixler Julie Dearing	eCART / Aspire	X	X	X	X	Team meetings and discussion
Ongoing collection and assessment of work for students with IEPs, including those taking the VGLA.	Steve Semiatin, Rich Deixler, Julie Dearing		X	X	X	X	Ongoing work sample and data collection
5 th grade teachers will encourage and monitor student participation in the biweekly math blackboard problems.	Bridgette Simpson Donna Emanuel Sarah Brodfuehrer Rich Deixler Julie Dearing		X	X	X	X	Give time to work problems during tech lab visits and include reminders in our newsletters.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" 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)* Haycock teachers and staff will continue to implement the Positive Behavior Support program (PBS) as supported by FCPS in order to create a positive learning environment for students and staff by creating, teaching, and promoting common behavior expectations throughout the school. We will expand portions of PBS to more effectively reach at risk students and to actively engage students and staff in school wide behavior goals.

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

Data Sources: The SIP objective listed above pulls goals from areas highlighted in the Spring 2009 staff survey regarding PBS. Areas acknowledged as not yet complete included creating a plan to support students and staff across three levels of intervention – universal, targeted group, and individual/intensive. In addition, in the Spring 2009 survey, staff members also indicated that a booster session for students/staff had not yet been planned and delivered. Also, the staff survey showed that over 50% of staff members felt that the acknowledgement and reward system needed to be further differentiated to meet student needs.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Current program weaknesses include an undifferentiated reward system and no school-wide (universal) target or goal in place. Current program strengths include the promotion of common behavior expectations in the majority of public areas of the school and the creation of new expectations to fit student and staff needs.

Best Practice Research: The national PBS website, www.pbis.org and <http://pbismaryland.org> provide information on the background of PBS and research supporting its use. Additionally, in 2007, FCPS provided those schools that were interested both training in the PBS system and numerous studies championing the positive results the program brought. Studies show that the use of a

Positive Behavior Support system has the ability to increase standardized test scores and reading levels and decrease truancy and drop-out rates for students. Further studies show that improvement in student behavior leads to maximizing instructional time. The PBS SIP objective furthers the best teaching practices at Haycock Elementary by structuring the school in order to create an orderly learning environment and communicate expectations that support positive student behavior to facilitate high levels of student engagement, and build a shared community of learners.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.2	At the end of the 2009-10 school year, Haycock will have successfully collected 3,750 STAR slips and earned a school-wide incentive.
2.7	After holding one PBS booster session in the fall, results from a random verbal student survey in November 2009, will indicate that 90% of students are able to identify what “STAR” means, and will be able to name at least two expectations for two separate common areas of the school.
2.7	90% of students will be able to personally reflect and indicate how they have shown STAR behavior at least two times when asked in a random verbal sample at the end of the year.
2.4	A “Check-in/Check-Out” system targeting red and yellow zone students will decrease office referrals from first semester (2009) to second semester (2010) by 5 referrals.
2.1	On an end of year staff survey, 90% of staff members will report that the acknowledgement/incentive system is differentiated.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Continue to implement the Positive Behavior Support program (PBS) as supported by FCPS in order to create a positive learning environment for students and staff by creating, teaching, and promoting common behavior expectations throughout the school. Expand portions of PBS to more effectively reach at risk students and to actively engage students and staff in school wide behavior goals.							
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Develop a school-wide goal/theme	Elisa Lessard, Sarah Brodfuehrer, Carrie Knapp (PBS Renewal)	Large “bucket” visual near front of school, other materials are TBS	X				PBS Facilitators will monitor the progress of the sub-committee as school-wide goal is introduced.
Hold a student booster session	Elisa Lessard, Sarah Brodfuehrer, Carrie Knapp (PBS Renewal)	No cost	X				PBS coach will oversee the planning of the booster session.
Create a “Check-in/Check-out” system	Emily Kight, Courtney Schafer, Nadine Wightman, Becca Bagley, Jeanette Aydlette (PBS Interventions)	Teacher training provided by school counselor			X		The number of students in program will be counted. Progress of students to be monitored by school counselor and classroom teachers.
Explore the use of “Think Sheets”	Emily Kight, Courtney Schafer, Nadine Wightman, Becca Bagley, Jeanette Aydlette (PBS Interventions)			X	X	X	More Haycock teachers will use “Think Sheets” as part of the continuum of interventions.
Create a differentiated incentive system	Gloria Schnepf, Rich Deixler, Cathy Fitzner, Sue Butts, Naomi Waterston (PBS incentives)	No cost			X		Students will be surveyed at the end of the year to determine if the new incentives put in place were enticing and effective.

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K teachers will do buddy activities in lieu of the booster session	Naomi Waterston, Allison Kelly, Jugnu Agrawal	No cost	X				Questioning the students
K teachers will integrate the classroom behavior system with PBS	Naomi Waterston, Allison Kelly	No cost	X	X	X	X	Observation
Each first grade teacher will strive to hand out 30 Star Slips a month.	Rose Lynn Schwartz, Lindsay Eckert, Aaron Wilson		X	X	X	X	The number of green slips is counted at the end of each month.
2 nd grade teachers will create a classroom incentive for star slips.	Meg Monfett, Becca Bagley, Beth Chuhay		X	X	X	X	We will monitor through grade level meetings.
2 nd grade teachers will give out 20 star slips each per month.	Meg Monfett, Becca Bagley, Beth Chuhay	Star Slips	X	X	X	X	SCA can count the amount of star slips given to students per grade.
3 rd grade will work to create a common incentive for whole class star slips for the entire grade level.	Donna Bertsch, Hillary Butler, Gabe Gawen, Erica Shannon, Nadine Wightman		X	X	X	X	team meetings
3 rd grade teachers will support each other in creating behavior plans for at-risk students.	Donna Bertsch, Hillary Butler, Gabe Gawen, Erica Shannon, Nadine Wightman, Jeanette Aydlette		X	X	X	X	team meetings

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			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4 th grade teachers will continue to incorporate PBS program into their classroom incentives and differentiate rewards to fit the interests and needs of their students.	Courtney Schafer, Meredith Reid, Emily Kight, Gloria Schnepf		X	X	X	X	We will monitor through grade-level discussions among teachers.
4 th grade teachers will work to create a common incentive for whole class star slips for the entire grade level.	Courtney Schafer, Meredith Reid, Emily Kight, Gloria Schnepf		X	X	X	X	We will monitor through grade-level discussions among teachers.
5 th grade teachers will continue to use the common PBS STAR behavior language and expectations in the classroom and other areas around school.	Bridgette Simpson Donna Emanuel Sarah Brodfuerer Rich Deixler Julie Dearing		X	X	X	X	Support each other
5 th grade teachers will support each other in creating behavior plans for at-risk students.	Bridgette Simpson Donna Emanuel Sarah Brodfuerer Rich Deixler Julie Dearing		X	X	X	X	Team discussions and utilize support from parents and school counselors
6 th grade teachers will be instrumental in helping the PBS team identify incentives that motivate the older students in the school.	Unushe Walker, Patty Meade, Kathi Walsh, Kelli Arditti, Jessica Blacksten, Denise Tang, Alana West		X	X	X	X	Incentives for older students will be identified and utilized.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Continue to implement the Positive Behavior Support program (PBS) as supported by FCPS in order to create a positive learning environment for students and staff by creating, teaching, and promoting common behavior expectations throughout the school. Expand portions of PBS to more effectively reach at risk students and to actively engage students and staff in school wide behavior goals.

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. 1 st Qtr. 2 nd Qtr. 3 rd Qtr. 4 th Qtr.				How we will monitor progress.
6 th grade teachers will insure that their students are modeling STAR behavior and are serving as good role models for school-wide expectations	Unushe Walker, Patty Meade, Kathi Walsh, Kelli Arditti, Jessica Blacksten, Denise Tang, Alana West		X	X	X	X	6 th graders will be demonstrating STAR behavior in the cafeteria, hallways, playground, assemblies, and bathrooms

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

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

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

Haycock teachers will explore service-learning possibilities as defined and supported by Fairfax County Public Schools.

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

Data Sources: FCPS has encouraged all schools to begin to look at service learning opportunities for their students. In spring 2010, schools must report in SASI which 6th, 8th, and 12th graders complete a service learning project. The National Learn and Serve Challenge, to be launched in October by the Obama Administration, aims to ensure that 50 percent of America's K-12 schools incorporate service-learning into their curricula.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Haycock teachers and students have participated in community service projects over the years. We also have an environmental stewardship program, a community service initiative sponsored by the PTA. It is possible that these existing programs could provide a foundation for service learning opportunities. Haycock teachers have indicated that examples or and resources regarding service-learning are needed in order to fully understand the difference between community service and service learning.

Best Practice Research:

From the W.K. Kellogg Service Learning Consortium, *An Investment Prospectus: Strengthening Education and Democracy Through Service Learning*, October 2005 (p.1) "A growing body of research describes the positive impact service-learning can have on young

people. Well-implemented service-learning can help them achieve academically; strengthen their job and career-related skills and aspirations; and increase their self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience. A significant part of the research examines the potential of service-learning to help young people develop civic skills, attitudes and behaviors.”

In order for service learning projects to have the biggest impact on student achievement, they need to encompass the simultaneous renewal of vision and leadership, curriculum, community-school partnerships, professional development, and continuous improvement. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By the end of the 2009-2010 school year, 85% of Haycock 6 th graders will have participated in a service learning experience.
3.2	By the end of the 2009-2010 school year, 30% of Haycock classes (grades K-5) will be involved in a service-learning opportunity.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Haycock teachers will explore service-learning possibilities as defined and supported by Fairfax County Public Schools.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	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.	
Administrators will find and share resources that help define “service-learning” and that give examples of possibilities.	Maureen Boland and Kelly Sheers		X	X			
Teachers will explore resources and investigate service-learning examples.	Maureen Boland and Kelly Sheers		X	X	X	X	
Professional Development will be provided by the Chesapeake Bay Foundation which could lead to environmentally-centered service learning.	Maureen Boland	Registration costs and money for substitutes	X			X	
Kindergarten class will plant and harvest vegetables in the planting bed to donate part to Food for Others.	Naomi Waterston, Allison Kelly, Jugnu Agrawal	Seeds and planting tools provided by PTA	X				Observation and Student responses
1 st Graders will participate in a week long recycling event as a service learning project	Rose Lynn Schwartz, Lindsay Eckert, Aaron Wilson					X	Each class will have a discussion about it and each child will make a graph to show what they have recycled.
The 2 nd grade teachers will develop a grade wide service learning activity for this year.	Meg Monfett, Becca Bagley, Beth Chuhay				X	X	We will monitor progress through grade level discussion.
3 rd grade team will explore options to do a service learning project either tied to the environment or charities.	Donna Bertsch, Hillary Butler, Gabe Gawen, Erica Shannon, Nadine Wightman	possible money for field trip, parent support			X	X	completion

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Haycock teachers will explore service-learning possibilities as defined and supported by Fairfax County Public Schools.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	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.	
100% of Fourth Graders will participate in one service-learning experience this year.	Courtney Schafer, Tara Fredericks, Meredith Reid, Emily Kight, Gloria Schnepf	May connect to Cougar Woods gardening program. We will talk to Kirsten Maddus.			X	X	Grade level team discussions.
5 th grade teachers will plan and implement a service learning initiative related to food, waste, or the environment – that relates to our grade-level curriculum.	Bridgette Simpson, Donna Emanuel, Sarah Brodfuehrer, Julie Dearing, Rich Deixler					X	Designate a team meeting time in February to plan a service learning project for the spring.
6 th grade teachers will use monthly combined grade level meetings to develop plans for service learning to accomplish the goal of 100% student participation	Unushe Walker, Patty Meade, Kelli Arditti, Kathi Walsh, Denise Tang, Alana West, Jessica Blacksten		X	X	X	X	Some students (if not all) will have participated in service learning this year.

**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><i>Objective:</i> Haycock teachers will improve student achievement in writing by planning a coherent yearlong writing curriculum at each grade level, emphasizing a common writing vocabulary among students and teachers. Teachers will also dedicate consistent writing instruction time, develop writing assessments to guide instruction, and use mentor texts.</p>	<p><i>Performance Indicator:</i> 5th grade students will pass the SOL writing at 100%, with a pass advanced percentage of 70% (up from 64% in spring 2008).</p> <p><i>Quantitative/Qualitative Data:</i> 99% of 5th graders passed the 5th grade writing test. 71% of Haycock students scored a pass advanced, and 27% earned a perfect score of 600.</p> <p><i>Performance Indicator:</i> Teachers in grades K-6 will provide students with varied amounts of uninterrupted writing time.</p> <p><i>Quantitative/Qualitative Data:</i> On an end-of-year writing survey (with 33 teachers responding), 48.1% of teachers responded that they had writing workshop 4-5 times per week. 59.3% of the teachers who responded indicated that they had 30-45 minutes of uninterrupted time for writing during writing workshop.</p>	<p>Supported: Arrangement of the master schedule allowed for more sustained writing time and teachers displayed visual reminders of the 6+1 Traits in their classrooms. Teachers used the language of 6+1 Traits in writing instruction and used rubrics based on 6+1 Traits. Teachers met during the summer to plan writing curriculum and shared writing resources throughout the year.</p> <p>Inhibited: Goal accomplished.</p> <p>Supported: Technology lab was used to provide additional time for writing workshop. Schedules were designed for common writing among grade level teachers. Teachers held time sacred for daily writing.</p> <p>Inhibited: Early release Mondays, master schedule did not allow for 1 ½ - 2 hours of language arts. Special events and assemblies added additional interruptions to the writing schedule.</p>	<p>Teams will continue to meet to reflect on student writing and determine new areas of focus for improvement. We will continue to have three designated on-demand writing prompts, and meet as a staff to discuss student progress. Teams will continue to look for ways to integrate writing in other subject areas. The master schedule and daily schedules will continue to allow for uninterrupted writing time.</p> <p>Although we will continue to work on writing at Haycock, we will not include a writing student achievement goal in the 09-10 SIP.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p>Performance Indicator: A random sampling of students from each class will improve at least one level on the 6+1 Traits rubric in 3 or more areas of the Traits in two scheduled writing samples.</p> <p>Quantitative/Qualitative Data: 67.7% of student sampled improved in all six Trait areas on the rubric. Only 4% of students sampled did not show improvement when comparing the two on-demand writing samples.</p> <p>Performance Indicator: Staff survey will demonstrate that 100% of teachers felt supported in writing.</p> <p>Quantitative/Qualitative Data: 100% of teachers reported feeling supported (agree or strongly agree) in writing.</p>	<p>Supported: Many teacher teams met over the summer to plan a coherent writing curriculum. Throughout the year teams continued to meet and discuss writing progress. Some teams worked with instructional coach. The staff met as a whole twice during the year to evaluate and reflect on student writing as well as discuss strategies for teaching writing. Use of buddy classes allowed older classes and younger classes to work together on writing.</p> <p>Inhibited: Questions on the end-of-year writing survey did not successfully allow us to look at three specific areas. Not all of the teachers took the survey which inhibited our ability to accurately measure student growth.</p> <p>Supported: Staff collaboration during team meetings, instructional coach assistance, and staff development devoted to writing made teachers feel supported.</p> <p>Inhibited: Goal accomplished.</p>	

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p><i>Objective:</i> Haycock teachers will improve student achievement in mathematics by formulating a vision for math instruction that incorporates best practices and is shaped by common assessments and the use of eCART resources.</p>	<p><i>Performance Indicator:</i> Students with disabilities will obtain a pass rate of 79% on math SOLs in Spring 2009</p> <p><i>Quantitative/Qualitative Data:</i> 82% of students with disabilities passed the math SOL.</p> <p><i>Performance Indicator:</i> Vertical articulation teams will meet four times per year for the McLean pyramid to discuss math participation and achievement.</p> <p><i>Performance Indicator:</i> 75% of Haycock teachers will participate in the optional problem solving activities on Blackboard.</p> <p><i>Quantitative/Qualitative Data:</i> 93% of Haycock teachers' students participated in problem solving activities available through Blackboard.</p>	<p><i>Supported:</i> Teachers used eCART resources, assessment, and pacing guides to design lessons and analyze student achievement throughout the year. Selected students were given the VGLA to accurately assess their knowledge of math.</p> <p><i>Inhibited:</i> Goal accomplished</p> <p><i>Supported:</i> Haycock math lead teachers in addition to the assistant principal met with other McLean pyramid to discuss math participation and achievement.</p> <p><i>Supported:</i> Students were enthusiastic which encouraged teacher participation. Students enjoyed the challenge of the word problems. Flexibility in use allowed teachers to use problems as whole group strategy solving, as homework problems, or as independent work. Problems varied in difficulty allowing the needs of different students to be met.</p> <p><i>Inhibited:</i> Time, teacher motivation, and student ownership.</p>	<p>Vertical team meetings will be held 4 times a year to discuss scope and sequence in math in addition to strategies and differentiation practices. A math study group will be developed to discuss math professional resources. Two math workshops will be held to provide teachers time to examine supplemental materials and pacing guides. McLean pyramid group will continue to meet to discuss math participation and achievement. We are looking for feasible ways to continue the math problem solving. Math will be our primary academic student achievement goal in the SIP.</p>

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p><i>Objective:</i> Teachers at Haycock will continue to increase participation and exploration of student affinities through the Cougar Explorers Program. They will increase the implementation of four focus areas to facility productivity and practical life skills. The “Essential Life Skills” are: previewing and predicting, exploring options for decision making, paraphrasing and determining importance.</p>	<p><i>Performance Indicator:</i> Cougar Explorer Parent Surveys will show 100% agreement to questions relating to exhibiting development of increased desire to learn (resiliency to deal effectively with school/life’s challenges) and self-confidence.</p> <p><i>Quantitative/Qualitative Data:</i> 100% of parents surveyed positively responded.</p> <p><i>Performance Indicator:</i> Increased numbers of Haycock students will participate in the Cougar Explorers Program and percentage of those participating in the affinities festival will increase from nearly 20% to 25% in 2008.</p> <p><i>Quantitative/Qualitative Data:</i> 40% of the students were Cougar Explorers, 150 students participated in the Affinities Festival (19%)</p>	<p><i>Supported:</i> Information sessions were held to provide parents support and direction.</p> <p><i>Inhibited:</i> Goal accomplished.</p> <p><i>Supported:</i> Students shared their accomplishments from previous years. Students’ names and affinities were displayed throughout the school. Students were given bracelets for participating in affinities.</p> <p><i>Inhibited:</i> Lack of parental involvement to support their own child’s area of passion and exploration in order to complete the project for the Affinities Festival. Not all students who initially signed up as a Cougar Explorer presented a project at the Festival.</p>	<p>The TLD Grant group committee is having discussions with the PTA as to whether they want to take over the Cougar Explorers. Two teachers on extended contract are planning a program for 4 – 6th graders on communication, study, and organizational skills.</p>

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p><i>Objective:</i> Teachers at Haycock will continue to increase participation and exploration of student affinities through the Cougar Explorers Program. They will increase the implementation of four focus areas to facility productivity and practical life skills. The “Essential Life Skills” are: previewing and predicting, exploring options for decision making, paraphrasing and determining importance.</p>	<p><i>Performance Indicator:</i> On an end of year survey, 80% of the staff will respond affirmatively to question relating to teacher implementation of the Essential Life Skills: previewing and predicting, exploring options for decision making, paraphrasing and determining importance. In addition, 75% of teachers will respond affirmatively to utilizing knowledge of students’ affinities to support instruction.</p> <p><i>Quantitative/Qualitative Data:</i> In an end of year survey, 96.7% of teachers responded affirmatively that they implemented the Essential Life Skills: previewing and predicting, exploring options for decision making, paraphrasing and determining importance. 83% of teachers surveyed responded affirmatively that they used knowledge of student affinities to support instruction.</p>	<p><i>Supported:</i> Cougar Explorers grant group displayed a variety of materials in the hallways. Counselors organized guidance lessons and small group session on the Essential Life Skills.</p> <p><i>Inhibited:</i> Goal accomplished.</p>	

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: Teachers at Haycock will continue to increase participation and exploration of student affinities through the Cougar Explorers Program. They will increase the implementation of four focus areas to facility productivity and practical life skills. The “Essential Life Skills” are: previewing and predicting, exploring options for decision making, paraphrasing and determining importance.</p> <p>Objective: We will increase the number of students and staff participating in curriculum-supporting, service-oriented, and community-building buddy program events.</p>	<p>Performance Indicator: 100% of students in grades 3-6 will have completed their learning profile and will learn how to navigate the Renzulli Learning Systems Program.</p> <p>Quantitative/Qualitative Data: This goal was not achieved.</p> <p>Performance Indicator: 100% of classroom teachers will participate in a minimum of eight Buddy Class events over the course of the 2008-09 school. One of the eight will be service oriented and or related to “going-green” activities and at least 4 will be academically related.</p> <p>Quantitative/Qualitative Data: 100% of teachers met with a buddy class, 70% of those met 8 or more times, 30% met 7 or fewer times. 75% of buddy</p>	<p>Supported: New teachers were trained on the Renzulli program.</p> <p>Inhibited: Teachers did not feel like it was useful.</p> <p>Supported: Having buddy classes assigned and be mandatory increased the consistency of the program. Increased enthusiasm for the program. Scheduling classes early in the year. Students were able to create friendships with buddies.</p> <p>Inhibited: Space issues – finding enough space to hold the two classes, finding time in schedules. A lack of practical ideas for service learning.</p>	<p>The Renzulli Learning Systems was not purchased for the 09-10 school year.</p> <p>Teachers will maintain buddy classes with current buddies. We will look for more service orientated activities to share with staff. Although we will continue with buddy classes it will not be an SIP for 2009-2010.</p>

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Objective: (Continued) We will increase the number of students and staff participating in curriculum-supporting, service-oriented, and community-building buddy program events.</p>	<p>classes reported that they participated in at least one “going green” activity or service orientated activity. 100% of teachers reported that at least 4 of their meetings were academic related.</p> <p>Performance Indicator: 100% of the buddy pairs will pair classes that are at least 2 grade levels apart.</p> <p>Quantitative/Qualitative Data: Due to the large number of center classes we were not able to accomplish this goal.</p> <p>Performance Indicator: 100% of teachers will report positive feelings of Buddy Class involvement on a spring 2009 survey.</p> <p>Quantitative/Qualitative Data: 90% of teachers reported positive feelings, 10% were neutral</p>		

SIP Objectives	Results related to performance indicator	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	<p><i>Performance Indicator:</i> 100% of Haycock students will report positive feelings of Buddy Class involvement on a spring 2009 survey.</p> <p><i>Quantitative/Qualitative Data:</i> 100% of students reported positive feelings.</p>		