

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Hunt Valley

Cluster VI

**Patricia D. Small, Principal
David M. Fee, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Patricia D. Small	Principal		
David Fee	Committee Chair/Assistant Principal		
Casey Fogle	6 th Grade Teacher		
Evan Lemmerman	SBTS		
Alice Seegers	5 th Grade Teacher		
Ann Spring	2 nd Grade Teacher		
Chandra Lind	PTA Treasurer		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

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.

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 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 (HAWKS tallies) and individual (ie. marble jar).
- Provide students with "time to share" in all classrooms (ie. morning meeting)
- Integrate instructional technology throughout the day

SPECIAL PROGRAMS

Student Achievement Goal Academic:

- Junior Great Books
- Challenge 24
- Collaborative Learning Teams
- Chess Club
- Take Home Reading Program
- Band
- Strings
- Chorus
- History Club
- Intervention Block
- Reflections

Essential Life Skills:

- Peer Mediation
- Remediation and Intervention Program
- Athletics program- Girls on the Run
- Positive Behavior Approach- HAWKS
- Morning Meetings

Responsibility to Community:

- Child-directed Service Learning Projects
- School Recycling Program
- Student Council Association

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

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

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

Grade level Collaborative Learning Teams will increase student achievement in reading and math of students scoring 450 or below on 2011 SOL tests by routinely using common formative assessment data to provide targeted instruction, intervention and enrichment.

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

Data Sources:

- 3rd grade SOL reading performance rates of students who scored 450 or above on the 2011 SOL Reading test was 80%.
- Overall SOL reading performance rates of students with disabilities who scored 450 or above on the 2011 SOL Reading test was 78%.
- 85% of First and Second Grade students increased a minimum of 10 DRA levels at the end of the 2011 school year.
- 5th grade SOL math performance rates of students who scored 450 or above on 2011 SOL Math test was 82%.
- Overall SOL math performance rates of students with disabilities who scored 450 or above on the 2011 SOL Math test was 81%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths-

Hunt Valley Teachers continue to:

- Teach appropriate content and curriculum aligned with state standards
- Imbedded intervention blocks twice weekly
- Allot adequate instructional time for language arts and math by building it into each teachers' master schedule
- All team routinely use curriculum maps and pacing guides for planning instruction
- Use best practices which are modeled and shared through Hunt Valley's Blackboard Bright Idea Segments
- Use common language and anchor charts to support instruction K-6
- Use eCART formative assessment to drive instruction
- Integrate technology to support instruction
- Teachers continue to provide Summer reading and math programs for targeted students
- Have access to a wealth of professional and student materials available in the school to support reading instruction
- Assess all students in the fall to determine reading levels and need for initial interventions
- Implement take home reading program provided for students in K-3 four nights a week allows for guided choice for book selection and repeated practice
- Improve parent communication about student academic performance through use of interims and conferences in all grade levels
- Connect cross grade level reading buddies
- Train parents volunteers to assist with reading support activities
- Observe reading specialist/Literacy Coach model reading, writing and test taking tips strategy lessons K-6
- Continue to use manipulatives and other hands-on activities while teaching math
- Continue to participate in monthly staff development strategies that focuses on instructional best practices
- Collaborative grade level teams administer common assessments and analyze data to provide timely, specific interventions

Weaknesses-

More emphasis needs to be placed on:

- increased teacher collaboration in language arts and math instruction, assessment and intervention for enrichment/remediation
- Setting SMART goals for language arts and math to ensure instruction matches desired instructional outcomes
- working with students to create and frequently monitor academic and personal goals
- using guided reading across all grade levels
- increase use of available eCART and EDSL resources for assessments and data analysis
- using and developing teacher created formative assessments through Horizon

Best Practice Research:

Research in best practice revealed:

- Gains reported in connection with the use of formative assessment from Paul Black and Dylan William research review(1998a), *are among the largest found for any educational intervention*
- For gains to be realized when implementing formative assessments the following conditions must occur: (Seven Strategies of Assessment for Learning Jan Chappuis)
 - *Assessment instrument is designed to align with standards*
 - *Assessment items match what has/will be taught*
 - *Assessments provides details to pinpoint specific misunderstandings*
 - *Results are available in a timely manner*
 - *Teachers and students take action based on the results*
- Focusing on the work of Buffum, Mattos and Weber and their book, Pyramid Response to Intervention, 2009
 - Understanding the characteristics of effective interventions
 - Responsive Instruction must be seen as a natural connection with our current CLT culture at Hunt Valley that focuses on learning, collaboration, and results
 - The importance of building a strong core Responsive Instruction team
- As reported by Rick DuFour, Becky Dufour, Robert Eaker, and Gayle Karhanek, in their book Whatever it Takes,2004
 - *Teacher are more likely to acknowledge the need for improvement when they jointly studied evidence of the strengths and weaknesses of their school*
 - *Teachers are more likely to agree on the most effective instructional strategies when they worked together in examining results from their common assessments*
 - *More likely to arrive at consensus on the most essential know and skills students should know when they analysis and discussed state and national standards*
- Adaptive Schools Professional Learning Cohort
 - *Utilizing the book, The Adaptive School: A Sourcebook for Developing Collaborative Group, by Garmston and Wellman, 2009, selected staff and administration will participate in Adaptive Schools Learning throughout the school year.*
 - Understand the process of facilitating and developing collaborative groups
 - Explore methods to enhance CLTs such as designing productive meetings, problem-solving techniques, and conflict resolution

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	Increase SOL reading performance rates of rising 4 th grade students who scored 450 or above on the 2011 SOL Reading test from 80% to 85%.

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	Increase SOL reading performance rates of students with disabilities who scored 450 or above on the 2011 SOL Reading test from 78% to 81%.
1.1.1	92% of all First and Second Grade students will increase a minimum of 10 DRA levels or reach grade level benchmark by the end of the 2012 school year.
1.1.2	Increase SOL math performance rates of rising 6 th grade students who scored 450 or above on 2011 SOL math test from 82% to 87%.
1.1.2	Increase SOL math performance rates of students with disabilities in grades 4 th -6 th who scored 450 or above on the 2011 SOL math test from 81% to 84%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Grade level Collaborative Learning Teams will increase student achievement in reading by routinely using common assessment data to provide targeted instruction, intervention and enrichment.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. At least one additional member of each grade 3-6 team will participate in the Upper grade DRA2 Class	Chacko Green Seegers Peek Chema		X	X			<ul style="list-style-type: none"> Grade level teacher commitment during 1st week back to school Teacher enrollment and completion of course
2. Upper Grade DRA2 teachers will assess at-risk students in grades 3-6 using the DRA2 to determine additional individual instructional focus.	Fogle Hale Green Varley Garretson (and future trained teachers)	<ul style="list-style-type: none"> DRA2 Upper kits Sub time if teacher is to work with multiple classes LLI, Read Well, Language! and Foundations 	X			X	<ul style="list-style-type: none"> Administration of CLOZE test to identify possible at – risk students A list of assessed at-risk students will be readily available in grades 3-6 (including students with SOL 450 and below) Results from DRA2 Documentation of Intervention lessons for identified needs
3. In quarterly meetings Grade Level teams will synchronize LA and math planning and pacing.	Sherri Chema David Fee Patrice Sheikh Anna Chacko Pat Small	Agendas for Monthly Monday sessions Pacing Guides eCART Resources	X	X	X	X	<ul style="list-style-type: none"> Grade level specific quarterly pacing guides to synchronize planning and pacing Extended openings for CLT meetings bi-weekly Agendas and materials produced from staff development sessions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Grade level Collaborative Learning Teams will increase student achievement in reading by routinely using common assessment data to provide targeted instruction, intervention and enrichment.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Use Grade Level LA or math Pacing Guides to develop a minimum of 2 quarterly common formative assessments to drive instruction, intervention and enrichment.	Sherri Chema Evan Lemmerman Small David Fee Helfrich Sheikh Spring Chacko Green Seegers Fogle	Bi-Monthly Monday sessions	X	X	X	X	<ul style="list-style-type: none"> • Electronic assessments posted on grade level folder under server • Students identified for intervention based upon assessment results • Documentation of intervention and enrichment provided (by name and specific need) and posted in intervention folder
5. Grade level teams will set and monitor quarterly Language Arts or math SMART goals based upon data	Helfrich Sheikh Spring Chacko Green Seegers Fogle Small	Bi-Monthly Monday sessions	X	X	X	X	<ul style="list-style-type: none"> • SMART goals posted on server • Team meeting notes sharing progress on quarterly goals • Students identified for intervention based upon assessment results • Documentation of intervention and enrichment provided
6. Staff Development sessions created and presented by staff members tailored around LA and math instruction, intervention and enrichment	Small Fee Chema Fogle Lemmerman	Bi-Monthly Monday sessions	X	X	X	X	<ul style="list-style-type: none"> • Agendas, materials, exit slips produced at each session

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Grade level Collaborative Learning Teams will increase student achievement in reading by routinely using common assessment data to provide targeted instruction, intervention and enrichment.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Grade Level Teams will plan and monitor the implementation of the Intervention/Extension block structure and modify as needed.	Helfrich Sheikh Spring Chacko Green Seegers Fogle Small Fee	Bi-Monthly Monday sessions	X	X	X	X	<ul style="list-style-type: none"> Team meeting notes sharing progress on quarterly goals Students identified for intervention based upon assessment results Documentation of intervention/enrichment maintained on grade level intervention sheets
8. Monitor quarterly DRA levels for all students in grades 1-2.	Sheikh Colella Griemel McAnallen Spring McGuire Linn Chema Bourne	Data recording sheet	X	X	X	X	<ul style="list-style-type: none"> Quarterly recording sheets submitted to Chema, Small, and Fee Provide enrichment/interventions based on collected data

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

Students and Collaborative Learning Teams will identify and set goals to improve team and individual achievement and development.

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

Data Sources:

- 100% of grade level teams developed quarterly SMART goals related to language arts power standards
- 100% of the 2011 6th grade student body participated in FCPS's created Goal Setting Lessons
- Office referrals from the 2010-2011 school year
- Results from the working conditions survey:
 - 100% of the faculty are committed to helping every student learn
 - 92% of faculty use data and evidence to inform their decisions and teaching practice

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths-

- Guidance Counselors collaborate with individual students to create personal goals related to academics or classroom behavior
- Teachers work to implement a variety of classroom rewards systems for the entire class
- Teachers monitor the success of their students through a variety of assessment data
- Consistent expectations for group and individual behavior are clear so the expected behavior is clear through the use of the HAWKS Positive Behavior Approach (helpfulness-accountability-wise choices-kindness-safety for all)

Weaknesses-

- Classroom teacher reward/goal charts are usually monitored by the teacher alone, not in conjunction with the student
- Staff overall lack of expertise for creating meaningful SMART goals for instruction and for students
- Specific SMART goals are not in place for the teachers to systematically monitor student progress
- Students at all levels are not consistently developing individual goals based on their perceived academic and social needs

Best Practice Research:

The HAWKS program was developed as a school specific positive behavior approach system. Therefore, the research on PBS is still associated with the practices used.

PBIS and character education are natural partners for improving the educational experience of children with significant behavioral and learning challenges. Both honor the students' learning needs by developing student autonomy, a sense of belonging, and competence. Throughout the PBIS process, teachers utilize the strategies of reflection, problem solving, restitution, and social skill training, as appropriate and based on the cognitive ability of the student.

In PBIS, extrinsic rewards and consequences are at times necessary to reduce the problem behavior while the student is learning the replacement social skills. For example, a teacher might help a student track their success in keeping their relationships with others nonaggressive by having the student record a tally for each designated period of time they are prosocial in meeting their needs.

From a character education perspective, individual plans should be monitored closely so that as students begin to gain control of their emotions and find more appropriate means for communication, reinforcement moves away from extrinsic rewards and towards social rewards, ultimately emphasizing students' intrinsic satisfaction in being a good citizen of the school and classroom. This is a much easier process in schools that fosters character development within a caring atmosphere.

Best Practice Research:

- The Handbook for SMART School Teams (Cozemius & Neil, 2002)
 - Use of SMART goals...
 - *Ensures that team efforts are focused strategically on important targets and become the engine that drives continuous improvement and learning*
 - *Ensures that we are clear about the definition of success*
 - *builds shared responsibility for continuous learning and improvement*
 - *ensures continuous improvement is not an event- it is a way of thinking and being*
 - *Productive collaboration takes both purpose and skill to be effective*
- According to John Bishop of Accent on Success Goal Setting:
 - *Provides ...purpose and direction. Goals help us set priorities and stay motivated. Setting and achieving goals gives us a sense of ownership and pride. They help us recognize our strengths, and areas that need further development.*
 - *Evokes...enthusiasm, a positive self image, focus and effective time management are all by-products of a successful goal setting habit. Having goals helps us make better choices in friends, schools, careers, relationships, etc.*
 - *...define the path to future success.*
 - *Teaches students to develop a plan with a series of actions steps and a timetable for the completion of the goal...which increases the likelihood of attainment.*

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	The total number of Bus referrals and office referrals will decrease quarterly throughout the 2011-2012 school year.
2.1	100% of classes will maintain a running tally of adult compliments that are pertaining to HAWKS related behaviors.
2.1	85% of all students referred to the office will be able to connect their behavior to the HAWKS program during the 2011-2012 school year.
2.1	By using the PBA Self-Assessment in October and June, we will assess the effectiveness of our PBA, HAWKS, and make modifications to our system to improve students behavior during the 2011-2012 school year.

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.6	Grade level Collaborative Learning Teams will set and monitor progress on academic quarterly SMART goals for the 2011-2012 school year.
2.6	100% of Hunt Valley students will set and monitor progress on at least one personal or academic goal per quarter for the 2011-2012 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students and Collaborative Learning Teams will identify and set goals in order to improve team and individual achievement.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Reintroduce the HAWKS program to the students and parents	Alice Seegers (SCA) Team Leaders	Already existing posters	x	x	x	x	<ul style="list-style-type: none"> Teachers include HAWKS in their hallway displays parent-teacher conference time Use morning announcements to reinforce the HAWKS traits on a quarterly basis
2. The LT will complete the Positive Behavior Approach Self Assessment during the month of October to obtain base-line data on the effectiveness of our HAWKS program	Leadership Team members	PBA Self Assessment Survey tool	x				<ul style="list-style-type: none"> Analysis of self-assessment responses will be used to determine modifications that need to be made to our HAWKS program to enhance its effectiveness
3. The LT will complete the Positive Behavior Approach Self Assessment between May and June of 2012	Leadership Team members	PBA Self Assessment Survey tool				x	<ul style="list-style-type: none"> Results will be used to measure program effectiveness and determine a course for the 2012-2013 school year
4. Staff development session on academic goal setting for students will be developed and offered during the first quarter	Mason Berry Fogle Spring		x				<ul style="list-style-type: none"> Agendas and materials generated and distributed posted on the server/blackboard Evidence in teacher planning to implement goal setting CLT notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students and Collaborative Learning Teams will identify and set goals in order to improve team and individual achievement.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Quarterly CLT time to identify the upcoming quarter's Language Arts or math benchmarks, develop formative assessments and identify team SMART goals	Small Fee		x	x	x	x	<ul style="list-style-type: none"> Team goals will be posted on HV blackboard/school server Progress on goals will be recorded on the goal sheet and updated on HV blackboard/ server
6. All students will set at least one personal goal or one academic goal during the beginning of each quarter and monitor their progress.	Mary Berry Teri Mason Classroom teachers		x	x	x	x	<ul style="list-style-type: none"> Teacher collection of goal sheets Goals will be reviewed/revised with students frequently during Morning Meetings or teacher/ student conferences

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)*

Grade level teams of students or individual classrooms will develop and accomplish a meaningful service learning project.

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

Data Sources:

- Working conditions survey- 92% of Hunt Valley Staff reported that were recognized for accomplishments
- 100% of Hunt Valley's students and teachers participated in our recycling efforts.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths-

- SHOUT OUTs are embedded in Staff meetings, the white board in the teacher's lounge, and emails to recognize each other's efforts, accomplishments both in and out of school (est. 8/10)
- 100% of Hunt Valley students participate in a Morning Meeting (est. 8/10)
- Master Schedule has dedicated daily time for school wide Morning Meetings (est. 8/10)

Weaknesses-

- We continue to have some difficulty getting to the heart of the "learning" in service learning.
- While all students participated in meaningful activities presented to them, many were adult driven and directed.

Best Practice Research:

- Educational Leadership: Meaningful Work: September 2010, VOL 68 NO1
 - Research Says...Choice is a Matter of Degree, Bryan Goodwin,
 - *A major shortcoming of many student projects is that they tend to become "doing for the sake of doing". (Barron et al., 1998, p. 274). Educators can avoid this phenomenon and realize the potential of projects to promote students' critical-thinking skills by framing projects around a driving question.*
 - What Makes Kids Do Good Work?, Marge Scherer
 - *...research about authentic learning...suggests that purpose, relevance, student choice, and ownership are the keys to make learning meaningful.*
- Drive: The Surprising Truth About What Motivates Us, as presented by Daniel Pink at the FCPS Leadership Conference 2010
 - The default human setting is active and engaged
 - Purpose- the why is more important than the how- once people know the why they will commit
- The Morning Meeting Book, Roxann Kriete
 - (back cover)*This powerful teaching tool:*
 - *Builds community and creates a climate of trust*
 - *Increases students' confidence and investment in learning*
 - *Improves children's reading, writing, listening, and speaking skills*
 - *Provides a meaningful context for teaching academic skills*
 - *Encourages cooperation and inclusion*
 - *Gives children daily practice in respectful communication*
 - *Morning Meeting makes important contributions to the tone and content of the classroom. (pg. 9)*

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	100% of grade level classrooms will participate in Morning Meetings at least two times a week during the 2011- 2012 school year.
3.2	100% of students will be involved in the planning and follow through of a service learning project.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Grade level teams of students or individual classrooms will develop and accomplish a meaningful service learning project.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Master schedule will accommodate the implementation of daily Morning Meetings	Sarah Brooker/David Fee		x				<ul style="list-style-type: none"> Master schedule structures time for Morning Meeting
2. Gather information about charities or groups in need to share with classrooms to help them support the projects they design.	Geri Daines Teri Mason Mary Berry Maria Sheets- PTA President		x				<ul style="list-style-type: none"> A service learning folder on the server with information to assist grade levels/classroom in designing original service learning projects.
3. Development of a service learning template	Evan Lemmerman		x				<ul style="list-style-type: none"> Template posted in service learning folder
4. Development and implementation of service learning projects with an emphasis on personal ownership and learning.	Classroom Teachers			x	x	x	<ul style="list-style-type: none"> A completed project template for grade levels/classroom to use when planning service learning projects
5. Students will reflect on their service learning projects in a variety of ways highlighting what they have learned.	Classroom Teachers				x	x	<ul style="list-style-type: none"> Evidence of reflections will be gathered by teachers.
6. During November PTA meeting Service Learning will be highlighted.	Pat Small		x				<ul style="list-style-type: none"> Notes from the meeting will be placed in the service learning folder on the server

**RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Grade level Collaborative Learning Teams will increase student achievement in reading by routinely using common formative assessment data to provide targeted instruction, intervention and enrichment.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> • Increase reading pass rate of rising 4th grade students from the 2010 rate of 94.2% to 97.6%. • Overall pass rate in third grade reading will increase 4% from 94% to 98% on the 2011 reading SOL. • Overall pass rate in reading for LEP students will increase 2% from 90% to 92% on the 2011 reading SOL • Overall pass advance rate for 5th grade writing will increase 4% from 36% to 40%. • Overall pass rate for SWD and Fee Waiver students will increase from 93.8% and 92.8% respectively to 95%. • 100% of all First and Second Grade students will increase a minimum of 10 DRA levels by the end of the 2011 school. <p><u>Quantitative/Qualitative Data:</u> SOL results, DRA results (Grade 1-2 Quarterly Progress Notes posted).</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • scheduled intervention two times weekly with additional adult support in rooms • one teacher on each 3-6th CLT was trained to administer the upper-level DRA • Struggling 3-6th readers were administered the DRA and targeted interventions were provided • 5th grade CLT teachers planned grade level writing activities and lessons and provided remediation as needed • At-risk students were monitored throughout the year using a school-designed monitor/intervention sheet (data collected on sheets was used to identify accommodations and practices that worked best for each child) • Grades 1-2nd teachers monitored DRA progress quarterly and provided targeted interventions for those not meeting benchmarks 	<ul style="list-style-type: none"> • It was determined that a more standard method for tracking interventions was needed for each grade level • An additional drive on the server holding CLT notes, agendas, intervention spreadsheets and service learning projects would make data inclusion and monitoring more direct

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: Students and Collaborative Learning Teams will identify and set goals to improve team and individual achievement and development.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> • 100% of Hunt Valley Students will set and monitor progress on at least one personal and academic goal for the 2010-2011 school year. • Beginning second quarter, Grade level Collaborative Learning Teams will set and monitor progress on academic quarterly SMART goals for the 2010-2011 school year. <p><u>Quantitative/Qualitative Data:</u></p> <p>Teacher plans, student journal records, staff development agendas and notes.</p>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> • Counselors presented goal setting lessons to each classroom • Break-out sessions with staff members discussing how they were teaching goal-setting were held • CLTs were provided sub time three times during the year (one full day in the fall, one half day in January, and one half day in June) to determine upcoming SMART goals, formative assessments and differentiated instruction. <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> • K-1 teachers found individual goal setting difficult for their students • 3-5 teachers felt that they needed more training and time on the use of SMART goals with children so their success was spotty 	<ul style="list-style-type: none"> • Teachers agree that they need more training in teaching goal setting to be able to successfully facilitate this with their students. • Teachers need more time to talk with colleagues at other grade levels to get more ideas on successful strategies to use with teaching goal setting with students • Continue quarterly SMART goal planning sessions

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: Grade level teams of students or individual classrooms will develop and accomplish a meaningful service learning project.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> • 100% of students will be involved in the planning and follow through of a service learning project. • 100% of staff and students will participate in daily Morning Meetings during the 2010- 2011 school year. <p><u>Quantitative/Qualitative Data:</u></p> <ul style="list-style-type: none"> • 87% of students participated in the planning and follow through of a service learning project. • 100% of staff and students will participate in daily Morning Meetings during the 2010- 2011 school year. 	<p><u>Supported:</u></p> <p>Service Learning: Parent support Community support Student enthusiasm Allowing for student choice.</p> <p>Morning Meeting: Structured in the daily schedule Books that were purchased were good for ideas Students learned how to give compliments Specialists liked to see children in a different way</p> <p><u>Inhibited:</u></p> <p>Service Learning: Identification of ideas Lack of response on part of people in the community / or with charities How to involve the students in the "handing off" of the project since this has to be done after school or on weekends</p> <p>Morning Meeting: 5 days a week was too often Kids needed instruction in how to share Specialists who are assigned to classrooms should be someone who the kids know or see during the week</p>	<p>Service Learning: Have older children share their ideas for projects with younger grade levels in hope of inspiring them. Have a primary focus for Green Springs and arrange visits again from the residents.</p> <p>Morning Meeting: Specialists assigned to classroom should be consistent in coming to the classes – if available Maybe allow classroom teachers input on who is assigned to classrooms Have fewer days per week, Maybe 3 instead of 5.</p>