Fairfax County Public Schools

School Instructional Plan
2011 – 2012

Little Run Elementary School

Cluster III

Sharon Baumgarten, Principal

FCPS School Instructional Planning Process
"Continuous Improvement"

ACTION ACHIEVEMENT ACCOUNTABILITY
DEPARTMENT OF ACCOUNTABILITY

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

COMMITTEE MEMBERS

Sharon Baumgarten, Principal	
Erika Aspuria, Assistant Principal	
Academic	**Essential Life Skills and Responsibility to the Community**
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Misty Clatterbuck, fourth grade teacher	Tina Brown, physical education teacher
Jenny Fairchild, special education teacher	Hilda Dalrymple, preschool teacher
Heather Hancock, first grade teacher	Shannon DeGiorgi, sixth grade teacher
Debra Hein, fourth grade teacher	Maggie Gawen, fifth grade teacher
Caly Koch, third grade teacher	Rachel Hamberger, preschool autism teacher
Amanda Matt, sixth grade teacher	Julia Haywood, special education teacher
Rachel McDonald, fifth grade teacher	Kathleen Kehler, kindergarten teacher
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Susan Reilly, reading teacher	Jennifer Nelson, kindergarten teacher
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	Josie Virkus, second grade teacher
	Jennifer Weingartner, music teacher
Parent/PTA Representatives:	
Laura Hundley, PTA President and parent of first grade student	
Cameron Hoffman, PTA Vice-President and parent of fourth grade student	
Joy Cho, PTA Treasurer and parent of third grade student	

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

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

We Believe in Our Teachers

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

We Believe in Our Public Education System

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

We Believe in Our Community

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

SCHOOL—VISION STATEMENT

Our vision is to provide a safe and nurturing environment where staff will guide students to become actively engaged in the learning process as they acquire the skills and knowledge necessary to be responsible, contributing citizens to our community.

SCHOOL—MISSION STATEMENT

Through the use of collaborative Professional Learning Communities and Responsive Classroom strategies we will foster a love of learning and help students meet their individual potential by:

- setting measurable and attainable academic and social goals
- working cooperatively
- modeling positive behaviors
- creating an atmosphere of safety and trust

SCHOOL—CORE VALUES/BELIEFS

Our core belief is that LR students are expected to learn the essential life skills of independence, respect, and responsibility to self and others.

- We foster risk-taking, critical thinking and problem-solving
- We set high expectations and encourage each student to achieve their learning potential
- We believe in creating engaging learning opportunities
- We all take responsibility for our learning.

We value our diversity and value the celebration of student's academic learning and success.

SPECIAL PROGRAMS

Advanced Academic Program (AAP) school-based curriculum program Level IV: An Advanced Academic school-based curriculum provides an option for gifted learners who need the challenge of an Advanced Academic center curriculum, yet do not wish to leave the local school. They also provide another avenue of access for gifted services to students who may need to practice and strengthen their basic skills, but have the capacity to think, reason, and problem solve on very high levels. An Advanced Academic school-based curriculum program was implemented at third grade in 2007-2008 school year and was expanded to fourth grade in 2008-2009. For the 2009-2010 school year, the program will be expanded to the fifth grade. Students are provided with highly challenging and personally meaningful activities that take into account their academic strengths, interests and learning style preferences.

Computer Club: The Computer Club is open to all fifth and sixth grade students who enjoy using computers and want to explore a variety of software that can be used in this digital age. Past projects have included photo editing, creating Scratch animations, Google Sketch-up, and Google Earth; in addition to PowerPoint, graphing, and Geometer's Sketchpad projects.

Fifth Grade Reading Challenge: Teachers sponsor students in fifth grade in a *Boys vs. Girls* reading challenge. During the third quarter of school, each student will keep a log on the number of pages he/she has read. The student's team receives credit for having read one book for each 100 pages read.

Foreign Language in the Elementary Schools (FLES): The FCPS FLES model develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30 minutes of instruction two times per week, which is articulated through middle and high school. FCPS FLES model is based on the research that shows that students are not only able to learn but are also highly engaged in learning content through the target language. In addition, the culture of the target language is integrated into instruction. The FLES teacher at Little Run is teaching Spanish to first through sixth graders during math, science and social studies instruction.

Geography Bee: Students in grades 4-6 are eligible to participate in the National Geography Bee. The National Geography Bee uses materials prepared by the National Geography Society. It is a contest designed to spark student interest in geography and increase public awareness about geography.

GRACE Art: *Greater Reston Arts Center's (GRACE) Art in the School* program is a Little Run parent volunteer program funded and sponsored by Little Run ES and the PTA. GRACE Art volunteers use portfolios containing reproductions of the works of a particular artist or a style/theme to bring art and art history into the classroom. Students have monthly lessons which often consist of a storybook reading about the artist followed by a coordinating art activity that is designed to enhance what the students have learned about the artist or style of art presented.

Junior Great Books: Students in kindergarten through sixth grade will participate in the Junior Great Books program. Junior Great Books programs support students with a wide range of reading proficiencies at every grade level. Students will participate through shared inquiry discussions providing additional opportunities for students to read for meaning and support their own interpretation of the text. This program is supported by the Gifted and Talented teacher, classroom teachers, and parent volunteers.

Ladies of Literature Club: *Ladies of Literature Club* is a "lunch bunch book club" that encourages upper-elementary grade girls to read a variety of genre. This year the book club has targeted fifth grade girls and selections are intended to generate high interest within the group. The group as a whole meets on a monthly basis with teacher sponsors for a book talk and to select a new book.

Leadership Club: Students in fourth and fifth grade are invited to join the *Leadership Club* to develop and strengthen each students' leadership skills. This club discusses, as well as role plays, situations where problem-solving, decision-making, self-confidence, cooperation, and collaboration skills are needed. These students are encouraged to use these skills in the classroom by participating through the Student Council, Safety Patrols, and informal leadership opportunities.

Mentors: Little Run Elementary participates in the MentorWorks program, pairing staff members with students who may need extra support academically, socially, or in other areas. Mentors work one-on-one with their mentees on a weekly basis. In addition to MentorWorks, Little Run Elementary partners with Woodson High School students in offering them the opportunity to work with our preschool students. These high school mentors volunteer to help Little Run preschool teacher. Many of the high school mentors have plans to pursue careers in education.

Peer Buddies: Students in fifth and sixth grade are paired with special needs preschool students to provide appropriate role models for oral language and play skills. Students meet with special needs preschool students weekly in the preschool classroom.

Peer Mediation: Upper grade students have the opportunity to apply to be student mediators. The peer mediators meet weekly with the school counselor and participate in training in various methods of conflict resolution and mediation skills. These skills enhance the students' abilities to deal with conflict using non-confrontational methods, and to help others solve problems in a supervised setting. Peer mediation is used by the school as one way to help students resolve conflicts constructively.

Real Men Read: *Real Men Read* is a "lunch bunch book club" that encourages continued interest in reading in upper-elementary grade boys. The book club targets fifth grade boys and selections are intended to generate high interest within this group. The group as a whole meets on a bi-weekly basis with teacher sponsors for a book talk and to select a new book.

Spelling Bee: The spelling bee is open to all students in grades 3-6. Students are encouraged to learn new words and study word patterns, formations, roots and origins. The materials are provided by the Scribb's National Bee.

Young Scholars: This FCPS initiative for certain grade K-6 students is designed to find and nurture gifted potential in young learners. Through flexible grouping, summer school, and after school programs, students are provided an educational setting that raises their personal expectations and prepares them for more challenging and rigorous courses as they advance in grade level. Using the Jason Project curriculum, students will experience authentic exploration and discovery with an "over-the-shoulder" view of the work that scientists are doing in the field today. These opportunities may be available for selected students throughout the school year.

Acronyms and Abbreviations

AAP	**Advanced Academic Program formerly known as Gifted and Talented Services**
BART	**Benchmark Assessment Resource Tool**
CLT	**Collaborative Learning Teams**
DRA	**Developmental Reading Assessment**
ESOL	**English Speakers of Other Languages**
FCPS	**Fairfax County Public Schools**
FLES	**Foreign Language in the Elementary School**
FECEP	**Family Early Childhood Education Program**
GT	**Gifted and Talented**
IEP	**Individual Education Plan**
LEP	**Limited English Proficiency**
PE	**Physical Education**
PLC	**Professional Learning Communities**
PTA	**Parent Teacher Association**
RC	**Responsive Classroom**
SBTS	**School Based Technology Specialist**
SIP	**School Improvement Plan**
SOL	**Standards of Learning**
SpEd	**Special Education**
VDOE	**Virginia Department of Education**
VGLA	**Virginia Grade Level Alternative**

STUDENT ACHIEVEMENT GOAL—ACADEMICS: Mathematics

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.

- [X] 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)*

90% of students identified as at-risk, such as students with disabilities (SWD), Black, Hispanic, and limited English proficiency (LEP) students, will pass the Math SOL.

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

Data Sources:

Virginia Department of Education's published SOL results for all Little Run ES students indicate a passing rate of 93% in Mathematics including grade 7 math SOL scores. The 2010-2011 benchmark for performance in mathematics was a pass rate of 85%. Further analysis of the subgroups in grade 3-6 shows an achievement gap in the Hispanic student subgroup. The Hispanic student subgroup scored a passing rate of 82% in math compared to the White student subgroup passing rate of 89%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths consist of:

(1) Ongoing staff development at the school level focusing on sharing of ideas and instructional practices in the school in the area of math.
(2) Time set aside for grade level teams including specialists to meet quarterly to discuss math and reading curriculum
(3) Collaborative Learning Team meetings to discuss at- risk students in math in grades K-6.
(4) Continued staff development on the use of Guided Math.
(5) Use of math vocabulary notebooks.

Instructional weaknesses consist of:

(1) Inconsistent use of Marzano math notebook. Anecdotal data indicated that once teachers began to restructure the notebooks students were more engaged with the vocabulary enough to internalize, synthesize and apply math vocabulary.

Best Practice Research:

Research indicates that critical thinking skills instruction makes a positive difference in the achievement levels of students. Studies that reflect achievement over time show that learning gains can be accelerated. These results indicate that the teaching of thinking skills can enhance the academic achievement of participating students (Bass and Perkins, 1984; Bransford, 1986; Freseman, 1990; Kagan, 1988; Matthews, 1989; Nickerson, 1984). Critical thinking is a complex activity and we should not expect that one method of instruction will prove sufficient for developing each of its component parts. Carr (1990) acknowledges that we have learned that while it is possible to teach critical thinking and its components as separate skills, they are developed and used best when learned in connection with content knowledge. To develop competency in critical thinking, students must use these skills across the disciplines or the skills could simply decline and disappear. Teachers should expect students to use these skills in every class and evaluate their skills accordingly. Hummel and Huitt (1994) stated, "What you measure is what you get."

Solving problems in the real world and making worthwhile decisions is valued in our rapidly changing environment today. Paul (1985) points out that “thinking is not driven by answers but by questions.” The driving forces in the thinking process are the questions. When a student needs to think through an idea or concept, questions must be asked to stimulate thought. When a student provides answers, sometimes thinking stops completely. When an answer generates another question then thought continues. Paul ascertains that students who ask quality questions are really thinking and learning.

Research shows that “multiple forms of student engagement exist when high-level thinking is fostered. Examples of engagement include: collaborative group activities, problem-solving experiences, open-ended questions that encourage divergent thinking, activities that promote the multiple intelligence's and recognize learning styles, and activities in which both genders participate freely. Brain researchers suggest that teachers should use a variety of higher-order questions in a supportive environment to strengthen the brain” (Cardellichio and Field, 1997). “Meaningful learning requires teachers to change their role from sage to guide, from giver to collaborator, from instructor to instigator” (Ó Murchú, 2003). “Since students learn from thinking about what they are doing, the teacher’s role becomes one of stimulating and supporting activities that engage learners in critical thinking” (Bhattacharya, 2002).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators *(Specific Measurable Attainable Results-Oriented and Time-Bound)*
1.1.2	The subgroup of Hispanic students in grades 3-6 will improve their mathematics SOL test scores from 83% to the 2011-2012 pass rate of 91 %.
1.1.2	The subgroup of Limited English Proficient students in grades 3-6 will improve their mathematics SOL test scores from 88% to the 2011-2012 pass rate of 95%.
1.1.2	The subgroup of economically disadvantaged students in grades 3-6 will improve their mathematics SOL test scores from 85 % to the 2011-2012 pass rate of 93%.
1.1.2	The subgroup of students with disabilities in grades 3-6 will improve their mathematics SOL test scores from 84 % to the 2011-2012 pass rate of 92%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 90% of students identified in an at risk sub-group, such as students with disabilities (SWD), Black, Hispanic, and limited English proficiency (LEP) students, will pass the Math SOL.

Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
What we will do to achieve the objective. *(Include professional development and parent involvement)*	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Each CLT will create a Math Smart Goal for the identified at risk sub-group	▪ CLT team facilitator	None needed	X	X	X	X	➢ CLT notes
2. CLT teams will develop a plan for responding to intervention in learning for targeted students	▪ CLT team facilitator	✓ Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn by Austin Buffum ✓ Teach Like A Champion by Doug Lemov	X	X	X	X	➢ CLT notes ➢ RTI notes
3. Teachers will facilitate critical thinking skills instruction for all students	▪ Classroom teachers	✓ Math pacing guide (EMIS) ✓ Groundworks ✓ Nimble with Numbers ✓ Project M2 ✓ Project M3 ✓ Virtual Manipulatives software	X	X	X	X	➢ CLT notes ➢ eCart assessments ➢ Common grade level assessments ➢ Critical thinking skills rubric-random samplings of student assessment results

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 90% of students identified in an at risk sub-group, such as students with disabilities (SWD), Black, Hispanic, and limited English proficiency (LEP) students, will pass the Math SOL.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
What we will do to achieve the objective. *(Include professional development and parent involvement)*	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
4. Teachers will implement two of the four parts of Guided Math: small group and environment	▪ Classroom teachers	✓ Guided Math by Laney Sammons	X	X	X	X	➢ Teacher survey ➢ CLT notes
5. First through sixth grade teachers will create building-wide math vocabulary notebook strategies	▪ First through sixth grade teachers	✓ Marazono's Building Academic Vocabulary	X	X	X	X	➢ Teacher survey ➢ CLT notes

STUDENT ACHIEVEMENT GOAL—ACADEMICS: Reading

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.

- [X] 1.1. Achieve their full academic potential in the core disciplines of:
  - [X] 1.1.1 English language arts
  - [ ] 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 all students' achievement in reading by ensuring that our below grade level readers make one year's progress in reading skills through explicit systematic targeted instruction while our on grade level or above grade level students are provided continuous challenge at their literacy level.

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

Data Sources:

Virginia Department of Education's published SOL results for all Little Run ES students indicate a passing rate of 93% on the Reading SOL. The 2010-2011 benchmark for performance in reading was a pass rate of 86%. Further analysis of the grade level data showed that grade three had an 85% pass rate, grade four had a 90% pass rate, and grade five had a 97% pass rate on the Reading SOL. DRA2 data showed that 52% of grade one students were reading on or above grade level. Students in grade two were assessed using the DRA2 and 84% of those students were reading on or above grade level.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths consist of:

(1) Ongoing staff development at the school level focusing on sharing of ideas and instructional practices in the school in the area of reading.
(2) Time set aside for grade level teams including specialists to meet quarterly to discuss math and reading curriculum
(3) Collaborative Learning Team meetings to discuss at-risk students in reading in grades K-6.
(4) Continued staff development on the use of various reading programs such as Fundations, LLI, Read Well, and Language.
(5) Use of LLI, Fundations, and Cognitive Reading Strategies with various students across the grade levels.

Instructional weaknesses consist of:

(1) Several staff members not trained to use the Upper Grade DRA2.

Best Practice Research:

Researchers agree that efforts to intervene on behalf of students who are considered to be at-risk for literacy learning difficulties should begin as early as the students can be identified (see Scanlon, in press) and should be coordinated across the settings in which literacy instruction is provided so as to avoid presenting the students with conflicting and confusing understanding of the reading process. To this end, RTI should be implemented in the early primary grades, and classroom and specialist teachers should be encouraged to agree on and adopt common expectations, strategies, resources, and terminology for early literacy instruction. Further, when teachers share responsibility for instructing students, there should be ongoing communication between and among the teachers regarding the students' progress and areas of difficulty.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	**Performance Indicators** *(Specific Measurable Attainable Results-Oriented and Time-Bound)*
1.1.1	The percentage of students reading at or above grade level in grade 2 will increase from 52% to 90% pass rate on the DRA2.
1.1.1	The percentage of students reading at or above grade level in grade 3 will increase from 83% to 90% pass rate on the DRA2.
1.1.1	The percentage of students in grade 4 scoring pass proficient will increase from 85% to 90% on their reading SOL test.
1.1.1	The percentage of students in grade 5 scoring pass proficient will increase from 90% to 95% on the reading SOL test.
1.1.1	The percentage of students in grade 6 scoring pass advanced will increase from 38% to 50% on the reading SOL test.

STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase all students' achievement in Reading by ensuring that our below grade level readers make one year's progress in reading skills through explicit systematic targeted instruction while our on or above grade level students are provided continuous challenge at their literacy level.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
What we will do to achieve the objective. *(Include professional development and parent involvement)*	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Teachers will implement research-based interventions for students who are performing below grade level in reading.	▪ Administrators	✓ Fundations ✓ Leveled Literacy Intervention ✓ Read Naturally ✓ Cognitive Reading Strategies ✓ Wilson ✓ Read Well ✓ Language!	X	X	X	X	➢ CLT notes ➢ eCart assessments ➢ SOL results ➢ RTI notes
2. Teachers at all grade levels will provide Enrichment Activities that focus on the higher level critical thinking / literacy skills ex. Socratic Seminar	▪ AART ▪ CLT leader		X	X	X	X	➢ CLT Notes ➢ Random sample of rubrics
3. Teachers will explicitly teach SOL vocabulary and test question syntax	▪ CLT	✓ Pacing guides and common vocabulary documents	X	X	X	X	➢ Analysis of eCART Data ➢ Unpacking Standards Chart
4. Teachers will administer Upper Grade DRA administered to at-risk (420 and below on SOL test) and for targeted students and new students	▪ Administrators ▪ ES Reading Teachers ▪ Classroom Teachers	✓ Upper Grade DRA kits ✓ Literacy Folders for each student assessed ✓ Upper Grade DRA for on grade level students and above grade level students	X	X	X	X	➢ CLT notes ➢ Upper Grade DRA assessment ➢ Literacy Folders to MS

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.

- ☐ 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)*

Kindergarten through sixth grade students will demonstrate how to write personal and academic goals.

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

Data Sources:

Students in fourth and fifth grade during the 2010-2011 school year participated in a student climate survey. 77% of fourth and fifth grade students responded affirmatively that what they are learning in class applies to real life situations.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths consist of:

(1) Students in grades three to six have written SMART goals.

Instructional weaknesses consist of:

(1) Students not provided direction and instruction to consistently reflect on goals.
(2) Teachers held infrequent goal conferences with students.

Best Practice Research:

Marzano, Pickering, and Pollock, in their work on research-based strategies for increasing student achievement, analyzed studies that showed percentile gains when using student goal setting. Additionally, they drew the following three generalizations from the research on goal setting:

- Instructional goals narrow what students focus on. This means that although students generally score higher on the information related to a specific academic goal, they usually score lower—by approximately 8 percentile points—on information that is incidental to the goal but still covered in the class.

- Instructional goals should not be too specific. In other words, instructional goals stated in behavioral objective format do not produce student learning gains as high as instructional goals stated in more general formats.

- Students should be encouraged to personalize the teacher's goals. Once classroom academic goals are set, students should be encouraged to customize those goals to fit their personal needs.

In particular, researchers found that goal setting functions best when:

- Interventions are used that impact directly on the experience of learners.
- Ongoing reviews and feedback on student progress are associated with remedial actions.
- There are high teacher expectations of students.
- Formative assessment is emphasized.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators *(Specific Measurable Attainable Results-Oriented and Time-Bound)*
2.2	95% of students in kindergarten and first grade will write or dictate one personal and academic goal during the fall and spring semesters as indicated on a first quarter and end-of-year documentation.
2.2	100% of students in second through sixth grade will write or dictate one personal and academic goal during each grading period as indicated on quarterly documentation.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Kindergarten to sixth grade students will demonstrate how to write personal and academic goals.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
What we will do to achieve the objective. *(Include professional development and parent involvement)*	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Classroom teachers will instruct students on how to write a SMART goal and create an action plan	▪ Classroom teachers	None	X	X			➢ Lesson plans ➢ Benchmark Report Card meeting notes
2. Classroom teachers will have students write their academic and personal goals in a journal or use other method to record.	▪ Classroom teachers	None	X	X	X	X	➢ Lesson plans ➢ Benchmark Report Card meeting notes
3. Classroom teachers will meet quarterly with students to review each student's goal and action plan.	▪ Classroom teachers	None	X	X	X	X	➢ Lesson plans ➢ Benchmark Report Card meeting notes ➢ Student goal checklist
4. Students will reflect every two weeks regarding their progress of their personal and academic	▪ Classroom teachers		X	X	X	X	➢ Random samples of reflections

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)*

Little Run fourth and fifth graders will participate in leadership development opportunities throughout the school year.

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

Data Sources:

Over the past several years Little Run's leadership positions did not proportionally represent the demographics of the student population. In order to build student leadership capacity the Little Run Leadership Club worked with a diverse group of students in developing leadership skills. During the 2010-2011 school year one third of the fifth grade class participated in Little Run's Leadership Club. From that group 50% of them ran for an office on the Student Council Association. Of the four newly elected officers 50% of them were part of the Little Run Leadership Club.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths consist of:

(1) Established Leadership Club to support the development of school leaders in fifth grade.
(2) Use of Responsive Classroom practices and Kagan strategies in classrooms that promote community.

Instructional weaknesses consist of:

(3) Only a small group of students can receive leadership skill training as part of the Leadership Club

Best Practice Research:

Most leadership theorists currently agree that leaders are made-not born-and that young people can learn and develop leadership attitudes and skills (Fertman & van Linden, 1999). The development of leadership contributes greatly to the positive development of young people and their communities. Leadership skills, such as goal-setting, problem-solving and sound decision-making, are not just necessary for leaders-these skills are needed for success in today's world (MacNeil 2000). Furthermore, helping young people develop leadership competencies makes them better able to solve community problems and enhances their civic participation (O'Brien & Kohlmeier, 2003). Young leaders also demonstrate higher career aspirations, increased self-esteem, and improved high school completion rates (Bloomberg, Ganey, Alba, Quintero, & Alcantara, 2003).

By supporting and engaging young leaders, adults, organizations and communities experience direct benefits, through stronger connections to other young people in the community (Zeldin, McDaniel, Topitzes, & Lorens, 2001). They have a greater understanding of the problems facing other youth, and fresh perspectives for how to address these problems (Des Marais, Yang, & Farzanehkia, 2000; Zeldin, McDaniel, Topitzes, & Lorens, 2001; McGillicuddy, 1991). Additionally, young people help to re-energize adults and counteract negative stereotypes of youth when they are successfully engaged in leadership within their communities (Zeldin, & Camino, 1999; Fiscus, 2003).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	**Performance Indicators** *(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)*
3.2	There will be an overall 10 % increase on positive student feedback as related to the student leadership survey indicating impact of their leadership in the school and neighborhood community, from fall 2011 and spring 2012.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Little Run fourth and fifth graders will participate in leadership development opportunities throughout the school year.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
What we will do to achieve the objective. *(Include professional development and parent involvement)*	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Fourth and fifth grade teachers will instruct students on how to build leadership qualities through lessons and morning meeting activities.	Fourth and Fifth Grade Teachers	None	X	X	X	X	➢ Lesson plans
2. Fourth and fifth grade teachers will provide time once a month for students to reflect in their leadership logs about the impact of their leadership skills in the school and in the community.	Fourth and Fifth Grade Teachers	None	X	X	X	X	➢ Lesson plans
3. The Leadership Club advisors will meet with fifth graders to guide students through meaningful activities that develop and build leadership skills.	Maurie Negrin and James Chianetta	None	X	X	X	X	➢ Lesson plan ➢ Student survey

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
Academics **Objective:** Grade 2-6 students will apply mathematical solutions to word problems indicating an increase in number sense and computation/estimation.	**Performance Indicator:** The subgroup of Limited English Proficiency (LEP) students in grades 3-6 will improve the mathematics SOL test scores from 77% to the 2010-2011 required pass rate of 85%. Grade 3 students will increase knowledge in computation and estimation as evidenced in the mean scaled score from 37 to 41. Grade 4 students will increase knowledge in computation and estimation as evidenced in the mean scaled score from 31 to 35. Grade 4 students will increase knowledge in number and number sense as evidenced in the mean scaled score from 32 to 35. Grade 5 students will increase knowledge in number and number sense as evidenced in the mean scaled score from 28 to 35. **Quantitative/Qualitative Data:** The subgroup of Limited English Proficient (LEP) students in grades 3-6 had a 88% pass rate on the mathematics SOL during the 2010-11 school year. This subgroup's pass rate was 3% higher than the set performance indictor. Students in grade 3 increased their knowledge in computation and estimation as evidenced in the mean scaled score from 37 to 40. The students did however fall short one scale point of the indicator. Students in grade 4 surpassed the performance indicator in computation and estimation by increasing their knowledge from 31 to 43 mean scale score. These fourth graders also increased their mean scale score in number and number sense from 32 to 42. Grade 5 students increased their knowledge in number and number sense as evidenced in their mean scaled score of 44. These students made a 16 point scale score increase.	**Supported:** Teachers created common assessments that focused on computation and estimation. The data from the assessments were discussed and then teachers provided interventions to students who needed more support. Students took a post-assessment to mark their progress. Teachers monitored Limited English Proficient (LEP) students' progress through daily work, common assessments, and Horizon assessments. LEP students were invited to the afterschool program if they needed additional assistance in the area of math. **Inhibited:** During the 2010-2011 school year teachers provided interventions for students before and after school. Students whose parents could transport them had access to this extra support and instruction.	Teachers will continue to create math common assessments and review the data during CLT Meetings. Teachers will provide interventions during PIE time for students who needed more support and explicit teacher instruction. PIE, Planned Intervention and Enrichment, has been scheduled into each grade level's day from Tuesday to Friday.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Essential Life Skills **Objective:** Students will demonstrate respectful and responsible communication with their peers as well as with teachers.	**Performance Indicator:** There will be an overall 10% increase on positive student feedback as related to the classroom climate survey indicating respectful communication between students, peers and the teachers, from Fall, 2010 and Spring, 2011. 100% of classrooms will include all four components of Morning Meeting in their daily practice as indicated on an first quarter and end-of-the-year survey. 100% of students will respond to a school-wide non-verbal cue for attention, as measured anecdotally at assemblies throughout the school year. **Quantitative/Qualitative Data:** According to the end of the year Responsive Classroom Survey, 100% of classrooms are using all four components of Morning Meeting. Anecdotal notes from assembles throughout the school year confirmed that 100% of students responded the school-wide non-verbal cue.	**Supported:** During the 2010-2011 school year time was built into the daily schedule to allow morning meeting to occur. Morning Meeting Minutes were presented during the monthly staff meetings and articles were included on the Little Run Weekly Update. All staff members incorporated the use of the stop signs around the building as well as the chime within their classroom. Peer mediation was another aspect that had teacher support, student interest, and was highlighted during morning news. **Inhibited:** One of the factors that inhibited our success was the loss of the chime stick. Teachers also felt that students often became desensitized to the chime and raised hand. Scheduling conflicts had an impact on the success of peer mediation training and time for peer mediations.	Teachers will be encouraged to develop logical consequences for extended response time to chime or raised hand. Responsive Classroom practices and staff development to include refreshers will provided by ILT members. Teacher will continue to use the raised hand, chime, and stop signs as non-verbal cues. Use of the SMART Response system for the student climate survey will provide accurate and timely data. In order to establish suitable times for peer mediation, grade level schedules will be reviewed to ensure that this valuable program continues.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Responsibility to the Community **Objective:** Little Run sixth graders will participate in authentic and meaningful volunteer service to the school or neighborhood community completing 10 hours of service learning projects or activities.	**Performance Indicator:** Forty percent of sixth grade students will volunteer 5 hours in direct service learning projects by June 2011. Forty percent of sixth grade students will volunteer 5 hours in indirect service learning projects by June 2011. **Quantitative/Qualitative Data:** The students' service learning logs showed that 100% of sixth grade students completed 10 or more hours of community service.	**Supported:** Students participated in Peer Buddies during the school hours. Other in-school opportunities were provided for students to participate in community service. Students were able to complete PowerPoint presentations to document their service learning. **Inhibited:** Some students who chose not to participate in Peer Buddies had difficulty completing service hours if they were not encouraged to do so at home. Many students who participate in community service through Boy Scouts or Girl Scouts were not able to use those hours because they were for another organization.	Little Run staff will continue to offer in-school opportunities for community service (Peer Buddies, chorus concerts, etc.) Rising sixth graders during the 2011-2012 school will be expected to complete 10 or more service learning hours.