

**Fairfax County Public Schools**

**School Improvement Plan  
2011-2012**



**Hayfield Elementary School**

**Cluster IV**

**Theresa A. Carhart, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

## COMMITTEE MEMBERS

<b>NAME</b>	<b>POSITION</b>
<b>Theresa Carhart</b>	<b>Principal</b>
<b>Andrew Smith</b>	<b>Assistant Principal</b>
<b>Serena Girón</b>	<b>PBIS Coach/Counselor</b>
<b>Gail Horton</b>	<b>SIP Co-Chair/Grade 6 Team Leader</b>
<b>Donnis McMullin</b>	<b>SIP Co-Chair/Grade 1 Teacher/ Lead Mentor</b>
<b>Pat Ashton</b>	<b>Grade 1 Team Leader/ PBIS Representative</b>
<b>Sharon Blandford</b>	<b>Grade 5 Teacher</b>
<b>Ray Cobb</b>	<b>Grade 6 Teacher/ Upper Science Lead Teacher</b>
<b>Teresa Cornacchia</b>	<b>Cafeteria Hostess/ PBIS Representative/ Parent Representative</b>
<b>Lisa DeSatnick</b>	<b>Grade 2 Teacher</b>
<b>Karen Drury</b>	<b>Grade 3 Teacher</b>
<b>Mary McLaren-Wood</b>	<b>AART [consults with SIP Team]</b>
<b>Shelly Meyers</b>	<b>Bus Driver Representative</b>
<b>Leslie Paul</b>	<b>Grade 4 Teacher/ Upper Social Studies Lead Teacher</b>
<b>Debbie Purcell</b>	<b>Special Education Co-Lead</b>
<b>Laura Ribble</b>	<b>Grade 1 Teacher/ PBIS Representative</b>
<b>Lynn Schwartz</b>	<b>Kindergarten Teacher/ Primary Math Lead Teacher</b>
<b>Carol Shehan</b>	<b>Librarian/Library Technology Advisory Committee (LTAC) Co-Leader</b>
<b>Kendra Trainer</b>	<b>Reading Teacher/Literacy Lead Teacher</b>
<b>Rae Vann</b>	<b>PTA Grants Chairperson/Parent Representative</b>
<b>Dave Wilsey</b>	<b>PTA Publications Chair/ Parent Representative</b>

## 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.

## **HAYFIELD ELEMENTARY SCHOOL—VISION STATEMENT**

Creating a collaborative culture of global thinkers and learners

## **HAYFIELD ELEMENTARY SCHOOL —MISSION STATEMENT**

The Hayfield Elementary School Community empowers students to become:

**H**igh academic achievers,  
**E**thical decision-makers, and  
**S**trategic citizens.

## **HAYFIELD ELEMENTARY SCHOOL —CORE VALUES/BELIEFS**

### Core Outcomes for Students

Our students will leave us...

- able to demonstrate respect, tolerance, and acceptance of others.
- seeing themselves as readers and writers.
- as life-long learners who continually set and pursue goals .
- as cooperative team players.
- as effective listeners and communicators.

### Core Commitments about How We Shall Operate as Professionals

As professionals we agree...

- our students belong to all of us.
- we should share, value and respect others' opinions and ideas.
- we should be flexible and open to change.

### Core Beliefs about the Conditions of Learning

As an inclusive school community<sup>1</sup> we will create an environment where...

- learners feel comfortable taking risks.
- instruction is interactive and meaningful.
- students are able to transfer learning to the outside world.
- collaboration, involvement, and support is essential to our school's mission.

---

<sup>1</sup> Our community includes students, staff, parents, and all others who contribute to the educational growth and well-being of our students.

## SPECIAL PROGRAMS

### Student Achievement Goal---Academics

- AAP (Advanced Academic Program)
- Challenge 24
- Chess Club
- Cognitive Coaching
- Cultural Arts Program (CAPS)
- Curricular Grade Level Programs
- Family Math and Science Fair Night
- Foreign Language Experience (FLEX)
- Geography Bee
- Girls Excel in Math and Science (GEMS)
- Global Awareness Technology Project
- Hands-on Equations
- Hawk Time (Intervention/Enrichment)
- Jacob's Ladder – Reading Comprehension Program
- Leveled Literacy Intervention
- Library and Technology Advisory Committee (LTAC)
- Mad Science
- MentorWorks
- Middle School Reading Mentors
- Model Thinking Lessons
- Professional Development
- Readers are Leaders
- Reading and Writing Celebration
- Reading Buddies
- Reflections Program
- Socratic Seminars
- Study Groups
- Teachers As Leaders
- Teachers As Readers (TAR)
- Teacher Cadets
- Young Scholars

### Student Achievement Goal---Essential Life Skills

- 1-2-3 Magic
- Boys in Motion
- Cultural Arts Program (CAPS)
- Girls on the Run (GOTR)
- Kindergarten Tutors
- MentorWorks
- Middle School Transition Program
- Positive Behavioral Intervention Support (PBIS)
- SOARing to Success Program
  - SOAR Store

### Student Achievement Goal---Responsibility to the Community

- Business Partners
- Cultural Arts Program (CAPS)
- International Night
- Learning Garden
- No Zero Heroes – Sixth Grade Incentive Program
- Recorder Masters
- Red Ribbon Week Activities
- SCA Sponsored Activities
  - Canned Food Drive
  - Giving Tree
  - Post Office
- School, Pyramid, and County Chorus
- School Safety Patrols
- School Store
- School-wide Recycling Program
- SOAR Store
- Special Olympics
- Students as Resources for Technology (START) Team
- Student Council Association (SCA)
- WHES Television

## 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"/> 1.2 Communicate in at least two languages                                                                       |
| <input checked="" type="checkbox"/> 1.1.1 English language arts                                            | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                                 |
| 1.1.1.1. Reading                                                                                           | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.            |
| 1.1.1.2. Writing                                                                                           | <input checked="" type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| 1.1.1.3. Communication                                                                                     |                                                                                                                                          |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics                                                      |                                                                                                                                          |
| <input checked="" type="checkbox"/> 1.1.3 Science                                                          |                                                                                                                                          |
| <input checked="" type="checkbox"/> 1.1.4 Social studies                                                   |                                                                                                                                          |

---

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

***We will increase student achievement in core content areas in grades K-6 by analyzing individual student needs and utilizing data outcomes to improve differentiation of instruction.***

- ***Reading: Use DRA results, common assessments, and anecdotal notes to assess reading skills, monitor individual student progress and improve achievement in all grades.***
- ***Math: Use common assessments to assess math skills, monitor individual student progress and improve achievement in all grades.***

---

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

**Data Sources:** Staff members will continue to utilize data outcomes and infuse differentiated instructional strategies as evidenced by DRA word analysis, DRA2, reading and math SOL test results, MRA, and grade-level common assessments in content areas.

## DRA & MRA Comparison- **School as a Whole Grades K-2**

Subject	All Students*	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
Reading	85.7% [287]	89.5% [38]	83.7% [43]	85.2% [27]	85.3% [150]	70.0% [10]	91.0% [144]	80.4% [143]	77.8% [54]	67.7% [31]	35.3% [17]
Math	94.4% [286]	97.4% [38]	95.2% [42]	100.0% [27]	93.3% [150]	70.0% [10]	95.1% [143]	93.7% [143]	92.6% [54]	93.5% [31]	82.4% [17]

\*Subgroups that count for Hayfield ES for Reading & Math

## SOL Comparison by Subject- **School as a Whole Grades 3-6**

Subject	All Students*	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
Reading	92.1% [354]	94.9% [39]	85.7% [63]	83.3% [6]	93.1% [217]	96.3% [27]	94.4% [177]	89.8% [177]	88.7% [53]	83.7% [43]	78.6% [42]
Math	95.5% [353]	100.0% [39]	85.2% [61]	83.3% [6]	97.7% [218]	92.6% [27]	97.7% [176]	93.3% [178]	90.7% [54]	95.3% [43]	80.5% [41]
Science	92.7% [192]	95.5% [22]	87.5% [32]	75.0% [4]	93.9% [114]	94.4% [18]	94.9% [99]	90.3% [93]	80.8% [26]	89.5% [19]	71.4% [21]
History	91.8% [255]	100.0% [28]	80.0% [45]	100.0% [4]	94.3% [157]	84.2% [19]	89.8% [127]	93.8% [128]	95.1% [41]	84.8% [33]	77.4% [31]

\*Subgroups that count for Hayfield ES for Reading & Math

## ADEQUATE YEARLY PROGRESS AMO [Annual Measurable Objectives] CUT SCORES

Year of Test Administration	Year of AYP Determination	Reading AMOs	Mathematics AMOs
2009-2010	2010-2011	81*	79*
2010-2011	2011-2012	86	85
2011-2012	2012-2013	91	90
2012-2013	2013-2014	96	95
2013-2014	2014-2015	100	100

\*Previously approved by USED

# Historical Summative Assessment Results K-6 Reading- **Students as a Whole**

## Reading

### Kindergarten

	DRA	
	2010	2011
Total Support	9.1%	7.6%
Total Benchmark or Above	90.9%	92.4%
Total Benchmark	25.0%	18.5%
Total Above Benchmark	65.9%	73.9%

### Grade 1

	DRA	
	2010	2011
Total Support	17.7%	21.3%
Total Benchmark or Above	82.3%	78.7%
Total Benchmark	9.4%	9.0%
Total Above Benchmark	72.9%	69.7%

### Grade 2

	DRA	
	2010	2011
Total Support	15.0%	14.2%
Total Benchmark or Above	84.8%	85.8%
Total Benchmark	24.2%	28.3%
Total Above Benchmark	60.6%	57.5%

	Third Grade Reading				Fourth Grade Reading				Fifth Grade Reading				Sixth Grade Reading			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Total Failed	19%	9%	11.6%	8.4%	6%	5.6%	5%	7.1%	10%	1.2%	2.7%	7.1%	11%	2.6%	6.0%	9.1%
Total Passed	81%	90.9%	88.4%	91.6%	94%	94%	95%	92.9%	90%	98.7%	97.3%	92.9%	89%	97.3%	94.0%	90.9%
Total Pass Proficient	62%	46.5%	43%	31.6%	42%	30.9%	41%	31.0%	46%	51.9%	55.4%	41.4%	43%	50.6%	38.1%	45.5%
Total Pass Advanced	19%	44.3%	45.3%	60.0%	52%	57.1%	54%	61.9%	44%	46.7%	41.9%	51.5%	46%	46.6%	56.0%	45.5%



=Increase





=Decrease

# Historical Summative Assessment Results Writing- **Students as a Whole**

## Writing

	Fifth Grade Writing			
	2008	2009	2010	2011
<b>Total Failed</b>	17%	1.5%	7.0%	4.2%
<b>Total Passed</b>	83%	98%	93%	95.8%
<b>Total Pass Proficient</b>	32%	57.8%	74.7%	68.4%
<b>Total Pass Advanced</b>	51%	40.6%	18.3%	27.4%

 =Increase

 =Decrease

# Historical Summative Assessment Results K-6 Mathematics- **Students as a Whole**

## Mathematics

### Kindergarten

	MRA	
	2010	2011
Total Support	12.6%	1.1%
Total Pass	87.4%	98.9%
Total Benchmark	87.4%	70.7%
Total Challenge	28.7%	28.3%

### Grade 1

	MRA	
	2010	2011
Total Needs Improvement	9.6%	12.4%
Total Pass	90.4%	87.6%
Total Proficient	35.1%	27.0%
Total Advanced	55.3%	60.6%

### Grade 2

	MRA	
	2010	2011
Total Needs Improvement	6.3%	3.8%
Total Pass	93.8%	96.2%
Total Proficient	21.9%	21.9%
Total Advanced	71.9%	74.3%

	Third Grade Mathematics				Fourth Grade Mathematics				Fifth Grade Mathematics				Sixth Grade Mathematics			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Total Failed	17%	8.1%	6.9%	4.2%	14%	5.6%	9.5%	0.0%	17%	3.6%	4.1%	6.1%	26%	6.6%	11.9%	8.8%
Total Passed	83%	91.8%	93.1%	95.8%	86%	94.3%	90.5%	100.0%	83%	96.3%	95.9%	93.9%	74%	93.3%	88.1%	91.2%
Total Pass Proficient	44%	48.8%	39.1%	40.0%	36%	21.1%	25.2%	25.6%	32%	26.8%	26.0%	13.3%	44%	36%	22.6%	41.8%
Total Pass Advanced	39%	43%	54%	55.8%	50%	73.2%	65.3%	74.4%	51%	69.5%	69.9%	80.6%	30%	57.3%	65.5%	49.4%



=Increase



=Decrease


# Historical Summative Assessment Results Science & Social Studies- **Students as a Whole**

## Science

	Third Grade Science				Fifth Grade Science			
	2008	2009	2010	2011	2008	2009	2010	2011
<b>Total Failed</b>	12%	5.1%	6.2%	5.3%	15%	12.2%	6.5%	9.2%
<b>Total Passed</b>	88%	94.8%	93.8%	94.7%	85%	87.8%	93.5%	90.8%
<b>Total Pass Proficient</b>	58%	35.8%	59.3%	48.9%	70%	62.2%	63.2%	70.4%
<b>Total Pass Advanced</b>	30%	58.9%	34.5%	45.8%	15%	25.6%	30.3%	20.4%

## Social Studies

	Third Grade History & Social Science				Fourth Grade VA Studies				Sixth Grade History			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
<b>Total Failed</b>	7%	3.7%	4.9%	11.9%	9%	2.9%	6.2%	1.2%	12.5%	13.6%	3.8%	11.5%
<b>Total Passed</b>	93%	96.2%	95.1%	88.0%	91%	97.1%	93.8%	98.8%	88%	86.3%	96.3%	88.5%
<b>Total Pass Proficient</b>	38%	22.5%	28%	43.5%	58%	40.6%	32.3%	38.6%	54%	42.4%	48.8%	39.7%
<b>Total Pass Advanced</b>	55%	73.7%	67.1%	44.6%	33%	56.5%	61.5%	60.2%	34%	43.8%	47.5%	48.7%

 =Increase

 =Decrease

## Historical DRA Analysis and **DRA 2 Data**

Grade Level	Year	Asian	Black*	Hispanic	White	Multi-racial	Female	Male	LEP*	Fee Waiver*	SWD*
K	2011	92.3% [13]	100.0% [15]	71.4% [7]	95.6% [45]	90.9% [11]	96.0% [50]	88.1% [42]	88.0% [25]	77.8% [9]	80.0% [5]
	2010	84.6% [13]	100.0% [8]	57.1% [7]	94.4% [54]	100.0% [6]	97.4% [38]	86.0% [50]	N/A	80.0% [10]	N/A
	2009	85.7% [14]	58.3% [12]	66.6% [6]	81.3% [43]	100% [6]	80.8% [47]	78.7% [33]	16.6% [6]	55.5% [9]	100% [4]
1 <sup>st</sup>	2011	88.9% [9]	80.0% [10]	83.3% [6]	76.4% [55]	77.8% [9]	84.0% [38]	74.5% [51]	76.5% [17]	66.7% [9]	0.0% [3]
	2010	87.5% [16]	82.4% [17]	77.8% [9]	83.7% [43]	71.4% [7]	85.5% [55]	78.0% [41]	80.0% [5]	80.0% [5]	40.0% [5]
	2009	86.7% [15]	62.5% [16]	80% [5]	80.8% [47]	78.6% [14]	79.3% [53]	77.3% [44]	78.9% [19]	71.4% [14]	45.5% [11]
2 <sup>nd</sup>	2011	87.5% [16]	72.2% [18]	92.9% [14]	86.0% [50]	100.0% [7]	91.1% [56]	80.0% [50]	66.7% [12]	61.5% [13]	22.2% [9]
	2010	86.7% [15]	75.0% [16]	87.5% [8]	84.4% [45]	92.9% [14]	88.7% [53]	80.4% [46]	85.7% [14]	81.3% [16]	28.6% [7]
	2009	84.6% [13]	78.6% [14]	62.5% [8]	92.3% [39]	100% [4]	87.1% [39]	84.6% [39]	73.9% [23]	71.4% [14]	28.6% [7]

**Key:**

- ▶ \*Sub-groups that counted for AYP
- ▶ **Red scores** indicate a decrease in score from the previous year.
- ▶ **Darker shaded square** indicates a sub-group discrepancy.

## Historical SOL Comparison- **Reading**

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
3 <sup>rd</sup>	2011	100.0% [11]	83.3% [18]	100.0% [2]	90.6% [53]	100.0% [10]	94.0% [50]	88.9% [45]	100.0% [15]	76.9% [13]	71.4% [14]
	2010	73.3% [15]	91.7% [12]	88.9% [9]	93.3% [45]	100.0% [3]	95.3% [43]	83.3% [42]	85.7% [14]	66.6% [18]	83.3% [6]
	2009	83.3% [12]	84.6% [13]	83.3% [6]	93.0% [43]	100.0% [8]	95.0% [40]	85.7% [42]	63.6% [11]	66.6% [6]	88.9% [10]
4 <sup>th</sup>	2011	92.3% [13]	91.7% [12]	50.0% [2]	94.3% [53]	100.0% [3]	94.7% [38]	91.3% [46]	69.2% [13]	78.6% [14]	80.0% [10]
	2010	93.0% [14]	93.0% [14]	80.0% [5]	96.0% [53]	100.0% [7]	96.0% [49]	94.0% [47]	100.0% [8]	84.6% [13]	88.0% [8]
	2009	100.0% [3]	77.8% [9]	66.6% [3]	97.2% [36]	100.0% [12]	91.2% [34]	96.6% [29]	75.0% [8]	75.0% [8]	100.0% [3]
5 <sup>th</sup>	2011	90.9% [11]	100.0% [15]	100.0% [2]	91.8% [61]	88.8% [9]	95.9% [49]	90.0% [50]	83.3% [12]	100.0% [7]	100.0% [10]
	2010	100.0% [3]	92.3% [13]	80.0% [5]	100.0% [45]	100.0% [8]	95.0% [40]	100% [34]	91.7% [12]	88.9% [9]	100.0% [9]
	2009	100.0% [3]	94.4% [18]	100.0% [1]	100.0% [38]	100.0% [8]	100.0% [30]	97.4% [38]	100.0% [6]	100.0% [10]	100.0% [2]
6 <sup>th</sup>	2011	100.0% [4]	70.6% [17]	100.0% [1]	96.0% [50]	100.0% [5]	92.5% [40]	89.2% [37]	100.0% [13]	88.9% [9]	72.7% [11]
	2010	100.0% [5]	82.6% [23]	100.0% [2]	97.8% [46]	100.0% [6]	100.0% [35]	89.1% [46]	88.9% [9]	100.0% [14]	100.0% [6]
	2009	100.0% [12]	81.8% [11]	100.0% [5]	100.0% [38]	100.0% [4]	96.3% [27]	97.7% [43]	100.0% [9]	100.0% [6]	100.0% [3]

**Key:**

- ▶ \*Sub-groups that counted for AYP
- ▶ **Red scores** indicate a decrease in score from the previous year.
- ▶ **Darker shaded square** indicates a sub-group discrepancy.

SOL results indicate that utilizing best practices in writing not only improved students’ abilities, but also increased student interest in writing. Integration across content areas has improved through use of writing in interactive notebooks. Subgroup analysis indicates a need for ongoing assessments to inform instruction.

### Historical SOL Comparison- **Writing**

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
5 <sup>th</sup>	2011	100.0% [11]	100.0% [14]	100.0% [1]	93.2% [59]	100.0% [9]	98.0% [49]	93.5% [46]	100.0% [8]	100.0% [5]	66.7% [9]
	2010	100.0% [3]	84.6% [13]	75.0% [4]	95.3% [43]	100.0% [8]	91.9% [37]	94.1% [34]	88.9% [9]	85.7% [7]	71.4% [7]

**Key:**

- ▶ \*Sub-groups that counted for AYP
- ▶ **Red scores** indicate a decrease in score from the previous year.
- ▶ **Darker shaded square** indicates a sub-group discrepancy.

## Historical Comparison of **MRA Data**

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
K	2011	100.0% [13]	100.0% [15]	100.0% [7]	97.8% [45]	100.0% [11]	100.0% [50]	97.6% [42]	96.0% [25]	100.0% [9]	100.0% [5]
	2010	83.3% [12]	87.5% [8]	57.1% [7]	90.7% [54]	100.0% [6]	92.3% [39]	85.4% [48]	N/A	70.0% [10]	0.0% [1]
1 <sup>st</sup>	2011	88.9% [9]	90.0% [10]	100.0% [6]	87.3% [55]	77.8% [9]	92.1% [38]	84.3% [51]	82.4% [17]	88.9% [9]	33.3% [3]
	2010	93.8% [16]	87.5% [16]	88.9% [9]	92.9% [42]	85.7% [7]	88.9% [54]	92.5% [40]	72.7% [11]	69.2% [13]	100.0% [4]
2 <sup>nd</sup>	2011	100.0% [16]	94.1% [17]	100.0% [14]	96.0% [50]	85.7% [7]	92.7% [55]	100.0% [50]	100.0% [12]	92.3% [13]	88.9% [9]
	2010	85.7% [14]	92.9% [14]	75.0% [8]	100.0% [45]	100.0% [14]	98.1% [52]	88.6% [44]	85.7% [14]	86.7% [15]	80.0% [5]

**Key:**

- ▶ \*Sub-groups that counted for AYP
- ▶ **Red scores** indicate a decrease in score from the previous year.
- ▶ **Darker shaded square** indicates a sub-group discrepancy.

## Historical SOL Comparison- **Mathematics** [Does not include Plain English Math Scores]

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
3 <sup>rd</sup>	2011	100.0% [11]	82.4% [17]	100.0% [2]	100.0% [53]	100.0% [9]	98.0% [50]	95.5% [44]	92.9% [14]	91.7% [12]	72.7% [11]
	2010	100.0% [15]	82.0% [11]	88.9% [9]	95.6% [45]	100.0% [2]	93.0% [43]	95.0% [40]	100.0% [12]	83.3% [18]	100.0% [6]
	2009	91.7% [12]	100.0% [13]	100.0% [6]	86.4% [44]	100.0% [8]	92.7% [41]	90.5% [42]	83.3% [12]	100.0% [6]	70.0% [10]
4 <sup>th</sup>	2011	100.0% [12]	100.0% [10]	100.0% [2]	100.0% [53]	100.0% [3]	100.0% [36]	100.0% [45]	100.0% [13]	100.0% [12]	100.0% [8]
	2010	93.0% [14]	93.0% [14]	80.0% [5]	90.3% [52]	86.0% [7]	92.0% [49]	91.3% [46]	90.0% [10]	100.0% [13]	75.0% [8]
	2009	100.0% [3]	88.9% [9]	100.0% [4]	91.7% [36]	100.0% [12]	91.2% [34]	96.7% [30]	90.0% [10]	100.0% [10]	100.0% [4]
5 <sup>th</sup>	2011	100.0% [11]	100.0% [15]	50.0% [2]	93.4% [61]	87.5% [8]	100.0% [49]	87.8% [49]	83.3% [12]	100.0% [7]	80.0% [10]
	2010	93.0% [14]	93.0% [14]	80.0% [5]	90.3% [52]	86.0% [7]	92.0% [49]	91.3% [46]	90.0% [10]	100.0% [13]	75.0% [8]
	2009	100.0% [3]	88.9% [18]	100.0% [1]	100.0% [37]	100.0% [8]	100.0% [30]	94.6% [37]	100.0% [6]	90.0% [10]	100.0% [1]
6 <sup>th</sup>	2011	100.0% [4]	70.6% [17]	100.0% [1]	98.0% [51]	100.0% [5]	92.5% [40]	91.9% [38]	92.1% [14]	100.0% [9]	72.7% [11]
	2010	100.0% [5]	80.1% [21]	100.0% [2]	93.5% [46]	100.0% [6]	93.9% [33]	87.5% [48]	88.9% [9]	85.7% [14]	100.0% [8]
	2009	91.7% [12]	90.9% [11]	83.3% [6]	94.6% [37]	100.0% [4]	92.9% [28]	92.9% [42]	80.0% [10]	100.0% [7]	50.0% [2]

**Key:**

▶ \*Sub-groups that counted for AYP ▶ **Red scores** indicate a decrease in score from the previous year. ▶ **Darker shaded square** indicates a sub-group discrepancy.

## Historical SOL Comparison- Plain English Mathematics

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
3 <sup>rd</sup>	2011	n/a [0]	0.0% [1]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	0.0% [1]	0.0% [1]	n/a [0]
	2010	100.0% [1]	0.0% [1]	100.0% [1]	100.0% [1]	n/a	100.0% [1]	75.0% [3]	75.0% [4]	50.0% [2]	n/a
	2009	n/a	n/a	0.0% [2]	n/a	n/a	n/a	0.0% [2]	0.0% [2]	0.0% [1]	n/a
4 <sup>th</sup>	2011	100.0% [1]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	100.0% [1]	100.0% [1]	100.0% [1]	n/a [0]
	2010	0.0% [1]	n/a [0]	n/a [0]	0.0% [1]	n/a [0]	n/a [0]	n/a [0]	0.0% [1]	0.0% [1]	n/a [0]
	2009	100.0% [1]	n/a	100.0% [1]	n/a	n/a	n/a	n/a	100.0% [1]	100.0% [1]	n/a
5 <sup>th</sup>	2011	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]
	2010	n/a [0]	n/a [0]	0.0% [1]	n/a [0]	n/a [0]	n/a [0]	0.0% [1]	0.0% [1]	n/a [0]	0.0% [1]
	2009	n/a	100.0% [1]	n/a	n/a	n/a	n/a	100.0% [1]	100.0% [1]	n/a	n/a
6 <sup>th</sup>	2011	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]	n/a [0]
	2010	0.0% [1]	50.0% [2]	n/a [0]	n/a [0]	n/a	50.0% [2]	0.0% [1]	33.3% [3]	50.0% [2]	0.0% [1]
	2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Key:**

▶ \*Sub-groups that counted for AYP ▶ **Red scores** indicate a decrease in score from the previous year. ▶ **Darker shaded square** indicates a sub-group discrepancy.

One student in both grades 5 & 6 also took the PE math and did not have proficient scores. Both these students did not count as they were students with an SOA adjustment for arriving later in the school year.

## Historical SOL Comparison- **Science**

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
3 <sup>rd</sup>	2011	100.0% [11]	82.4% [17]	100.0% [2]	96.2% [53]	100.0% [9]	96.0% [50]	93.2% [44]	92.9% [14]	91.7% [12]	63.6% [11]
	2010	92.9% [14]	90.0% [10]	100.0% [9]	93.2% [44]	100.0% [3]	92.9% [42]	94.1% [34]	100.0% [11]	88.2% [17]	100.0% [5]
	2009	90.9% [11]	90.9% [11]	100.0% [5]	92.9% [42]	100.0% [8]	92.5% [40]	94.6% [37]	83.3% [6]	100.0% [3]	100.0% [9]
	2008	80.0% [5]	66.7% [6]	100.0% [2]	91.9% [37]	85.7% [7]	92.3% [26]	83.9% [31]	100.0% [6]	66.7% [6]	75.0% [4]
5 <sup>th</sup>	2011	90.9% [11]	93.3% [15]	50.0% [2]	91.8% [61]	87.5% [8]	93.8% [49]	87.8% [49]	66.7% [12]	85.7% [7]	80.0% [10]
	2010	100.0% [3]	76.9% [13]	100.0% [5]	97.8% [46]	77.5% [8]	97.8% [41]	100.0% [35]	84.6% [13]	100.0% [10]	80.0% [10]
	2009	60.0% [5]	69.6% [23]	50.0% [4]	97.6% [41]	100.0% [8]	91.2% [34]	80.9% [47]	62.5% [16]	60.0% [15]	33.3% [6]
	2008	86.7% [15]	58.3% [12]	75.0% [8]	94.7% [38]	80.0% [5]	71.9% [32]	93.5% [46]	66.7% [12]	62.5% [16]	100.0% [6]

**Key:**

▶ \*Sub-groups that counted for AYP ▶ **Red scores** indicate a decrease in score from the previous year. ▶ **Darker shaded square** indicates a sub-group discrepancy.

## Historical SOL Comparison- **Social Studies**

Grade Level	Year	Asian	Black*	Hispanic	White*	Multi-racial	Female	Male	LEP*	Fee Waiver	SWD
3 <sup>rd</sup>	2011	100.0% [11]	83.3% [18]	100.0% [2]	88.7% [53]	80.0% [10]	88.0% [50]	88.6% [44]	92.9% [14]	83.3% [12]	54.5% [11]
	2010	85.7% [14]	100.0% [11]	88.9% [9]	97.7% [44]	100.0% [3]	92.9% [42]	100.0% [39]	90.0% [10]	88.9% [18]	100.0% [6]
	2009	90.9% [11]	100.0% [11]	100.0% [5]	95.3% [43]	100.0% [8]	95.1% [41]	97.3% [37]	85.7% [7]	100.0% [3]	100.0% [9]
4 <sup>th</sup>	2011	100.0% [13]	100.0% [11]	100.0% [2]	98.1% [53]	100.0% [3]	100.0% [37]	97.8% [46]	100.0% [14]	100.0% [13]	88.8% [9]
	2010	93.0% [14]	93.0% [14]	60.0% [5]	96.0% [53]	100.0% [7]	94.0% [49]	94.0% [47]	91.0% [11]	92.3% [13]	88.0% [8]
	2009	100.0% [3]	100.0% [10]	66.6% [3]	100.0% [38]	91.7% [12]	97.1% [35]	96.8% [31]	88.9% [9]	77.8% [9]	100.0% [6]
6 <sup>th</sup>	2011	100.0% [4]	64.7% [17]	100.0% [1]	96.1% [51]	80.0% [5]	82.5% [40]	94.7% [38]	92.9% [14]	66.7% [9]	90.9% [11]
	2010	100.0% [6]	94.7% [19]	100.0% [1]	97.8% [45]	100.0% [6]	97.0% [33]	95.5% [44]	87.5% [8]	92.8% [14]	100.0% [5]
	2009	91.7% [12]	63.6% [11]	80.0% [5]	92.1% [38]	75.0% [4]	85.2% [27]	86.0% [43]	77.8% [9]	50.0% [6]	100.0% [3]

**Key:**

▶ \*Sub-groups that counted for AYP ▶ **Red scores** indicate a decrease in score from the previous year. ▶ **Darker shaded square** indicates a sub-group discrepancy.

Data Summary: We continue to make great strides in test performance over the last few years, due in part to application of best practices and ongoing data analysis to inform instruction. We need to further reduce the achievement gap across all subgroups through data analysis of summative and formative assessments, as well as differentiated instruction.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Hayfield Elementary School focuses on effective, research-based instructional practices such as:

<b>Create a Student-Centered Learning Environment</b>	<b>Plan and Teach for Student Learning</b>	<b>Assess Student Learning</b>
<ul style="list-style-type: none"> <li>• Vary methods of instruction to include flexible grouping, small groups, co-teaching, and one-on-one</li> <li>• Build relationships through various methods of communication (i.e., School House News, emails, phone calls, parent teacher conferences, etc.) between teachers, students, and parents</li> <li>• Create safe and positive environments that center on the intellectual, social, and emotional needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Individualize instruction</li> <li>• Collaborate for student-centered learning through Professional Learning Communities and Collaborative Teams</li> <li>• Reflect on best instructional practices</li> <li>• Make content relevant and meaningful to real-world experiences</li> <li>• Utilize assessment data to plan for instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze formative and summative assessment results to identify individual strengths and weaknesses</li> <li>• Utilize common assessments to gauge student understanding and plan for instruction</li> </ul>

Hayfield Elementary School will continue to enhance the following best practices to support our instructional program:

<b>Create a Student-Centered Learning Environment</b>	<b>Plan and Teach for Student Learning</b>	<b>Assess Student Learning</b>
<ul style="list-style-type: none"> <li>• Engage students to become active learners, respond to students' curiosities, connect to their experiences, and guide them to become goal-oriented problem-solvers</li> </ul>	<ul style="list-style-type: none"> <li>• Advance our Professional Learning Community and Collaborative Teams through vertical teaming</li> <li>• Promote higher level thinking strategies across all content areas</li> <li>• Enhance our knowledge and availability of resources and materials to support a learning environment easily accessible to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize data results to inform instruction in content areas</li> <li>• Communicate learning targets and provide feedback on how to set and pursue goals</li> </ul>

### Best Practice Research:

Differentiated instructional practices allow teachers to maximize learning for all students regardless of their skill level or background. Implementing improved differentiation, with an emphasis on critical thinking, will enable teachers to open up learning opportunities for all students in the core content areas. This will allow students to not only meet our curriculum requirements in a meaningful way, but also achieve success. A study on authentic instruction through Wisconsin's Center on Organization and Restructuring Schools, emphasized it is not enough to simply utilize innovative practices. The study developed a framework of five standards for authentic instruction. The study indicated that there are five standards for authentic instruction that assist educators in doing this. These standards include:

1. Higher order thinking
2. Depth of knowledge
3. Connectedness to the world beyond the classroom
4. Substantive conversations and
5. Social support for student achievement

This framework for authentic instruction will assist teachers in analyzing instructional practices to the extent in which learning activities put students' minds at work. A focus on authentic questions will move classroom instruction to more authentic student accomplishments, and allow students to solve problems by discovering new meanings and understandings.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1.1- Reading	<p><b>Grade K:</b> Students across all subgroups in KINDERGARTEN will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring DRA (2).</p> <p><b>Grade 1:</b> Students across all subgroups in GRADE 1 will maintain performance in the 80-90% achievement band or increase performance by 5%, as measured by the Spring DRA (2).</p> <p><b>Grade 2:</b> Students across all subgroups in GRADE 2 will maintain performance in the 80-90% achievement band or increase performance by 5%, as measured by the Spring DRA (2).</p> <p><b>Grade 3:</b> Students across all subgroups in GRADE 3 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Reading SOL.</p> <p><b>Grade 4:</b> Students across all subgroups in GRADE 4 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Reading SOL.</p> <p><b>Grade 5:</b> Students across all subgroups in GRADE 5 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Reading SOL.</p> <p><b>Grade 6:</b> Students across all subgroups in GRADE 6 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Reading SOL.</p>

# Reading Data Tables:

[Follows Student Cohort Data]

\*Refer to Historical SOL Comparison Chart on pages 11 and 12

Student Cohort	Subgroup	'11-'12 Desired Results
<b>K</b> Bridging to MS Fall 2018	All	90.0-100.0%
	Black	90.0-100.0%
	Hispanic	90.0-100.0%
	White	90.0-100.0%
	LEP	90.0-100.0%
	Fee Waiver	90.0-100.0%
	SWD	90.0-100.0%

Student Cohort	Subgroup	Kindergarten Year '10-'11 Actual Results	First Grade Year '11-'12 Desired Results
<b>1</b> Bridging to MS Fall 2017	All	92.4% [92]	80.0-90.0%
	Black	100.0% [15]	80.0-90.0%
	Hispanic	71.4% [7]	75.0%
	White	95.6% [45]	80.0-90.0%
	LEP	88.0% [25]	80.0-90.0%
	Fee Waiver	77.8% [9]	80.0-90.0%
	SWD	80.0% [5]	80.0-90.0%

Student Cohort	Subgroup	Kindergarten Year '09-'10 Actual Results	First Grade Year '10-'11 Actual Results	Second Grade Year '11-'12 Desired Results
<b>2</b> Bridging to MS Fall 2016	All	90.9% [88]	78.7% [89]	80.0-90.0%
	Black	100.0% [8]	80.0% [10]	80.0-90.0%
	Hispanic	57.1% [7]	83.3% [6]	80.0-90.0%
	White	94.4% [54]	76.4% [55]	80.0-90.0%
	LEP	N/A	76.5% [17]	80.0-90.0%
	Fee Waiver	80.0% [10]	66.7% [9]	70.0%
	SWD	N/A	0.0% [3]	33.0%

**Key:**

- **Yellow** indicates a decrease in score from the previous year.

Student Cohort	Subgroup	Kindergarten Year '08-'09 Actual Results	First Grade Year '09-'10 Actual Results	Second Grade Year '10-'11 Actual Results	Third Grade Year '11-'12 Desired Results
<b>3</b> Bridging to MS Fall 2015	All	92.1% [80]	82.3% [96]	85.8% [106]	90.0-100.0%
	Black	58.3% [12]	82.4% [17]	72.2% [18]	75.8%
	Hispanic	66.6% [6]	77.8% [9]	92.9% [14]	90.0-100.0%
	White	81.3% [43]	83.7% [43]	86.0% [50]	80.0-90.0%
	LEP	16.6% [6]	80.0% [5]	66.7% [12]	70.0%
	Fee Waiver	55.5% [9]	80.0% [5]	61.5% [13]	64.7%
	SWD	100.0% [4]	40.0% [5]	22.2% [9]	23.3%

Student Cohort	Subgroup	First Grade Year '08-'09 Actual Results	Second Grade Year '09-'10 Actual Results	Third Grade Year '10-'11 Actual Results	Fourth Grade Year '11-'12 Desired Results
<b>4</b> Bridging to MS Fall 2014	All	88.7% [97]	84.8% [99]	91.6% [95]	90.0-100.0%
	Black	62.5% [16]	75.0% [16]	83.3% [18]	87.5%
	Hispanic	80.0% [5]	87.5% [8]	100.0% [2]	90.0-100.0%
	White	80.8% [47]	84.4% [45]	90.6% [53]	90.0-100.0%
	LEP	78.9% [19]	85.7% [14]	100.0% [15]	90.0-100.0%
	Fee Waiver	71.4% [14]	81.3% [16]	76.9% [13]	80.7%
	SWD	45.5% [11]	28.6% [7]	71.4% [14]	75.0%

Student Cohort	Subgroup	Second Grade Year '08-'09 Actual Results	Third Grade Year '09-'10 Actual Results	Fourth Grade Year '10-'11 Actual Results	Fifth Grade Year '11-'12 Desired Results
<b>5</b> Bridging to MS Fall 2013	All	92.3% [78]	88.4% [85]	95.0% [84]	90.0-100.0%
	Black	78.6% [14]	91.7% [12]	91.7% [12]	90.0-100.0%
	Hispanic	62.5% [8]	88.9% [9]	50.0% [2]	52.5%
	White	92.3% [39]	93.3% [45]	94.3% [53]	90.0-100.0%
	LEP	73.9% [23]	85.7% [14]	69.2% [13]	66.4%
	Fee Waiver	71.4% [14]	66.6% [18]	78.6% [14]	82.5%
	SWD	28.6% [7]	83.3% [6]	77.8% [9]	81.7%

Student Cohort	Subgroup	Third Grade Year '08-'09 Actual Results	Fourth Grade Year '09-'10 Actual Results	Fifth Grade Year '10-'11 Actual Results	Sixth Grade Year '11-'12 Desired Results
<b>6</b> Bridging to MS Fall 2012	All	90.9% [82]	95.0% [96]	97.3% [99]	90.0-100.0%
	Black	84.6% [13]	93.0% [14]	100.0% [15]	90.0-100.0%
	Hispanic	83.3% [6]	80.0% [5]	100.0% [2]	90.0-100.0%
	White	93.0% [43]	96.0% [53]	91.8% [61]	90.0-100.0%
	LEP	63.6% [11]	100.0% [8]	83.3% [12]	87.5%
	Fee Waiver	66.6% [6]	84.6% [13]	100.0% [7]	90.0-100.0%
	SWD	88.9% [10]	88.0% [8]	100.0% [10]	90.0-100.0%

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
--------------------	-------------------------------------------------------------------------------------------------------------------------------

<b>1.1.1.2- Writing</b>	Students across all subgroups in GRADE 5 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Writing SOL.
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Grade Level	Subgroup	'08-'09 Actual	'09-'10 Actual	'10-'11 Actual	'11-'12 Desired Results
<b>*5</b>	All	96.0% [64]	93.0% [71]	95.8% [95]	90.0-100.0%
	Black	84.6% [13]	100.0% [14]	100.0% [14]	90.0-100.0%
	Hispanic	75.0% [4]	100.0% [1]	100.0% [1]	90.0-100.0%
	White	95.3% [43]	93.2% [59]	93.2% [59]	90.0-100.0%
	LEP	88.9% [9]	100.0% [8]	100.0% [8]	90.0-100.0%
	Fee Waiver	85.7% [7]	100.0% [5]	100.0% [5]	90.0-100.0%
	SWD	71.4% [7]	66.7% [9]	66.7% [9]	70.0%

**Key:**

- **Yellow** indicates a decrease in score from the previous year.
- \*Please note that writing performance, unlike performance within other core content areas does not follow the student growth model as we have only the Grade 5 Writing SOL for comparison purposes.

Goal Number	Performance Indicators ( <i>Specific Measurable Attainable Realistic and Time-Bound</i> )
1.1.1.1- Math	<p><b>Grade K:</b> Students across all subgroups in KINDERGARTEN will maintain performance in the 90-100% achievement band as measured by the Spring MRA.</p> <p><b>Grade 1:</b> Students across all subgroups in GRADE 1 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring MRA.</p> <p><b>Grade 2:</b> Students across all subgroups in GRADE 2 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring MRA.</p> <p><b>Grade 3:</b> Students across all subgroups in GRADE 3 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Math SOL.</p> <p><b>Grade 4:</b> Students across all subgroups in GRADE 4 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Math SOL.</p> <p><b>Grade 5:</b> Students across all subgroups in GRADE 5 will maintain performance in the 90-100% achievement band as measured by the Spring Math SOL.</p> <p><b>Grade 6:</b> Students across all subgroups in GRADE 6 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Math SOL.</p>

# Math Data Tables:

[Follows Student Cohort Data]

\*Refer to Historical SOL Comparison Chart on pages 14-16

Student Cohort	Subgroup	'11-'12 Desired Results
<b>K</b> Bridging to MS Fall 2018	All	90.0-100.0%
	Black	90.0-100.0%
	Hispanic	90.0-100.0%
	White	90.0-100.0%
	LEP	90.0-100.0%
	Fee Waiver	90.0-100.0%
	SWD	90.0-100.0%

Student Cohort	Subgroup	Kindergarten Year '10-'11 Actual Results	First Grade Year '11-'12 Desired Results
<b>1</b> Bridging to MS Fall 2017	All	98.9% [92]	90.0-100.0%
	Black	100.0% [15]	90.0-100.0%
	Hispanic	100.0% [7]	90.0-100.0%
	White	97.8% [45]	90.0-100.0%
	LEP	96.0% [25]	90.0-100.0%
	Fee Waiver	100.0% [9]	90.0-100.0%
	SWD	100.0% [5]	90.0-100.0%

Student Cohort	Subgroup	Kindergarten Year '09-'10 Actual Results	First Grade Year '10-'11 Actual Results	Second Grade Year '11-'12 Desired Results
<b>2</b> Bridging to MS Fall 2016	All	87.4% [87]	87.6% [89]	90.0-100.0%
	Black	87.5% [8]	90.0% [10]	90.0-100.0%
	Hispanic	57.1% [7]	100.0% [6]	90.0-100.0%
	White	90.7% [54]	87.3% [55]	90.0-100.0%
	LEP	N/A	82.4% [17]	86.5%
	Fee Waiver	70.0% [10]	88.9% [9]	90.0-100.0%
	SWD	0.0% [1]	33.3% [3]	35.0%

Key:

- **Yellow** indicates a decrease in score from the previous year.

Student Cohort	Subgroup	Kindergarten Year '08-'09 Actual Results	First Grade Year '09-'10 Actual Results	Second Grade Year '10-'11 Actual Results	Third Grade Year '11-'12 Desired Results
<b>3</b> Bridging to MS Fall 2015	All		90.4% [94]	96.2% [105]	90.0-100.0%
	Black		87.5% [16]	94.1% [17]	90.0-100.0%
	Hispanic		88.9% [9]	100.0% [14]	90.0-100.0%
	White		92.9% [42]	96.0% [50]	90.0-100.0%
	LEP		72.7% [11]	100.0% [12]	90.0-100.0%
	Fee Waiver		69.2% [13]	92.3% [13]	90.0-100.0%
	SWD		100.0% [4]	88.9% [9]	90.0-100.0%

Student Cohort	Subgroup	First Grade Year '08-'09 Actual Results	Second Grade Year '09-'10 Actual Results	Third Grade Year '10-'11 Actual Results	Fourth Grade Year '11-'12 Desired Results
<b>4</b> Bridging to MS Fall 2014	All		93.8% [96]	95.8% [94]	90.0-100.0%
	Black		92.9% [14]	82.4% [17]	86.5%
	Hispanic		75.0% [8]	100.0% [2]	90.0-100.0%
	White		100.0% [45]	100.0% [53]	90.0-100.0%
	LEP		85.7% [14]	92.9% [14]	90.0-100.0%
	Fee Waiver		86.7% [15]	91.7% [12]	90.0-100.0%
	SWD		80.0% [5]	72.7% [11]	76.3%

Student Cohort	Subgroup	Second Grade Year '08-'09 Actual Results	Third Grade Year '09-'10 Actual Results	Fourth Grade Year '10-'11 Actual Results	Fifth Grade Year '11-'12 Desired Results
<b>5</b> Bridging to MS Fall 2013	All		93.1% [83]	100.0% [81]	90.0-100.0%
	Black		82.0% [11]	100.0% [10]	90.0-100.0%
	Hispanic		88.9% [9]	100.0% [2]	90.0-100.0%
	White		95.6% [45]	100.0% [53]	90.0-100.0%
	LEP		100.0% [12]	100.0% [13]	90.0-100.0%
	Fee Waiver		83.3% [18]	100.0% [12]	90.0-100.0%
	SWD		100.0% [6]	100.0% [8]	90.0-100.0%

Student Cohort	Subgroup	Third Grade Year '08-'09 Actual Results	Fourth Grade Year '09-'10 Actual Results	Fifth Grade Year '10-'11 Actual Results	Sixth Grade Year '11-'12 Desired Results
<b>6</b> Bridging to MS Fall 2012	All	91.8% [83]	90.5% [95]	93.9% [98]	90.0-100.0%
	Black	100.0% [13]	93.0% [14]	100.0% [15]	90.0-100.0%
	Hispanic	100.0% [6]	80.0% [5]	50.0% [2]	52.5%
	White	86.4% [44]	90.3% [52]	93.4% [61]	90.0-100.0%
	LEP	83.3% [12]	90.0% [10]	83.3% [12]	87.5%
	Fee Waiver	100.0% [6]	100.0% [13]	100.0% [7]	90.0-100.0%
	SWD	70.0% [10]	75.0% [8]	80.0% [10]	84.0%

Goal Number	Performance Indicators ( <i>Specific Measurable Attainable Realistic and Time-Bound</i> )
1.1.1.1- Science	<p><b>Grade 3:</b> Students across all subgroups in GRADE 3 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring Science SOL.</p> <p><b>Grade 5:</b> Students across all subgroups in GRADE 5 will maintain performance in the 90-100% achievement band as measured by the Spring Science SOL.</p>

## Science Data Tables:

[Follows Student Cohort Data]

\*Refer to Historical SOL Comparison Chart on page 17

Student Cohort	Subgroup	Third Grade Year '11-'12 Desired Results
<b>3</b> Bridging to MS Fall 2015	All	90.0-100.0%
	Black	86.5%
	Hispanic	90.0-100.0%
	White	90.0-100.0%
	LEP	90.0-100.0%
	Fee Waiver	90.0-100.0%
	SWD	66.8%

Student Cohort	Subgroup	Third Grade Year '09-'10 Actual Results	Fifth Grade Year '11-'12 Desired Results
<b>5</b> Bridging to MS Fall 2013	All	93.8% [76]	90.0-100.0%
	Black	90.0% [10]	90.0-100.0%
	Hispanic	100.0% [2]	90.0-100.0%
	White	93.2% [44]	90.0-100.0%
	LEP	100.0% [11]	90.0-100.0%
	Fee Waiver	88.2% [17]	90.0-100.0%
	SWD	100.0% [5]	90.0-100.0%

**Key:**

- **Yellow** indicates a decrease in score from the previous year.

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.1.1- History	<p><b>Grade 3:</b> Students across all subgroups in GRADE 3 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring History SOL.</p> <p><b>Grade 4:</b> Students across all subgroups in GRADE 4 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring VA History SOL.</p> <p><b>Grade 6:</b> Students across all subgroups in GRADE 6 will maintain performance in the 90-100% achievement band or increase performance by 5%, as measured by the Spring History SOL.</p>

# History Data Tables:

[Follows Student Cohort Data]

\*Refer to Historical SOL Comparison Chart on page 18

Student Cohort	Subgroup	Third Grade Year '11-'12 Desired Results
<b>3</b> Bridging to MS Fall 2015	All	90.0-100.0%
	Black	87.5%
	Hispanic	90.0-100.0%
	White	90.0-100.0%
	LEP	90.0-100.0%
	Fee Waiver	87.5%
	SWD	57.2%

Student Cohort	Subgroup	Third Grade Year '10-'11 Actual Results	Fourth Grade Year '11-'12 Desired Results
<b>4</b> Bridging to MS Fall 2014	All	88.0% [94]	90.0-100.0%
	Black	83.3% [18]	87.5%
	Hispanic	100.0% [2]	90.0-100.0%
	White	88.7% [53]	90.0-100.0%
	LEP	92.9% [14]	90.0-100.0%
	Fee Waiver	83.3% [12]	87.5%
	SWD	54.5% [11]	57.2%

Student Cohort	Subgroup	Third Grade Year '08-'09 Actual Results	Fourth Grade Year '09-'10 Actual Results	Sixth Grade Year '11-'12 Desired Results
<b>6</b> Bridging to MS Fall 2012	All	96.2% [78]	93.8% [96]	90.0-100.0%
	Black	100.0% [11]	93.0% [14]	90.0-100.0%
	Hispanic	100.0% [5]	60.0% [5]	63.0%
	White	95.3% [43]	96.0% [53]	90.0-100.0%
	LEP	85.7% [7]	91.0% [11]	90.0-100.0%
	Fee Waiver	100.0% [3]	92.3% [13]	90.0-100.0%
	SWD	100.0% [9]	88.0% [8]	90.0-100.0%

**Key:**

- **Yellow** indicates a decrease in score from the previous year.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN**

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will increase student achievement in core content areas in grades K-6 by analyzing individual student needs and utilizing data outcomes to improve differentiation of instruction.*

- **Reading:** *Use DRA results, common assessments, and anecdotal notes to assess reading skills, monitor individual student progress and improve achievement in all grades.*
- **Math:** *Use common assessments to assess math skills, monitor individual student progress and improve achievement in all grades.*

Strategies	Best Practices	Person(s) Responsible/ Involved		Materials Needed and Costs	Time Line				In-Process Measures		
		Implement the strategy	Monitor the strategy		What materials will be used to implement the strategy? What are the costs?	The projected quarter that the strategy will be implemented.	1	2	3	4	How we will monitor progress ( <i>What is our data source?</i> )
What we will do to achieve the objective. ( <i>Include professional development and parent involvement</i> )	What FCPS Best Practices Guidelines are being utilized?										
<b>1. Utilize a variety of common assessments in core content areas.</b>											
Refine intervention/enrichment time (Hawk Time) based on common assessment results to meet individual student needs.	<ul style="list-style-type: none"> <li>• Create a Student-Centered Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Team Leaders</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Formative test results</li> <li>• Summative test results</li> <li>• Common planning time</li> <li>• Professional development</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Collaborative Learning Team (CTs) Meeting agendas</li> <li>• Ongoing assessment folders with DRA/MRA/SOL/Writing Prompt scores</li> </ul>	<ul style="list-style-type: none"> <li>• Team Leader Meetings</li> <li>• Collaborative Learning Team Meetings (CTs)</li> <li>• SIP/PBIS Meetings</li> </ul>	
Utilize watch list to target instruction and monitor student performance.	<ul style="list-style-type: none"> <li>• Plan and Teach for Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Team Leaders</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• DRA2 training</li> <li>• e-CART training</li> <li>• Collaborative Learning Team (CTs) Meetings</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Common assessments</li> <li>• Data collection sheets</li> </ul>		
Utilize a variety of human and material resources to provide differentiation.	<ul style="list-style-type: none"> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Team Leaders</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Sharing of ideas and materials for HAWK Time</li> <li>• Pyramid dialogue about resources</li> <li>• Enrichment materials</li> <li>• Intervention materials</li> <li>• <u>Learning by Doing</u> by DuFour, DuFour, Eaker, and Many</li> </ul>	X	X	X	X			
<b>Strategy Rationale/ Action Plan</b>	<ul style="list-style-type: none"> <li>• To inform instruction based on individual student needs</li> <li>• Assess student strengths and weaknesses; determine students' prior knowledge of strands; communicate student needs (based on assessment results) to all involved personnel; form flexible math groups based on data; determine instructional groups with DRA2 data and common assessment outcomes.</li> </ul>										

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will increase student achievement in core content areas in grades K-6 by analyzing individual student needs and utilizing data outcomes to improve differentiation of instruction.*

- **Reading:** *Use DRA results, common assessments, and anecdotal notes to assess reading skills, monitor individual student progress and improve achievement in all grades.*
- **Math:** *Use common assessments to assess math skills, monitor individual student progress and improve achievement in all grades.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress (What is our data source?)	When will we monitor progress (List monthly checkpoint?)
What we will do to achieve the objective. (Include professional development and parent involvement)	What FCPS Best Practices Guidelines are being utilized?	Implement the strategy	Monitor the strategy	What materials will be used to implement the strategy? What are the costs?	The project quarter that the strategy will be implemented.				How we will monitor progress (What is our data source?)	When will we monitor progress (List monthly checkpoint?)
<b>2. Enhance differentiated instruction in the core content areas.</b>					1	2	3	4		
Continued use of in-house professional development to enhance critical thinking and differentiated instruction in the core content areas.	<ul style="list-style-type: none"> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Teacher</li> <li>• Lead Teachers</li> <li>• SBTS</li> <li>• Administration</li> <li>• Participants</li> </ul>		<ul style="list-style-type: none"> <li>• Time for monthly meeting</li> <li>• <i>EMIS</i></li> <li>• <i>Units of Study for Teaching Writing in Primary and Upper Grades</i></li> <li>• <i>The Next Steps in Guided Reading</i></li> <li>• <i>Pixie</i></li> <li>• <i>OneNote</i></li> <li>• <i>VoiceThread</i></li> </ul>		X	X	X	<ul style="list-style-type: none"> <li>• Reflection sheet</li> <li>• Exit survey</li> <li>• Grade level team meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>• At Individual Course Completion</li> </ul>
Develop and implement varied resources and instructional strategies to integrate core content areas.	<ul style="list-style-type: none"> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Reading Teacher</li> <li>• Classroom Teachers</li> <li>• Specialists</li> </ul>		<ul style="list-style-type: none"> <li>• Leveled nonfiction/fiction texts</li> <li>• <i>Units of Study for Teaching Writing in Primary and Upper Grades</i></li> <li>• <i>The Next Steps in Guided Reading</i></li> <li>• <i>Comprehension Toolkit</i> by Stephanie Harvey (one per classroom)</li> <li>• <i>Leveled Literacy Intervention (LLI) Language!</i></li> <li>• <i>One Note, Pixie</i> for Grade five</li> <li>• Global Awareness Technology Project</li> <li>• Big 6 Research Model</li> <li>• Technology Scope and Sequence</li> <li>• Pyramid dialogue about instructional strategies</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Observation and dialogue</li> <li>• Global Awareness Project rubric</li> <li>• Big 6 Research Guidelines</li> <li>• Focused Team Planning agendas (CT)</li> <li>• LTAC (Library Technology Advisory Committee) agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Throughout the Year</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will increase student achievement in core content areas in grades K-6 by analyzing individual student needs and utilizing data outcomes to improve differentiation of instruction.*

- **Reading:** *Use DRA results, common assessments, and anecdotal notes to assess reading skills, monitor individual student progress and improve achievement in all grades.*
- **Math:** *Use common assessments to assess math skills, monitor individual student progress and improve achievement in all grades.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress <i>(What is our data source?)</i>	When will we monitor progress <i>(List monthly checkpoint?)</i>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	What FCPS Best Practices Guidelines are being utilized?	Implement the strategy	Monitor the strategy	What materials will be used to implement the strategy? What are the costs?	The project quarter that the strategy will be implemented.				How we will monitor progress <i>(What is our data source?)</i>	When will we monitor progress <i>(List monthly checkpoint?)</i>
<b>2. Enhance differentiated instruction in the core content areas (continued).</b>					1	2	3	4		
Use DRA results, running records, and anecdotal notes to assess reading skills and monitor individual student progress and improve achievement in all grades.	<ul style="list-style-type: none"> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Teacher</li> <li>• Classroom Teachers</li> <li>• ESOL Teacher</li> </ul>		<ul style="list-style-type: none"> <li>• DRA kits</li> <li>• Running record sheets</li> <li>• Note-taking system</li> <li>• DRA teacher training</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Observation</li> <li>• DRA grids</li> <li>• DRA Focus for Instruction</li> <li>• Focused Team Planning meetings (CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Throughout the Year</li> </ul>
Use data to inform instruction and create guided reading groups.	<ul style="list-style-type: none"> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Teacher</li> <li>• Classroom Teachers</li> <li>• ESOL Teacher</li> </ul>		<ul style="list-style-type: none"> <li>• DRA results</li> <li>• Common assessment, eCART, SOL results</li> <li>• Non-fiction/fiction leveled texts</li> <li>• Guided reading planning templates</li> <li>• <i>Leveled Literacy Intervention (LLI)</i></li> <li>• <i>Next Steps in Guided Reading</i></li> <li>• <i>Comprehension Toolkit</i> by Stephanie Harvey (one per classroom)</li> <li>• Online book resources</li> <li>• Readers are Leaders</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Watch lists</li> <li>• Common assessments</li> <li>• DRA Focus for Instruction</li> <li>• Focused Team Planning meetings (CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Throughout the Year</li> </ul>
Strategy Rationale/ Action Plan	<ul style="list-style-type: none"> <li>• To enhance our working knowledge of best practices</li> <li>• To target instruction based on individual student needs</li> <li>• Teachers will implement learned strategies from professional development opportunities into their daily teaching practices.</li> </ul>									

## 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. Working in partnership with school and family, students will:**

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

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 2.1 <b><i>Demonstrate honesty, responsibility, and leadership</i></b><br>2.1.1. Model honest and ethical behavior.<br>2.1.2. Take responsibility for their actions.<br>2.1.3. Keep their promises and commitments.<br>2.1.4. Respect people, property, and authority.<br>2.1.5. Protect others' health and safety.<br>2.1.6. Show respect and understanding for the interests and opinions of others.<br>2.1.7. Be capable of placing their own self-interests in perspective with the interests of others. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                                                                                                                                                                                                         |
| <input checked="" type="checkbox"/> 2.2 <b><i>Work effectively within a group dynamic.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <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 <b><i>Develop practical life skills including but not limited to:</i></b><br>2.7.1. Problem solving/critical thinking.<br>2.7.2. Work habits.<br>2.7.3. Financial competency<br>2.7.4. Self-sufficiency.<br>2.7.5. Time management |
| <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)*

***We will enhance our school community by decreasing the number of disciplinary incidents that interfere with student learning, as well as the instructional time lost. This will be done by consistently investigating and implementing strategies, to include student reflection and setting goals for improvement.***

---

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

Data Sources: Positive Behavior Support (PBIS) data from 2010-2011 indicated that PBIS is 100% implemented at Hayfield Elementary School. A school-wide survey, for teachers and students, provided the basis for our areas of strength as well as our areas

of focus. The PBIS/SIP team, comprised of representatives from across the school community, collected referral data, met to review discipline data and made decisions to impact ongoing improvement. Cumulative data showed areas of focus and areas of strength (see summary charts below) and corrective plans were put into place.

PBIS data showed that Hayfield Elementary increased the number of disciplinary incidents during the 2010-2011 school year (see summary chart below). There was evidence of a higher discipline rate and loss of instructional time during specific months (see summary chart below). As school-wide implementation of Hawk Think Sheets by all staff members expanded, there was an expected increase in referrals. Data indicates the number of first time offenders increased from 32 in 2009-2010 to 65 in 2010-2011, which is a 51% increase from the previous year. Students with repeated referrals account for the remainder.

	<b>Number of Referrals</b>	<b>Instructional Time Lost</b>
<b>2007-08</b>	177	N/A
<b>2008-09</b>	132	Approximately 10,347 minutes (172 hours) Baseline data began being calculated February of 2009
<b>2009-10</b>	110	10,297 minutes (171.61 hours) calculated for 10 months vs. 5 months
<b>2010-11</b>	203	12,338 minutes (205.63 hours) calculated for 10 months

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Hayfield Elementary School focuses on effective, research-based instructional practices that emphasize inclusive student-centered learning that appropriately challenges students to ensure student success. The increase in incidences of student referrals to the office is attributed to a more consistent, school-wide application of the SOARing to Success program. Hayfield staff members recognize the need to minimize instructional interruptions by consistently reinforcing appropriate behavior, as well as modeling school-wide expectations.

At Hayfield, students are able to build relationships with their peers as well as staff members through a variety of best practices and collaborative activities such as:

- School-wide SOARing to Success program
- Hawk Think Sheets
- Collaborative projects and activities showcasing student learning (i.e., Global Awareness Technology Project, Chorus, Chess Club, SCA, Patrols, Boys in Motion, Kindergarten Tutors, Girls on the Run, WHES Morning News Show, Foreign Language

Experience, Mad Science, Math and Science Fair Night, Reading and Writing Celebration, Learning Garden, International Night, etc.)

- MentorWorks
- Individual and Group Counseling
- Goal Setting
- Reading Buddies

Data Summary: The 2010-2011 End-of-Year SIP Student Survey Results indicated that Hayfield Elementary School students understand school and classroom rules and are aware of rewards and consequences. In general, students feel safe at school.

## 2010-2011 End-of-Year SIP Student Survey Results

### Areas of strength

Grade Level	Students responded that . . .														
	They understand school rules			They understand classroom rules			There are consequences when students break the rules			There are rewards when students follow the rules			They feel safe at our school		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
<b>K-2</b>	97%	99%	99.6%	98%	95.6%	99%	92%	97%	98%	98%	99.6%	99.6%	94%	96.6%	98.5%
<b>3</b>	99%	97%	100%	97%	97%	100%	96%	99%	98%	97%	100%	99%	96%	N/A	98%
<b>4</b>	99%	97.5%	99%	96%	93%	99%	97%	97%	97%	99%	98%	96%	94%	N/A	96%
<b>5</b>	99%	92%	98%	95%	85%	98%	95%	97%	99%	95%	97%	92%	92%	N/A	84%
<b>6</b>	96%	95%	99%	96%	93%	97%	96%	95%	96%	84%	89%	93%	91%	N/A	84%
<b>Overall average</b>	<b>98.0%</b>	<b>96.1%</b>	<b>99.1%</b>	<b>96.4%</b>	<b>92.7%</b>	<b>98.6%</b>	<b>95.2%</b>	<b>97.0%</b>	<b>97.6%</b>	<b>94.6%</b>	<b>96.7%</b>	<b>95.9%</b>	<b>93.4%</b>	<b>96.6%</b>	<b>92.1%</b>

Data Summary: The 2010-2011 End-of-Year SIP Student Survey results indicated some areas for focus (see summary chart below). Hayfield Elementary School staff members will continue to align classroom rules with school rules. By establishing a clear definition for “fairness,” a greater percentage of students responded positively to survey questions related to fairness. As a form of continuous improvement, we will replicate this process with a focus on “showing kindness with respect.” Our school goal is to increase the overall average for each category listed below by 5% or more, where applicable. PBIS referral data will be collected and discussed each month by the PBIS team and corrective plans will be put into place.

## 2010-2011 End-of-Year SIP Student Survey Results

### Areas of focus

Grade Level	Students responded that . . .											
	Classroom rules and school rules are the same			Students show respect for one another			SOAR cards can be earned in the classroom			Students are treated fairly at school all of the time		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
<b>K-2</b>	75%	91%	95.9%	93.5%	94%	92%	NA	95%	99.6%	96%	98%	96.7%
<b>3</b>	49%	64%	78%	82%	92%	68%	81%	93%	93%	39%	49%	94%
<b>4</b>	70%	70%	83%	68%	85%	77%	87%	100%	99%	45%	53%	86%
<b>5</b>	65%	75%	79%	81%	75%	59%	89%	96%	98%	45%	42%	83%
<b>6</b>	78%	65%	86%	63%	75%	42%	89%	96%	97%	32%	44%	70%
<b>Overall average</b>	<b>67.4%</b>	<b>73.0%</b>	<b>84.38%</b>	<b>77.5%</b>	<b>84.2%</b>	<b>67.6%</b>	<b>86.5%</b>	<b>96.0%</b>	<b>97.3%</b>	<b>51.4%</b>	<b>57.2%</b>	<b>85.9%</b>

Best Practice Research:

Today we live in a society of increased diversity. Old and new social issues demand an informed and empowered citizenry if our students are to have successful futures. Twenty-first century work skills have changed dramatically from skills of the past due to globalization and rapid technological advancements. According to the Partnership for 21<sup>st</sup> Century Skills, the nation’s leading advocacy organization focused on infusing 21st century skills into education, in order for our students to advance in the work force today the skills they will need are far beyond the skills needed 20 years ago. These skills focus on developing the whole child. The Partnership’s Framework for 21st Century Learning builds upon core subject expertise and emphasizes the skills, knowledge and expertise today’s students must master to compete globally and become successful 21st century citizens. Research indicates that high school graduates will need a global awareness, work skills that include team-building, creativity and innovation, critical thinking and problem-solving, self-motivation and self-direction skills, and communications and technology literacy. By increasing our staff’s awareness of best practices and strategies to meet the diverse social and emotional needs of our students we will be able to develop our students ability to effectively problem solve, make sound decisions, and contribute effectively to a group dynamic. These skills will be essential for our students to navigate through school and life with greater success.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>				
2.1	<b>On the 2011-2012 End-of-Year Survey, 90% of the students will agreeably respond to questions related to fairness.</b>				
	Participants	2007-2008 Actual	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual
	K-6	53.0%	51.4%	57.2%	85.9%
2.1	<b>On the 2011-2012 End-of-Year Survey, 89% of the students will agree that classroom rules and school rules are the same.</b>				
	Participants	2007-2008 Actual	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual
	K-6	N/A	67.4%	73.0%	84.4%
2.1 2.7 2.8	<b>On the 2011-2012 End-of-Year Survey, 85% of students in grades 4, 5, and 6 will respond affirmatively to questions related to showing respect for one another.</b>				
	Participants	2007-2008 Actual	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual
	Grade 4	N/A	68.0%	85.0%	77.0%
	Grade 5	N/A	81.0%	75.0%	59.0%
	Grade 6	N/A	63.0%	75.0%	42.0%
2.4 2.7	<b>The loss of instructional time due to disciplinary referrals, as evidenced by the Hayfield Elementary School Discipline Database, will be ≤ 20 hours per month.</b>				
	Participants	2007-2008 Actual	2008-2009 Actual	2009-2010 Actual	2010-2011 Actual
	K-6	N/A	~35 hours/month	17.2 hours/month	20.5 hours/month

\* Results by month can be found on the following page.

**2009-2010 Actual:**

<b>Month/ (Days in School)</b>	<b>Time Lost (Minutes)</b>	<b>Time Lost (Hours)</b>	<b>Met Goal</b>
September (17)	50	.83 hour	Yes
October (21)	2015	33.5 hours	No
November (16)	264	4.4 hours	Yes
December (14)	212	3.5 hours	Yes
January (19)	2026	33.7 hours	No
February (12)	378	6.3 hours	Yes
March (20)	1334	22.2 hours	Yes
April (20)	1114	18.5 hours	Yes
May (20)	2645	44.1 hours	No
June (18)	259	4.3 hours	Yes

**2010-2011 Actual:**

<b>Month/ (Days in School)</b>	<b>Time Lost (Minutes)</b>	<b>Time Lost (Hours)</b>	<b>Met Goal</b>
September (18)	200	3.3 hour	Yes
October (21)	1505	25.1 hours	No
November (18)	340	5.6 hours	Yes
December (16)	915	15.3 hours	Yes
January (17)	695	11.6 hours	Yes
February (20)	1560	26.0 hours	No
March (23)	1703	28.4 hours	No
April (15)	2095	35.0 hours	No
May (21)	2160	36.0 hours	No
June (15)	1165	19.4 hours	Yes

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will enhance our school community by decreasing the number of disciplinary incidents that interfere with student learning, as well as the instructional time lost. This will be done by consistently investigating and implementing strategies, to include student reflection and setting goals for improvement.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
What we will do to achieve the objective. (Include professional development and parent involvement)	What FCPS Best Practices Guidelines are being utilized?			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. Utilize data information system to identify causes of student behaviors and instructional time lost. To encourage student reflection, staff will consistently use Hawk Think Sheet for student reflection and goal-setting.	<ul style="list-style-type: none"> <li>• Create a Student-Centered Learning Environment</li> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Staff</li> <li>• Parents</li> <li>• Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• Hayfield Elementary School Discipline Database</li> <li>• Hawk Think Sheets</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>• Hayfield Elementary School Discipline Database</li> <li>• Hawk Think Sheet feedback</li> <li>• Student Support Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly SIP/PBIS Meetings</li> <li>• Monthly Student Support Meetings</li> </ul>
2. Identify Tier 1, 2, and 3 behaviors and establish a framework as well as a common language for determining/applying appropriate intervention strategies.	<ul style="list-style-type: none"> <li>• Create a Student-Centered Learning Environment</li> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> <li>• Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Admin.</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS guidelines for Tier 1-3 behaviors</li> <li>• Materials</li> <li>• List of strategies</li> <li>• Posters</li> <li>• Professional Development opportunities</li> <li>• Revised Discipline Referral</li> </ul>			X	X	<ul style="list-style-type: none"> <li>• Hayfield Elementary School Discipline Database</li> <li>• Student Support Meetings</li> <li>• Hawk Think Sheet feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly CT Meetings</li> <li>• Monthly SIP/PBIS Meetings</li> <li>• Monthly Student Support Meetings</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will enhance our school community by decreasing the number of disciplinary incidents that interfere with student learning, as well as the instructional time lost. This will be done by consistently investigating and implementing strategies, to include student reflection and setting goals for improvement.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		Check the projected quarter for implementing the strategy this school year.				How we will monitor progress (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
					1	2	3	4		
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	What FCPS Best Practices Guidelines are being utilized?	Implement the strategy	Monitor the strategy	What materials will be used to implement the strategy? What are the costs?						
3. Develop and implement lessons and strategies to model examples of respect within the school community using common language.	<ul style="list-style-type: none"> <li>• Create a Student Centered Learning Environment</li> <li>• Plan and Teach for Student Learning</li> <li>• Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Classroom Teachers</li> <li>• Counselors</li> <li>• Parents</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled guidance lessons</li> <li>• Research articles</li> <li>• Shared resources</li> <li>• End-of-Year Survey</li> <li>• WHES News Show</li> <li>• Posters</li> </ul>			X	X	<ul style="list-style-type: none"> <li>• SIP/PBIS Team</li> <li>• End-of-Year Survey for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly SIP/PBIS Meetings</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will enhance our school community by decreasing the number of disciplinary incidents that interfere with student learning, as well as the instructional time lost. This will be done by consistently investigating and implementing strategies, to include student reflection and setting goals for improvement.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
What we will do to achieve the objective. (Include professional development and parent involvement)	What FCPS Best Practices Guidelines are being utilized?			What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.					
4. Consistently implement <i>SOARing to Success Program</i> , emphasizing the use of our Hayfield HAWKS' Pledge and Strategy Cards to develop students' ability to use good judgment and problem-solve across the school community.	<ul style="list-style-type: none"> <li>Create a Student-Centered Learning Environment</li> <li>Plan and Teach for Student Learning</li> <li>Assess Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Staff</li> <li>Parents</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Faculty</li> <li>Staff</li> <li>Parents</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>SOAR Cards</li> <li><i>SOARing to Success Rewards</i> flip book</li> <li>Strategy Cards</li> <li>Hayfield HAWKS' Pledge</li> <li>SOAR Store incentives</li> <li>WHES News Show commercial and daily pledge</li> <li>Color behavior system alignment school-wide</li> <li>Parent communication</li> <li>Strategy Cards</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>SIP/PBIS Team</li> <li>End-of-Year Survey for staff, students, parents</li> </ul>	<ul style="list-style-type: none"> <li>Monthly SIP/PBIS meetings</li> <li>Monthly CT Meetings</li> </ul>
Strategy Rationale/ Action Plan	<ul style="list-style-type: none"> <li>To develop a student-centered learning environment where members contribute, feel a sense of belonging, and have a strong connection to their community.</li> <li>Authentic learning opportunities which are applicable to real-world experiences.</li> </ul>									

## 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)*

***We will continue to develop and implement a learning garden as our school-wide service learning experience, connecting students' understanding of the curriculum with the world around them.***

---

---

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

Data Sources: Survey data indicates a transition from discrete community service projects to a broader service learning model, consistent with FCPS' vision of service learning. Last school year, 89% of students proposed learning garden design concepts.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Community participation is strong due to an active PTA, volunteer programs, and ongoing neighborhood support. A core group of families/students participate in available activities. Staff has recognized that while we have multiple opportunities for students to participate, there is a need to enhance full student participation.

Hayfield Elementary School continues to build a curriculum-based program to create a learning garden using POS standards and the Six Elements of Service Learning rubric. The second phase of implementation is establishing and developing protocols that will guide us through the next 3-5 years.

### Best Practice Research:

Today we live in a society of increased diversity. Old and new social issues demand an informed and empowered citizenry if our students are to have successful futures. Twenty-first century work skills have changed dramatically from skills of the past due to globalization, and rapid technological advancements. According to the Partnership for 21<sup>st</sup> Century Skills, the nation's leading advocacy organization focused on infusing 21st century skills into education, in order for our students to advance in the work force today the skills they will need are far beyond the skills needed 20 years ago. These skills focus on developing the whole child. The Partnership's Framework for 21st Century Learning builds upon core subject expertise and emphasizes the skills, knowledge and expertise today's students must master to compete globally and become successful 21st century citizens. Research indicates that high school graduates will need a global awareness, work skills that include team-building, creativity and innovation, critical thinking and problem-solving, self-motivation and self-direction skills, and communications and technology literacy. Research also indicates to increase student graduation rates, students need to feel a sense of belonging and feel a strong connection to their school community. According to the National Student Leadership Conference (NSLC), "successful leaders must cultivate the leadership potential within." By exposing students to leadership opportunities, we develop the foundations for improved student to student and student to adult interactions as well as enhanced problem solving abilities.

The article [Use Service-Learning to Enhance Your Curriculum \(http://www.teachervision.fen.com/volunteer-work/resource/4961.html?detoured=1\)](http://www.teachervision.fen.com/volunteer-work/resource/4961.html?detoured=1) clearly distinguishes the difference between community service projects and service learning projects. Service learning is curriculum based and integrates classroom instruction with service. Clearly understood objectives and connection to the curriculum, as well as student reflection are key components of service-learning projects. Planning the project by themselves, including the establishment of timeframes and accessing outside materials, students better understand the complexity and integration of a large project. In short, the difference between community service and service learning is student attention to the process.

Service-Learning: Bringing Together Students, Parents, and Community to Create a Better World by Robert Schoenfeld reports that service learning bridges the gap between theory and practice, social/emotional learning, and cognitive learning. Furthermore, students' participation in service projects helps to develop problem-solving skills, social cooperation, and the values of courtesy, respect, kindness and giving. Service learning also helps to develop civic responsibility and citizenship skills. Today there are over 4 million students, K through 12, who are improving the lives of people in their communities through Service-Learning. (Youth Helping America Study, Learn and Serve, 2005). Overall, service learning connects the community to the school, supports character education programs, and leads to more positive perceptions of school and youth by community members.

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

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
3.2	<b>As reflected on our student service learning database, 100% of students in Grade 4 will complete at least one hour of service learning in Spring 2012.</b>

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

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *We will continue to develop and implement a learning garden as our school-wide service learning experience, connecting students' understanding of the curriculum with the world around them.*

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	What FCPS Best Practices Guidelines are being utilized?	Implement the strategy	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 (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
<b>1. Emphasis on service learning</b>					1	2	3	4		
Develop a database and process to track service learning hours.	<ul style="list-style-type: none"> <li>Create a Student-Centered Learning Environment</li> <li>Plan and Teach for Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Goal 3 Task Force</li> </ul>	<ul style="list-style-type: none"> <li>SIP/PBIS Team</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>Service Learning Database</li> <li>Time</li> </ul>			X	X	<ul style="list-style-type: none"> <li>Service Learning Database</li> </ul>	<ul style="list-style-type: none"> <li>Monthly SIP/PBIS Meetings</li> </ul>
Investigate possible funding and support sources to include grant opportunities and strategic partnerships to supplement school resources.	<ul style="list-style-type: none"> <li>Create a Student-Centered Learning Environment</li> <li>Plan and Teach for Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>SIP/PBIS Team</li> <li>Community partners</li> <li>Classroom Teachers</li> <li>SIA</li> <li>SCA</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>Administration</li> <li>SIP/PBIS Team</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Grants</li> <li>Community Partnerships</li> <li>Raw Materials for Gardens</li> </ul>	X	X	X	X	<ul style="list-style-type: none"> <li>Grant Awards</li> <li>Business partners</li> <li>Visual Inspection of Garden</li> </ul>	<ul style="list-style-type: none"> <li>Monthly PTA Meetings</li> <li>Monthly SIP/PBIS Meetings</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE: *We will continue to develop and implement a learning garden as our school-wide service learning experience, connecting students' understanding of the curriculum with the world around them.***

Strategies	Best Practices	Person(s) Responsible/Involved		Materials Needed and Costs	Time Line				In-Process Measures	
		Implement the strategy	Monitor the strategy		1	2	3	4	How we will monitor progress (What will our data source be?)?	When will we monitor progress (List monthly checkpoint)?
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	What FCPS Best Practices Guidelines are being utilized?			What materials will be used to implement the strategy? What are the costs?						
<b>1. Emphasis on service learning (continued)</b>										
Utilize instructional plans that integrate established curriculum into the learning garden initiative.	<ul style="list-style-type: none"> <li>Create a Student-Centered Learning Environment</li> <li>Plan and Teach for Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff</li> <li>Faculty</li> <li>Goal 3 Task Force</li> <li>Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Staff</li> <li>Faculty</li> <li>Volunteers</li> <li>Goal 3 Task Force</li> <li>Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Program of Studies (POS)</li> <li>Computer/Internet</li> <li>Collaborative Teams</li> <li>Materials for Garden</li> <li>Service Learning Database</li> <li>Instructional Plans</li> </ul>				X	<ul style="list-style-type: none"> <li>Service Learning Database</li> <li>Instructional Plans</li> </ul>	<ul style="list-style-type: none"> <li>Monthly SIP/PBIS Meetings</li> <li>Final Quarter CT Meetings</li> </ul>
Goal 3 Task Force will create an action plan for the service learning community to support the learning garden initiative.	<ul style="list-style-type: none"> <li>Plan and Teach for Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>Administration</li> <li>SIP/PBIS Team</li> <li>Goal 3 Task Force</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>Administration</li> <li>SIP/PBIS Team</li> <li>Goal 3 Task Force</li> </ul>	<ul style="list-style-type: none"> <li>Human resources</li> <li>Time</li> <li>Program of Studies (POS)</li> <li>Computer/Internet</li> <li>Instructional Plans</li> </ul>		X	X	X	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Monthly SIP/PBIS meetings</li> <li>PTA Meetings</li> </ul>
Strategy Rationale/ Action Plan	<ul style="list-style-type: none"> <li>Raise awareness and develop student understanding of the importance of being a contributing member of society.</li> <li>Creating a sustained service learning project for the benefit of students and the community.</li> </ul>									