

Fairfax County Public Schools

School Improvement Plan

2008 - 2009

Hunt Valley Elementary School

Cluster VI

Patricia Small, Principal

COMMITTEE MEMBERS

Name	Position	Name	Position
Patricia D. Small	Principal		
Dotty Lin	Committee Chair		
Betsy Green	Classroom Teacher		
Raymond Pulliam	Classroom Teacher		
Sarah Brooker	GT Resource Specialist		
Ann Spring	Classroom Teacher		
Pam Zich	Special Education Assistant		
Terri Mason	Guidance Counselor		
Ben James	Classroom Teacher		
Courtney Alt	Classroom Teacher		
Jeannie Brock	PTA Vice President		

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.

School-Vision Statement

Hunt Valley Students are actively engaged with teachers, staff and one another in a variety of ways including cooperative learning, hands-on projects, in-depth extensions, curriculum-based centers, engaging lessons, and flexible grouping. This results in individualized student learning and overall increased school-wide academic achievement. Technology-rich classrooms coupled with technology-competent instructors, enable students to access ideas, research current information and interact productively with the world from the secure school environment. Students have a global perspective of their world and are guided by teachers and staff to explore, enrich, and investigate content curriculum and beyond. Students, parents and teachers are partners in learning and all are aware of individual instructional needs with a focus on continued personal improvement. The development of the whole child is nurtured by providing many non-academic activities such as foreign language, drama, band, strings, athletics, and choral experiences throughout their time at Hunt Valley.

School-Mission Statement

Hunt Valley Elementary School's mission is to empower all students to achieve their highest academic potential and become productive, responsible, well-rounded members of the community.

School-Core Values/Beliefs

- Provide individual support as needed to students in the classroom and modify assignments/homework to meet various learning styles
- Model (think out loud) problem solving strategies
- Provide opportunities to each child so they experience success and are able to demonstrate leadership
- Utilize visual images to reinforce and remind students of positive behaviors, both whole school (heart prints) and individual (ie. marble jar).
- Provide students with "time to share" in all classrooms (ie. morning meeting)
- *Integrate instructional technology throughout the day

* in process of solidifying this core value with staff

SPECIAL PROGRAMS

Student Achievement Goal Academic:

- Junior Great Books
- Challenge 24
- Hunt Valley Young Scholars (Identified students in grades 1-2)
- Professional Learning Communities
- Chess Club
- Take Home Reading Program
- Teacher Leadership Grant, *Literacy For All*
- Summer Take Home Reading Program
- Summer Fun With Math Program
- Band
- Strings
- Chorus

Essential Life Skills:

- Peer Mediation
- Remediation and Intervention Program
- Athletics program- Girls on the Run
- Community of Caring
- Positive Behavior Support Program

Responsibility to Community:

- School Recycling Program
- Hunt Valley Recycles at Home Program
- Student Council Association
- Charitable Donations of items

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.

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 1.1.1 English language arts
 - X 1.1.2 Mathematics
 - 1.1.3 Science
 - 1.1.4 Social studies
- 1.2 Communicate in at least two languages
- 1.3 Explore, understand, and value the fine and practical arts.
- 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

School Improvement Plan Objective: (action-oriented: What we will do to improve programmatic and/or instructional effectiveness) Increase student achievement in mathematics at all grade levels through improved integration of technology, increased use of manipulatives and best practices, while continuing staff development for teaching strategies in math instruction.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- In grades 3, 4, & 6 the math results showed a decreased rate of failure and an increased rate of pass advance students in the 2007-08 school year.
- When looking at fifth grade math in isolation the overall rate of failure increased 11%. When calculating the impact of fifth grade students who completed the sixth grade SOL due to compacted math; the actual rate of failure increased 6%.
- When analyzing the sixth grade data report; the rate of failure decreased by 27% and rate of pass advance increased 16%.
- Mathematics was selected as the continued area of focus. When comparing the overall pass rate for reading and math, there was only a 3% gap in achievement, however, when examining subgroup data, a greater disparity occurs in math performance.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Observations carried out over the past two school years have revealed some areas of strengths and weaknesses in instruction.

Strengths -

Teachers are:

- teaching appropriate content and curriculum aligned with state standards
- revising curriculum maps to align with eCart pacing guides to direct instruction.
- grouping students flexibly in grades 3 through 6 for instruction according to assessed needs in math
- grades 4-6 are carefully organizing math groups to include a balance of math role models and students who need assistance
- developing and using common assessments (both formative and summative)
- using technology such as Smartboards and interactive math websites to differentiate instruction
- encouraging participation in the Summer Math take home program which reinforces numeracy skills

Weaknesses-

Teachers will increase:

- implementation of best practices and strategies presented in staff development
- use of manipulatives in the classroom
- integration of technology to support the math curriculum
- differentiation of instruction
- use of higher level questioning during problem solving discussions
- awareness of grade level strategies and resources for math instruction
- increase common vocabulary and strategies used across grade levels

Best Practice Research:

Research in best practices for instruction in mathematics revealed the need for:

- use of manipulatives to make abstract concepts more concrete
- differentiation of instruction to meet and enhance students' abilities
- use of Bloom's taxonomy to improve higher level questioning techniques to further develop students' ability to problem solve
- increased use of visuals in math including the math vocabulary cards to develop the understanding of math concepts
- further integration of technology to teach math concepts
- increased opportunities for students to verbally explain their mathematical thinking processes
- integration of cooperative learning strategies

STUDENT ACHIEVEMENT GOAL-ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	Overall student pass rates in Grade 5 will increase 5% from 80% to 85% on the 2009 Mathematics SOL.
1.1.2	Overall student pass rates in Grade 6 will increase from 87.4 to 90%
1.1.2	<p>Student performance on SOL tests in mathematics in grades 5 and 6 will be greater than or equal to 79% passing for the following subgroups: LEP and SWD.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade 5 LEP from 56% to 79% SWD from 67% to 79% <input type="checkbox"/> Grade 6 LEP from 73% to 79% SWD from 50% to 79%
1.1.2	The percentage of students in grade 5 who scored 30% or less in the strand of Number and Number Sense will decrease by 5 % going from 36% to 31% as measured in the Spring 2009 Mathematics SOL.
1.1.2	The percentage of students in grade 6 who scored 30% or less in the strand of Number and Number Sense on Mathematics SOL test in Spring 2009, will decrease by 5% from their 5th grade math Spring 2008 score of 36%; going from 36% to 31%.
1.1.2	<p>The mathematics achievement gap between Students with Disabilities and LEP subgroups compared to the rest of the student population on the SOL math test in grades 3 -6 will decrease by 6%.</p> <p>Students with Disabilities subgroup performance will go from 76% to 82%</p> <p>LEP subgroup performance will go from 80.6% to 86.6%.</p>

STUDENT ACHIEVEMENT GOAL-ACADEMICS

WORK PLAN

School Improvement Plan Objective:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be use to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
<ul style="list-style-type: none"> 1. Teachers in grades 2 - 6 will implement greater use of manipulatives that are now organized into carts in their classrooms with suggested activities by strands. Teachers in grades K - 1 will continue to use the manipulatives available in their classrooms and in the math closet, while developing an on-going assessment of resources. 	<p>All Classroom teachers</p> <p>TLD Math Grant Team: D. Marzluff, A. Chacko, C. Finely, J. Varley</p>	<p>Manipulative carts which include activities and manipulatives</p>	X	X	X	X	<ul style="list-style-type: none"> Discuss and provide feedback on the effective use of manipulatives during Professional Learning Communities. Each month informal and spontaneous observations in classrooms will reveal the use of manipulatives. Development and use of manipulative based Math centers While developing an on-going assessment of resources.

School Improvement Plan Objective:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
<ul style="list-style-type: none"> 2. All teaching staff involved in math instruction will receive training in successful strategies for integrating technology into math instruction. 	E. Lemmerman (SBTS) Other FCPS Technology specialists	Computer labs, Smart Boards, and computer software	X	X	X	X	<ul style="list-style-type: none"> Technology tidbit sessions will be offered. PLC meetings agendas will reflect discussions about the use of the software as it applies to grade level curriculum. Display of students' work completed with the software. Monitor integrated technology use in math through the use of observation checklists. Create, use and share lessons developed with Smart Board software.

<ul style="list-style-type: none"> 3. Hunt Valley will participate in the quarterly county offered math after school specials which address the new eCart pacing guides. Teachers will actively participate during the sessions and then will provide turn-around training for teachers. 	Grade level and specialist representatives as determined by each team.	Participate in trainings as made available by the county.	X	X	X	X	<ul style="list-style-type: none"> Monitored through discussions in PLC and effective implementation of pacing guides in the classroom.
<ul style="list-style-type: none"> 4. Offer a curriculum math night to develop Number and Number Sense skills through the use of engaging math activities. 	Grade Level Representatives from Grades K-6	Building Use Available Math Games and manipulatives				X	<ul style="list-style-type: none"> Advertise and develop stations for all grade levels Develop Math Take-Away
<ul style="list-style-type: none"> 5. Continue integration of effective questioning strategies into Math and other content areas. 	S. Brooker (GT Specialist)	Bloom's Taxonomy flip book	X	X	X	X	<ul style="list-style-type: none"> Common assessments with varied levels of questioning according to Bloom's Taxonomy. Peer and administrator observation. Continue discussions about formative assessment and effective implementation in the classroom during PLC meetings.

STUDENT ACHIEVEMENT GOAL-ESSENTIAL LIFE SKILLS

Student Achievement Goal: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- X 2.1 Demonstrate honesty, responsibility and leadership.
- 2.2 Work effectively within a group dynamic.
- 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges.
- 2.4 Possess the skills to manage and resolve conflict.

- 2.5 Be inspired to learn throughout life.
- 2.6 Courageously identify and pursue their personal goals.
- 2.7 Develop practical life skills.
- 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)*

Through the use of a Positive Behavior Approach (PBA), specifically Positive Behavior Support (PBS), the severity and overall rate of incidents of inappropriate student behaviors will decline.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Collected feedback from staff in June 2008 about implementing a school wide behavior approach and that idea was supported by a majority of the staff.
- Based on greater number of incident reports from bus drivers, patrols, cafeteria monitors and teachers on the playground, we noticed these common areas (Bus, Cafeteria and Playground) were in greatest need of improvement.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Teachers at Hunt Valley do not turn a blind eye to negative or positive student behavior that occurs outside their classroom. After successful implementation of the "Single, Straight and Silent" hallway rule over five years ago, Hunt Valley students and staff have demonstrated that a consistent and common expectation for hallway behavior works and carries over from year to year. Teachers, staff and administrators alike give compliments and redirective statements to students throughout the building. Grade level teams work with one another and specialists to discuss improving student behavior. Teachers access school counselors to assist with the development of individual student behavior plans as needed.

Hunt Valley students are hard working and rule abiding. Most discipline infractions of bullying, teasing, and minor physical altercations occur on the bus, in the cafeteria and on the playground. There has never had a formalized system to track behaviors within classrooms throughout the school, therefore the severity of rule infractions is hard to quantify.

Due to a lack of consistent school wide expectations for appropriate behavior in common areas, the number of incidents of bullying, name calling minor physical altercations, and other inappropriate behavior remains a concern.

Best Practice Research:

Researchers have connected school wide behavior models to decreased behavior issues. Once a program has been adopted and implemented by the entire staff as the model for behavior in the school building, appropriate student behaviors increase. Research has shown that the Positive Behavior Support (PBS) program produces results. In their article, *School-Wide Behavior Support: An Emerging Initiative*, Robert H. Horner and George Sugai, University of Oregon, write that "...if schools are to be safe, effective environments behavior support must become a proactive priority, not simply a concern to be addressed after disruptive behavior engulfs a community."

Primary Prevention, through positive behavior support, does work for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). <http://www.pbis.org/primaryprevention.htm>

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. <http://www.pbis.org/files/Evidence%20base%20for%20SWPBS%2009-22-07%20GS.doc>

STUDENT ACHIEVEMENT GOAL-ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1.4	Decrease as compared to the documented incidents (2007-08) of inappropriate behavior in the cafeteria, on the bus and playground by 20% as measured by office referrals and bus and patrol incident reports. <input type="checkbox"/> Reduce total referrals from 36 to 30
2.1.4	HAWK posters will be clearly displayed in 100% of the rooms throughout the school by January 23, 2009.
2.1.4	Student expectation indicators for common areas will be posted during 1st semester of 2008-2009 school year.

STUDENT ACHIEVEMENT GOAL-ESSENTIAL LIFE SKILLS

WORK PLAN

School Improvement Plan Objective:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
<ul style="list-style-type: none"> 1. Create HAWKS poster displaying the acrostic for our core focus. H=Helpfulness A= Accountability W=Wise Choices K=Kindness S=Safety for All 	P. Small T. Mason A. Spring P. Zich P. Almeida	Paper/Lamination Cost for TMPC poster Banners	X	X			<ul style="list-style-type: none"> Created and printed instrument
<ul style="list-style-type: none"> 2. Prominently display HAWKS poster in all Hunt Valley rooms. 	Hunt Valley Classroom Teachers and Staff	No cost		X	X	X	<ul style="list-style-type: none"> Periodic visual inspection of rooms for proper display

<ul style="list-style-type: none"> 3. Generate content for PBS "Look Fors" for common areas including cafeteria, playground and buses. 	<p>SCA Officers P. Simpson , C. Kirkpatrick</p> <p>Input from T. Rimm, L. Dumond, K. Large, G. Burke</p>	No cost	X	X			<ul style="list-style-type: none"> SCA officers will meet with PBS leads to develop "Look Fors" for the three common areas
<ul style="list-style-type: none"> 4. SCA Officers will share the "Look For" concepts in the common areas with the SCA membership to elicit their input and make revisions. 	<p>K. Colella</p> <p>SCA Officers</p>	No cost	X	X			<ul style="list-style-type: none"> SCA Meeting Notes
<ul style="list-style-type: none"> 5. SCA Classroom representatives will share the "Look For" concepts in the common areas with their individual classrooms. 	<p>Classroom Teachers</p> <p>SCA Representatives</p>	No Cost		X			<ul style="list-style-type: none"> SCA Representative reports to classrooms and teacher observation
<ul style="list-style-type: none"> 6. Create and print the "Look For" Posters to be displayed in the common areas. 	<p>P. Almeida</p> <p>TMPC team</p> <p>SCA Officers</p>	TMPC Poster Fees		X			<ul style="list-style-type: none"> Consulted with SCA Officers about design and create poster Print through TMPC
<ul style="list-style-type: none"> 7. Launch of Posters through the morning news show and/or in conjunction with a PTA sponsored assembly 	<p>News Crew</p> <p>A. Calabrese</p> <p>SCA Officers</p> <p>P. Small, D. Lin</p> <p>K. Colella</p>	No cost		X			<ul style="list-style-type: none"> Posters prominently displayed in common areas
<ul style="list-style-type: none"> 7. Entire faculty completes PBS Baseline Self-Assessment during the fall. 	<p>P. Simpson</p> <p>C. Kirkpatrick</p>	Paper	X				<ul style="list-style-type: none"> Action Plan developed

<ul style="list-style-type: none"> 8. Train a team of eight staff members on April 15 and 16, 2009 + one additional day 	P. Small or D. Lin, P. Simpson, C. Kirkpatrick and 5 other staff	No Cost				X	<ul style="list-style-type: none"> Verification of attendance
<ul style="list-style-type: none"> 9. Turn-around training for Hunt Valley Staff 	PBS team of 8 Hunt Valley Staff	No Cost				X	<ul style="list-style-type: none"> Schedule of training dates Agenda and notes Plan for training in 2009-2010 will be developed

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.
- X 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.
- X 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)*

The faculty and staff of Hunt Valley Elementary School will continue to seek, promote and sponsor service learning opportunities for all students, with a focus on being more environmentally responsible by "going green" and reducing our carbon footprint.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Hunt Valley's student population has shifted over the last several years. The population continues to shift with slight rises over the last year in ESOL and economically disadvantaged students.

In the past, Hunt Valley Elementary School has participated in an average of four service projects annually with a primary focus on tangible donations. Individual classroom participation rates have not been recorded, nor was the impact of these efforts quantitatively assessed. The committee's goal is to give students ownership and choice of projects to undertake in an effort to increased student participation and engagement.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Prior to the 2007-2008 school year, service projects at Hunt Valley lacked the connection to collaborative decision making and responsibility to community. Students were participating without understanding why they should do so or the impact of their efforts. Project impact will be emphasized by the school this year and will increase the likelihood that students will become more active participants in their community later in life.

"A journey of a thousand miles begins with a single step," said Confucius. When planning and implementing the recycling program, the staff was overly ambitious in their initial goals. This resulted in a lack of shared responsibility among staff and students alike.

When the recycling program began in the 2007-2008 school year, students were so excited for the program that they started bringing newspaper and other recyclables into the classroom from home.

The students' knowledge of and excitement for the recycling program carried over the summer to the beginning of the 2008-2009 school year. Students knew about the program and continued to follow through on recycling paper and plastic throughout the school without formal reintroduction to the program.

Best Practice Research:

Research in Service Learning Projects "indicate that the program was experienced as both empowering (i.e., guided by student initiative, preferences, and strengths) and promoting a sense of community (i.e., encouraged cooperation and collective decision making). Results also suggest that taking part in the community service program increased youths' self-reported empathy and intent to be involved in future community action." (Lakin, R. & Mahoney, J. (Dec. 2006). Empowering Youth to Change Their World: Identifying Key Components of a Community Service Program to Promote Positive Development. *Journal of School Psychology*, 44(6), 513-531.)

"Other issues of interest for environmental educators are the characteristics of the target population and the pedagogical approach of the curriculum. It has been suggested that environmental awareness education is most effective on younger pre-adolescent children who do not have well-established environmental habits (Asch & Shore, 1975). It is also possible that a more hands-on experiential approach may be more effective in changing attitudes and behaviors than a primarily knowledge-based presentation." (Smith, J. M., et al. (Dec. 1997) The impact of recycling education on the knowledge, attitudes, and behaviors of grade school children. *Education*, Vol. 118.)

"A research study by Cooper and Pace (2004) stated that donation collections do not teach children "how they can help others and make an impact on the lives of others". They both agreed that there are better means of community service that can actively engage the students and result in a learning experience. Service learning combines both community service and content learning tied together as one. Service learning goes beyond community service by not only teaching children how to help others but also teaching them the importance of helping others." (Cooper, L.Z., & Pace, J. (2004) "Early Literacy in a Collaborative Community Service Project" *Knowledge Quest*, 33(2), 54-57.)

Home-school collaboration should begin early in a child's schooling and be an integral part of the school climate (Knoff & Raffaele, 1999). Home-school collaboration focuses on the relationship between home and school and how parents and educators work together to promote the social and academic development of children (Elizalde-Ultnick, 2002, pg. 413).

Finally, researchers Davila and Mora recently posed the questions, "Does voluntary community service differently influence scholastic progress compared to involuntary service, and does the frequency of this engagement matter? Are teenagers involved in civic activities more likely to acquire higher education than their peers?" They found that, "In general, the authors' findings indicate that civically-engaged high school students tend to make greater academic progress and are more likely to graduate from college than their peers several years later." (Davila, A. & Mora, M. T. (2007) Civic Engagement and High School Academic Progress: An Analysis Using NELS Data. [Part I of An Assessment of Civic Engagement and High School Academic Progress]. CIRACLE Working Paper 52 (ED495238)

STUDENT ACHIEVEMENT GOAL-RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.4	100% of the classrooms of Hunt Valley will continue to actively participate in the recycling program during the 2008-2009 school year.
3.2	Comparative self reflection data (fall 2008/spring 2009) will indicate an increase in student understanding about how to be an active participant in their community.
3.4	60% of the students will participate in the <i>Hunt Valley Recycles at Home</i> program by June 2009.

STUDENT ACHIEVEMENT GOAL-RESPONSIBIITY TO THE COMMUNITY

WORK PLAN

School Improvement Plan Objective:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue recycling program. Morning announcements will include a weekly "going green" fact and monthly updates about recycling at Hunt Valley.	All Classroom teachers A. Calabrese	Recycling bins, materials to advertise recycling program. Production costs would include the bins not donated.	X	X	X	X	<ul style="list-style-type: none"> Classes will track how many recycling bins they fill over the course of the school year. SCA representatives will compile the results of homeroom and school participation.
2. Expand the recycling program to encourage students and the Hunt Valley community to recycle at home.	B. James S. Brooker L. Dumond C. Alt, K. Colella	Time to develop Blackboard survey.	X	X	X	X	<ul style="list-style-type: none"> SCA advisors will compile and share home recycling results. Collect data through Blackboard on home recycling of the Hunt Valley community. Students and faculty will bring in photographs of their recycling bins at home on recycling day.
3. Conserve resources by posting "these come from trees" stickers on paper towel dispensers throughout the school about reducing usage.	B. James C. Alt D. Lin	Stickers donated by http://thesecomefromtrees.com	X	X	X	X	<ul style="list-style-type: none"> Data will be collected on total number of paper towel cases purchased in 2007-08 versus the current school year.

School Improvement Plan Objective:

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			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Identify the community's needs by calling ECHO and other local charities servicing the Springfield / Burke area.	SCA advisors- K. Colella L. Dumond P. Small	Time in making phone calls and emails. No cost.	X				<ul style="list-style-type: none"> • Phone log/notes delineating completion of phone calls and emails • Presentation of the needs to the SCA. • Communicate impact of service programs through SCA Blackboard site and at PTA sponsored school-wide assemblies.
5. Survey grade level SCA representatives and officers to select from compiled charities and projects for Hunt Valley's participation	SCA representatives and SCA advisors: K. Colella L. Dumond P. Small	Time to survey.	X	X			<ul style="list-style-type: none"> • Completion of survey that will identify the school's and or grade level's collective decision (can vary). • SCA minute notes with descriptions of programs select and relevant information
6. SCA will create and maintain a Blackboard site that links to individual classroom accounts.	SCA Advisors: K. Colella L. Dumond E. Lemmerman Entire School	Production costs of charting. Print space in <u>Hawk Nest News</u> . (family newsletter)	X	X	X	X	<ul style="list-style-type: none"> • The end of service project will be marked by a progress chart in a centrally located area as well as in the <u>Hawk Nest News</u>. • As appropriate students will share reflections on how the service project impacted their local and global community through participation in Blackboard discussion boards.

School Improvement Plan Objective:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year. 1 st Qtr. 2 nd Qtr. 3 rd Qtr. 4 th Qtr.				How we will monitor progress.
							<ul style="list-style-type: none"> The SCA Blackboard site will highlight items collected and chart progress.

RESULTS AND REFLECTION

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in mathematics at all grade levels through improved integration of technology, increased use of manipulatives, and by providing staff development on the best practices and teaching strategies in math instruction.</p>	<ul style="list-style-type: none"> • Overall math achievement at Hunt Valley increased 5% (to 92.54%) and most dramatically in 6th grade with a 26.5% rise in total pass rate. Sixth grade also experienced a 16% jump in pass advance rates. • Students in the LEP subgroup achieved the 75% benchmark with a total of 80.6% passing the math SOL • Students in the SWD subgroup achieved the 75% benchmark with a total of 76% passing the math SOL • Students in grades 3-6 achieved the benchmark of decreasing the percentage of students in the 30% or less category in Patterns, Functions, and Algebra by 5%, specifically: <ul style="list-style-type: none"> ○ 3rd grade: 9.2% decrease ○ 4th grade: 7.8% decrease ○ 5th grade: 5.1% 	<p>Supported:</p> <ul style="list-style-type: none"> • Focused discussion during monthly math staff development across grade levels • Continued expansion of the math manipulative carts and professional library resources; funding through the Teacher Leadership Grant • Best practices in math highlighted through Hunt Valley's closed circuit staff development program, Another Bright Idea • Actively participating in the Assessment Summit in Atlanta, GA and turn-around staff training (ex. Formative Assessment Book Group) • Participation in the Assessment Share Fair • Strategies learned in the monthly math class were carried over into daily math lessons • Organized, spotlighted, and replenished Math manipulatives as necessary • Focus on targeted instruction and smaller groups by providing additional adult support for classes with struggling students • At risk student participation in the after school Homework Club at Hunt Valley, with a focus on LEP and SWD students 	<ul style="list-style-type: none"> • Ensure all pertinent staff are trained in the VGLA assessment program • Look carefully at each student who qualifies for the VGLA assessment and determine as a team the best assessment program for that student in math and reading • Examining the impact/effect that grouping the lowest math students has on the academic gains of the group and individual • Continue to keep the math discussions and strategies alive • Continue discussion on formative assessment and develop and formalize an intervention pyramid for our struggling students

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	<ul style="list-style-type: none"> ○ decrease ○ 6th grade: 18.4% decrease ● The overall achievement gap between Black and Hispanic students was decreased by 2.21%, which is .79% shy of the 3% target. 	<ul style="list-style-type: none"> ● Students and teachers interacted with a multitude of technology built Smartboard lessons and interactive website and games <p>Inhibited:</p> <ul style="list-style-type: none"> ● Flexibly grouping all of the lowest math students into one classroom (grade 3-5) did not provide those students with for a variety of math models/thinkers ● Finding additional instructional time to "fill in the gaps" for struggling students ● Lack of participation in VGLA program to fullest extent allowable 	

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<p>Responsibility to the Community</p> <p>Objective: The faculty and staff of Hunt Valley Elementary School will seek, promote and sponsor service learning opportunities for all students.</p>	<ul style="list-style-type: none"> The recycling program was implemented at a rate of 100% in all classrooms and teacher lounges, along with the cafeteria. A total of 3,009 pounds of recyclable material, equaling 25.5 trees, was recycled at Hunt Valley Baseline data for the Peer Mediation Program revealed 3 instances of students accessing the program. Student surveys in regards to were not developed although teachers and staff were given a survey with a response rate of 8 Student reflection surveys inquiring about student understanding of "active participant in their community," were not completed at the end of the 2008 school year. 	<p>Supported:</p> <ul style="list-style-type: none"> Visual representation of amount recycled at Hunt Valley on the cafeteria bulletin board kept students motivated and connected with their classes recycling progress Keeping the recycling to paper and cans only made the program manageable for students and teachers to track and participate Assigning "recycling" as a weekly job in the classrooms ensured high participation rates and program visibility The scale, record book, and central collection point were all located in the cafeteria Having a central location for all classrooms to bring their recyclables saved the custodial staff time and energy <p>Inhibited:</p> <ul style="list-style-type: none"> Overload of school recycle dumpster due to lack contracted service for county recycling limited our ability to place some recyclable goods into the proper dumpster. The competitive nature of the students was unexpected and resulted in students bringing in items from home to recycle at school Unequally dispersed responsibility in this committee left the workload of the recycling program on the shoulders of two main staff members 	<ul style="list-style-type: none"> Schedule regular meetings with in School Plan teams; to review, discuss the school plan and the objectives Ensure that all members on each committee are contributing equally and there is a sense of shared responsibility Post updates regarding school plan initiatives under the Hunt Valley Blackboard site so they are available to all staff members and cannot be deleted or overlooked. Hunt Valley Elementary blackboard site access and usage will be monitored

		Inhibited (cont): <ul style="list-style-type: none">• Struggled with creating a new committee structure that met the needs of the school plan team and the four academic core areas	
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<p>Essential Life Skills</p> <p>Objective: Gain a global understanding of Hunt Valley student behaviors, antecedents and frequency of occurrences to decrease the severity and overall rate of incidents.</p>	<ul style="list-style-type: none"> The Hunt Valley staff chose "PBS in Community of Caring School" as our schoolwide behavior system Two staff members (a specialist and a classroom teacher) have volunteered to spearhead the training and implementation of the PBS system at Hunt Valley. Eight other staff members will be elected with an administrator to attend the training and help facilitate the implementation of the PBS. Training is schedule for April '09 	<p>Supported:</p> <ul style="list-style-type: none"> development and use of the <i>Observable Behavior Concerns</i> collection sheet provided a clear picture of specific behaviors and occurrences. knowledgeable guest speakers presented to the Hunt Valley staff on both Responsive Classroom and Positive Behavior Support and facilitate discussions around the programs and Hunt Valley <p>Inhibited:</p> <ul style="list-style-type: none"> lack of overall behavior concerns school wide and the perceived large scope of each program (responsive classroom and PBS) made it difficult to choose one program as a whole lack of a format to view and analyze report card citizenship and work habits sections, led to a decreased emphasis on this part of the work plan 	<ul style="list-style-type: none"> build in time and/or format for staff discussion and training on PBS implement specific PBS strategies that are appropriate for Hunt Valley's needs develop a system for grade level teams to compile data, analyze findings and report the impact of overall student behavior and work habits; as reported to parents via the progress reports develop a standard office referral to be used by teachers and specialists, so data collection can be quantified. involve SCA officers and representatives in the development of school wide expectations and look-for's regarding student behavior in common areas, including playground, cafeteria and bus.