

Fairfax County Public Schools

School Improvement Plan
2011 – 2012

London Towne Elementary School

Cluster VIII



Sigrid Ryberg, Principal
Jon Mitchell, Assistant Principal
Teresa Fennessy, 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
Sigrid Ryberg	Principal	Mary Domes	Literacy Collaborative Coordinator
Jonathan Mitchell	Assistant Principal	Debra Duncan	Fourth Grade Team Leader
Teresa Fennessy	Assistant Principal	KathrynGreene	Instructional Coach
Dena Anderson	Fifth Grade Team Leader	Deborah Harrison	Kindergarten Team Leader
Amy Brown	Special Education Team Leader	Christine Kawchak	First Grade Team Leader
Grace Choi	Kindergarten Team Leader Reading Recovery Teacher	Mayra Olmeda	Second Grade Team Leader
Jordan Cook	Sixth Grade Team Leader	Lauren Roederer	SUM (Step Up Math) Teacher
Maria Baylock	PTA President/Parent	Joy Volarich Donna Garcia	Parent Parent

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.

LONDON TOWNE ELEMENTARY SCHOOL — MISSION STATEMENT

We exist at London Towne to maximize student potential. The total school community will contribute to academic, social, physical, and emotional growth of each child, guiding them to become well-rounded life-long learners. We are confident that with our support and help, students will master challenging academic material. We are prepared to work collaboratively to achieve this shared educational experience.

LONDON TOWNE ELEMENTARY SCHOOL — VISION STATEMENT

- We will ensure that our learning community is energizing, supportive, and enriching.
- Using a shared understanding, we will continually reassess and improve our techniques through best practices and peer observation to increase student achievement and maximize student learning.
- We will collaborate within and across all teams to close the achievement gap in order to assist students in reaching their individual potential as contributing members at school and in the global community.
- We will ensure a mutually respectful and safe climate among staff, students, and parents by modeling the LTES expectations, celebrating our diversity, and caring for our environment.
- We will continue to learn about and use a wide variety of technology as a tool to enhance student learning and prepare students for the future.

LONDON TOWNE ELEMENTARY SCHOOL —CORE VALUES/BELIEFS

- Implement Responsive Classroom techniques consistently, building a community with and for our students and staff in all settings throughout the school and school year.
- Reflect on and develop/use common assessments to monitor student progress, provide feedback, and set goals.
- Establish a range and variety of professional development opportunities to investigate, plan, and implement learning and instructional techniques...we won't be afraid to ask for help!
- Collaboratively meet with teams and specialists, as needed, to discuss on a bi-weekly basis the collective needs of student groups and/or individuals to find the best ways to achieve goals in reading, writing, math, and other content areas.
- Provide constant feedback to our students guiding them to develop their own learning goals.
- Laugh and have fun with my students and colleagues and encourage a comfortable environment, to increase the morale of the whole school community.

SPECIAL PROGRAMS

- Title I (Step Up Math, Step Up Language Arts)
- Priority School
- Spanish dual-immersion program in which students in grades K-6 study math, science, and health in Spanish
- Responsive Classroom
- Responsive Instruction (RI)
- Leveled Literacy Intervention (LLI)
- Literacy Collaborative, grades K-3
- Reading Recovery
- Math Recovery
- Waterford, phonics based technology program, K-1
- Model technology school
- Advanced Academics school-based program/ Young Scholars
- MentorWorks
- Compacted Math
- Partnership with OmniPlex
- Partnership with Northrop Grumman
- Partnership with General Dynamics
- Partnership with Fairfax County Police
- Peer Mediation
- Westfield High School Mentor Program
- Neighborhood Networks
- Preschool
- HeadStart
- Readers are Leaders
- Math Recovery
- Jump Start
- Member of Minority Achievement Committee through CPMSAC (Chantilly Pyramid Minority Student Achievement Committee)

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: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1.1 English language arts <input type="checkbox"/> 1.1.2 Mathematics <input type="checkbox"/> 1.1.3 Science <input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

<input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |
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School Improvement Plan Objective: Increase school-wide achievement for all students through increased comprehension, improved fluency rate, and increased reading accuracy.

Rationale For Objective

Data Sources:

In reviewing the school-wide SOL results for school years from 2008-2011, it was noted that there was a 2% decrease in Reading SOL pass rates in 2009-2010, followed by a 1% increase in 2010-2011. The school-wide and grade level passing rates, including Reading VGLA Scores, are indicated below:

Grade Level	2008-2009	2009-2010	2010-2011
3	91	81	83
4	98	96	91
5	86	97	94
6	90	84	91
School-wide	91	89	90

The AYP (Annual Yearly Progress) goal for 2011-2012 in Reading is 91%.

As seen in this chart, school-wide Reading SOL scores have increased from 2009-2010 to 2010-2011; however, there was a decline in scores in 4th and 5th grades during that time period. Even though 3rd grade scores increased from 2009-2010 to 2010-2011, there is still a concern about meeting the AYP passing rate of 91% in 2011-2012. In monitoring the trend of students moving from 4th to 5th to 6th, we see a decline in the passing rates. Given this declining rate, we are concerned about the 2012 cohort of 6th grade students achieving the 91% AYP pass rate.

SOL analysis from 2009-2011 shows the passing rates for six subgroups in grades 3-6, over a three year period. This shows that only one subgroup (Blacks) consistently increased their passing rates in all 3 years, while all other subgroups decreased in 2010. Economically Disadvantaged, Hispanic, and LEP subgroups are steadily declining in their passing rates. Reading SOL pass rates for students in three subgroups (Special Education, White, and Black) increased in 2011.

Subgroup	2008-2009 Pass Rate	2009-2010	2010-2011
Economically Disadvantaged	90%	88%	86%
Special Education	90%	87%	92%
White	94%	89%	95%
Hispanic	91%	89%	85%
Black	84%	86%	93%
LEP	89%	87%	81%

The following chart shows the SOL pass rates of Black, Hispanic, and LEP students for each grade level in 2010-2011.

Grade Level	2010-2011 Pass Rate for Black Students	2010-2011 Pass Rate for Hispanic Students	2010-2011 Pass Rate for LEP Students	2010-2011 Pass Rate for White Students
3	89%	74%	67%	97%
4	92%	88%	85%	93%
5	100%	85%	91%	100%
6	93%	95%	85%	89%

There was a 29% increase in the passing rate of our Black students in 3rd grade (60% in 2010 and 89% in 2011). With the exception of 6th grade scores, Hispanic and LEP students' SOL pass rates decreased over the same 2 years. In 3rd Grade, Hispanic students scored 89% in 2010 and 74% in 2011. Third grade LEP students went from 89% in 2010 to 67% in 2011. Fourth grade Hispanic students scored 92% in 2010 and 88% in 2011. Fourth grade LEP students scored 90% in 2010 and 85% in 2011. Fifth grade Hispanic students scored 95% in 2010 and 85% in 2011. Fifth grade LEP students increased 1% going from 90% in 2010 to 91% in 2011. With the exception of 4th grade, White students have maintained or increased their pass rate.

DRA2 Data

The following chart shows DRA2 scores for Kindergarten-2nd grade over a three year period (2008-2011). The DRA2 is a formative assessment given to all students in grades K-6 at the beginning of the school year and given to all Kindergarten through 2nd grade students at the middle and end of the school year to mark student progress and determine instruction.

Grade Level	2008-2009 Students at Benchmark	2009-2010 Students at Benchmark	2010-2011 Students at Benchmark
Kindergarten	82%	90%	95%
1st grade	56%	66%	66%
2nd grade	58%	69%	71%

Over a three year period, Kindergarten students showed a marked increase, from 82% to 95%, in reaching reading benchmark. First grade showed an increase from 56% to 66%, with no change in percentage of students making benchmark in 2010-2011. Second grade students making benchmark increased from 58% to 71% over a three year period.

The next chart shows the DRA2 benchmark scores for selected subgroups in grades K-2 for the 2009-2010 and the 2010-2011 school years. The 2009-2010 school year was the first year that the scores from the end of year DRA2 were disaggregated into subgroups. Upon looking at the scores, the percentage of students reading at benchmark decreased as students increased in grade level. It is noted that these are not the same cohorts of students; therefore, the Kindergarten subgroups will be monitored over successive grades to determine if there is a pattern in this cohort group.

Subgroup	Black		Hispanic		White	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Kindergarten	91.6%	100%	75%	89%	91.66%	100%
1 st Grade	58%	47%	56%	43%	71%	89%
2 nd Grade	68%	86%	50%	58%	83%	79%

In following the 2009-2010 Kindergarten cohort, the number of Black students reading at benchmark decreased by 44.6% (91.6% in 2009-10 to 47% in 2010-11). Hispanic students meeting benchmark decreased by 32% (75% in 2009-10 to 43% in 2010-11). White students meeting benchmark decreased by 2.66% (91.66% in 2009-10 to 89% in 2010-11).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A collaborative discussion about our 2009-2011 SOL scores and DRA2 data reveal the following: the achievement gap is inconsistent across grade levels for our subgroups. Teachers are providing accurate content and curriculum instruction that align with the SOL and grade level pacing guides. A two hour block of language arts instruction is built into the master schedule for every grade level. Materials for a balanced literacy program are accessible to all teachers in grades K-6, including leveled reading texts, big books, magnetic letters, easels, chart paper, classroom libraries, and writing supplies. DRA2 data, running records, writing rubrics, common assessments, and eCART data are used as formative assessments to drive instruction. A literacy team is available to guide and coach teachers in best practices in language arts instruction. Teams of teachers collaborate to share ideas and create lessons to reach all levels of learners through various settings which include, but is not limited to, collaborative learning teams (CLT), lesson study, and team meetings.

There is a need to further develop a common awareness, understanding, and implementation of the components of a comprehensive literacy framework. There is a need for further use of formative assessments to drive instructional decisions and to select appropriate materials for all students. Expanded use of the coaching model (peer coaching, lesson study, etc.) could help address the aforementioned needs. Disaggregation of student data by subgroups (i.e., Black, Hispanic, Economically Disadvantaged, etc.) will continue to be explored and researched at all grade levels as it applies to literacy learning.

Best Practice Research:

Research in best practices for instruction in literacy reveals the need for developing teacher expertise in implementing high-quality, daily reading and writing workshops. Job-embedded staff development, such as coaching and teacher collaboration, has proven to be effective in expanding teachers' skills to meet the literacy needs of each child. A comprehensive literacy framework provides a common language for teachers and a way of thinking about reading and writing activities that is essential for promoting literacy and provide a routine for students to learn across all grade levels (Fountas and Pinnell, 1996). If teachers share a common vision, together they can reach the goal of increased student achievement. Vygotsky's research indicates that if teachers have a clear understanding of a student's learning needs, they can design their instruction to be within that child's "zone of proximal development." Therefore, research indicates the need for ongoing formative assessments to evaluate student needs in order to select appropriate instructional materials and teaching points.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	School-wide student pass rates on the 2012 Reading SOL in grades 3-6 will be equal to or greater than 91%.
1.1.1	Student performance on the 2012 Reading SOL for the aggregate group of Hispanic students in grades 3-6 will increase from 85% to 91%. Specific areas of growth are in 3 rd , 4 th , and 5 th grades: <ul style="list-style-type: none"> • 3rd grade will increase from 74% to 91% • 4th grade will increase from 88% to 91% • 5th grade will increase from 85% to 91%
1.1.1	Student performance school-wide for the aggregate group of LEP students on the 2012 Reading SOL will meet or exceed 91%. Specific areas for growth are 3 rd , 4 th , and 6 th grades. <ul style="list-style-type: none"> • 3rd grade will increase from 67% to 91% • 4th grade will increase their passing rate from 85% to 91%. • 6th grade will increase from 85% to 91%
1.1.1	Student performance for the aggregate group of White students in 6 th grade on the 2012 Reading SOL will increase from 89% to 91%.
1.1.1	Students reading at or above benchmark for 1 st and 2 nd grade students on the DRA2 will increase by 10% in 2011-2012. Specific areas of growth for 1 st and 2 nd grades. <ul style="list-style-type: none"> • 1st grade will increase from 66% to 76% (benchmark is at level 16) • 2nd grade will increase from 71% to 81% (benchmark is at level 28)
1.1.1	Student performance for the aggregate group of Black students in 1 st grade on the DRA2 reading assessment will increase from 47% to 67% by the spring of 2012.
1.1.1	Student performance for the aggregate group of Hispanic students in 1 st grade on the DRA2 reading assessment will increase from 43% to 58% by the spring of 2012.
1.1.1	Student performance for the aggregate group of White students in 2 nd grade on the DRA2 reading assessment will increase from 79% to 89% by spring of 2012.
1.1.1	By spring of 2012, 78% of Kindergarten students will reach or exceed Level 4 on the DRA2 reading assessment.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
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. (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. Collaborative Learning Time (CLT) will focus on language arts in grades K-6 during the 2010-2011 school year. (Biweekly)	Administrators and/or Teams of Teachers	None	X	X	X	X	Agendas and team meeting minutes will be reviewed. Development of a learning plan, common lessons, and assessments.
2. Teachers in grades K-6 will continue to participate in peer support and peer observation during 2010-2011 school year.	Literacy Coordinator, Teachers, Administrators, Literacy Coaches, Team Leaders	Video camera Lesson Study training through PLA/FCPS grant.		X	X	X	Written reflections Monitored by Literacy Coordinator and coaches Written feedback on teams participating in Lesson Study
3. Each K-6 class will continue to schedule two-hours of uninterrupted language arts instruction daily.	Administrators, Classroom Teachers, Great Beginnings Coach, Literacy Coaches	None	X	X	X	X	Implementation and use of time will be monitored by teachers and administrators. Great Beginnings (new teachers) and Literacy Coaches (all) to support teachers in language arts instruction.
4. Primary Literacy Collaborative model will continue to be implemented with an additional coordinator being trained.	Literacy Coordinator, Primary Teachers, LC Site Trainer	Literacy Collaborative core materials	X	X	X	X	Literacy Collaborative data, Coaching time and reflection with teachers. Literacy Collaborative Site Report

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. (Include professional development and parent involvement)	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
5. Provide support for students identified as struggling readers in grades K-6.	Leveled Literacy Intervention Teachers (LLI), Reading Recovery Teachers (RR), Responsive Instruction (RI) Case Managers, ESOL Teachers	Reading Recovery materials, LLI kits (orange, blue, and green) and materials	X	X	X	X	Running Records (LLI & Reading Recovery); Student specific progress charts for RR & LLI DRA2 Word Analysis; RI
6. Utilize trained language arts personnel to provide support to all teachers in grades K-6	Title I Personnel, SULA Teacher, Literacy Team	None	X	X	X	X	Teacher reflections, DRA2, eCART, Reading SOL data
7. Upper grade teachers will be supported in a coaching model in language arts.	Literacy Coaches, Title I personnel, upper grade teachers		X	X	X	X	Teacher reflections, collaborative discussions, DRA2, eCART, and Reading SOL data
8. Coaches, specialists, and teachers will collaborate consistently to analyze data, review common assessments, and plan instruction for their students.	Coaches, ESOL and special education teachers, Classroom teachers	None	X	X	X	X	DRA2, eCART, and SOL reading data; team discussions
9. Increase effectiveness and use of the Bookroom.	Administrators, Literacy Team, Victoria Csicsmann	Scanner and scanning program, books and materials for guided reading		X	X	X	Bookroom usage data and teacher feedback

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. (Include professional development and parent involvement)	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
10. Provide support to parents of identified struggling readers through parent education programs: Help Your Reader Read at Home (HYRRAH) in Kindergarten and Partners in Print in 1 st grade.	Kindergarten Teachers, 1 st grade Teachers, Literacy Team, Administration	Books Games/Activities Magnetic Letters Cardstock Display Boards Ziploc Bags and Folders		X		X	DRA2 Word Analysis DRA2
11. Participate in a research study that will support LEP students. Teachers will receive staff development for implementation of this program.	K-6 Teachers Literacy Team ESOL & Special Education Teachers, Benchmark Literacy Personnel	Benchmark Literacy Comprehensive Program Materials	X	X	X	X	DRA2 Word Analysis DRA2 eCart results Reading SOL Results for 2012
12. Reading interventions will be implemented in order to improve the reading success of at-risk students in grades 3-6.	Literate Lions Reading Club Teachers & Coordinators, Administration	Instructional Materials			X	X	eCart data DRA2

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.

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| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
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School Improvement Plan Objective: Increase student achievement school wide in mathematics through use of a school-wide guided math framework.

Rationale for Objective

Data Sources:

In reviewing the SOL results from 2009-2011, there was an increase of 12 % in the overall passing rate in mathematics (84% to 96%). The passing rates of most grade levels, including Math VGLA Scores, increased as indicated below:

Grade Level	2008-2009 Pass Rate	2009-2010 Pass Rate	2010-2011 Pass Rate
3	78%	85%	97%
4	93%	87%	97%
5	94%	97%	96%
6	71%	78%	96%

The mathematics passing rate to meet Annual Yearly Progress (AYP) for the 2011-2012 school year is 90%.

Analysis of 2009-2010 and 2010-2011 Math SOL scores reveals that all student subgroups showed gains, with the Black subgroup making the largest (2-year gain was 25%). In the 2010-2011 school year, the Hispanic subgroup made the largest gain (13%).

Subgroup	2008-2009 Pass Rate	2009-2010 Pass Rate	2010-2011 Pass Rate
Black	72%	89%	97%
White	92%	94%	98%
Hispanic	80%	81%	94%
LEP	78%	82%	94%
Economically Disadvantaged	79%	84%	95%
Special Education	84%	86%	94%

The SOL results 2009-2010 and 2010-2011 show that the achievement gap has significantly decreased, but small gaps still exist between individual grade levels, as illustrated below.

Grade Level	2010-2011 Pass Rate for Hispanic Students	2010-2011 Pass Rate for LEP Students	2010-2011 Pass Rate for Economically Disadvantaged Students	2010-2011 Pass Rate for Black Students
3	93%	93%	93%	100%
4	97%	96%	97%	92%
5	91%	93%	94%	100%
6	94%	93%	96%	93%

In reviewing SOL data, there was a significant improvement in all grade levels in the reporting category of Patterns, Functions, and Algebra, with a minor drop in 5th grade.

Grade Level	2009-2010 Pass Rate for Patterns, Functions, and Algebra	2010-2011 Pass Rate for Patterns, Functions, and Algebra
3	77%	93%
4	84%	92%
5	96%	92%
6	77%	86%

A review of the data and a discussion among team members indicates that Number and Number Sense is the reporting category we would like to show improvement on in the 2011-2012 school year.

Grade Level	2010-2011 Pass Rate for Number/Number Sense
3	92%
4	86%
5	85%
6	92%

A discussion of the KMRA/MRA data showed an increase in primary math scores.

Grade Level	2010-2011 Pass Rate MRA
K	75%
1	85%
2	89%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A collaborative discussion and our 2010-2011 SOL and MRA scores reveal the following: the achievement gap has significantly narrowed for all subgroups. Teachers are providing accurate content and instruction through the use of FCPS pacing guides that are aligned with SOL and POS standards. Teachers use a variety of appropriate materials for student learning, including an increased use of formative assessments and technology. Grade level common assessments and eCART data are used to drive instruction and spiral curriculum. Through Collaborative Learning Teams (CLT), teachers share ideas and create lessons to reach all levels of learners. Teachers also target struggling students and weave specific instructional interventions throughout the day to support student learning.

While the data shows significant school-wide improvement, there are gaps between grade levels. In grade 6, the area of Patterns, Functions, and Algebra remains a concern. The reporting category of Number and Number Sense is a concern in 4th and 5th grades. Some teachers have implemented the guided math framework; however, there is a need for school-wide consistency. A common grade level math block staggered throughout the day is needed in the master schedule to allow for additional staff support and coaching. While we have started to develop common mathematical language and vocabulary across the grade levels, this needs to remain an area of focus. Some classroom teachers have started to recognize the importance of having students clarify their own

thinking, justify their answers, use higher order thinking skills, and apply algebraic reasoning, but there is a need for more school-wide consistency. An expanded focus on teacher learning during CLT will develop teachers' skills in mathematics instruction.

Best Practice Research:

Research in best practices for instruction in mathematics reveals the need for developing teacher expertise in differentiating instruction and incorporating authentic applications as well as higher order thinking and problem solving activities. Supporting different learning styles by using manipulatives has proven effective in mathematical instruction (NCTM). According to research in Children's Mathematics: Cognitively Guided Instruction, Teaching Student-Centered Mathematics, and Elementary and Middle School Mathematics: Teaching Developmentally (Van de Walle; 2010), when students justify their answers, use higher level thinking, and apply algebraic reasoning, their mathematical understanding improves. Marilyn Burns and other members of the mathematical community agree that the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. According to Van de Walle and FCPS, having consistent components in a math block (warm up, focus lesson, active learning including math workshop and guided math groups, share, connection to standardized tests) and spiraling curriculum throughout the year leads to higher student achievement. In addition, time used for observation and reflection of teaching practices is beneficial in developing an understanding and proper application of best teaching practices (NSDC).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	Average school-wide student performance on the 2012 Math in grades 3-6 will meet or exceed the benchmark of 96%.
1.1.2	Average school-wide student performance on the KMRA/MRA in grades K-2 will meet or exceed 90%. The pass rate for each grade is as follows: <ul style="list-style-type: none"> • Kindergarten will increase from 75% to 90%. • 1st grade will increase 5% from 85% to 90%. • 2nd grade will increase 1% from 89% to 90%.
1.1.2	All subgroups will meet or exceed their aggregate score from the 2010-2011 school year on the 2012 Math SOL. The scores are as follows: <ul style="list-style-type: none"> • Hispanic – 94% • Black – 97% • White – 98% • Economically Disadvantaged – 95% • Students With Disabilities – 94% • LEP – 94%
1.1.2	Student performance on the 6 th grade SOL math test in the reporting category of Patterns, Functions, and Algebra will increase from 86% to 90%.
1.1.2	Student performance on the 3 rd , 4 th , and 5 th grade Math SOL in the reporting category of Number and Number Sense will increase as follows: <ul style="list-style-type: none"> • 3rd grade will meet or exceed its previous score of 92% • 4th grade will increase from 86% to 90%. • 5th grade will increase from 85% to 90%.
1.1.2	Students earning a Pass Advanced score on the 2012 Math SOL will increase as follows: <ul style="list-style-type: none"> • 3rd grade will increase from 57% to 62%. • 4th grade will increase from 55% to 60%. • 5th grade will increase from 67% to 72%. • 6th grade will increase from 34% to 39%. • 7th grade will increase from 71% to 76%.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN**

School Improvement Plan Objective: Increase student achievement school-wide in mathematics through use of a school-wide guided math framework.							
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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 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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
<p>1. All grades will have Collaborative Learning Time (CLT) with a focus on mathematics biweekly. Components will include:</p> <ul style="list-style-type: none"> -Plan/Do/Reflect/Adjust design -Lesson study, peer observation, and/or videos -Examining data -Unpack standards/pacing guides and reviewing FCPS math vocabulary (English and Spanish) -Creation of quarterly pacing documents -Write common assessments -Focus on co-created Learning Plan that will guide teacher learning. 	<p>Administrators Team Leaders Math Team Classroom Teachers ESOL and SPED Specialists SASI Operator</p>	<p>-electronic data wall -Learning Plan -various articles? Books for Teachers as Readers</p>	X	X	X	X	<p>CLT Learning Plans and minutes will reflect a math focus. Tracking student progress Unpacked standards will be posted in the Collaboration folder.</p>
<p>2. Each K-6 class will have a scheduled one hour uninterrupted math block in the master schedule.</p>	<p>Admin. Master Schedule Team Classroom Teachers</p>		X	X	X	X	<p>The master schedule team will design grade level math blocks.</p>

School Improvement Plan Objective: Increase student achievement school-wide in mathematics through use of a school-wide guided math framework.							
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 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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
3. Each K-6 teacher will implement all components of the guided math framework.	Admin. Math team Classroom Teachers		X	X	X	X	Classroom observations Lesson Study CLT discussions
4. All grade levels will create and use common assessments.	Administrators Math Leads SBTS Classroom, SPED, ESOL Teachers	Horizon Laptop Projector Smartboard	X	X	X	X	Team minutes Data dialogues
5. Math vocabulary will be posted quarterly in hallways around the building and scanned and stored on the server for teacher use.	Math Leads	Scanner Math Vocabulary Cards	X	X	X	X	Hallway observation Classroom observation
6. Professional development will be offered to teachers. -CGI -First 15 Days of Math - New Math Pacing Guide - Calendar Math	Math Leads Debra Gates (CGI Instructor)	CGI Instructor (Debra Gates) and Materials – paid through Title I funds.	X	X	X	X	School Calendar Team minutes Coaching schedules Classroom observation

School Improvement Plan Objective: Increase student achievement school-wide in mathematics through use of a school-wide guided math framework.							
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 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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
7. An early intervention program for grades K-1 and additional interventions for all students will be held in order to improve the academic success of at-risk students.	Admin, Math Lead Teachers, RI Team	Math Recovery materials	X	X	X	X	Academic progress will be tracked using school created math benchmark tools, “Horizons” and eCART.
8. Because of the elimination of the MathVGLA, students who were previously assessed in this manner will receive targeted instruction in test-taking skills specifically helping them to demonstrate their knowledge on a variety of assessments.	Special Education Teachers, Instructional Assistants, Classroom Teachers	Create a special education recording sheet and data tracking sheet	X	X	X	X	Observation Data dialogues on progress of students’ scores on common assessments Special Education recording sheet

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 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 |
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School Improvement Plan Objective: Our mission at London Towne is to produce self-directed persons with the cognitive capacity for high performance both independently and as members of a community.

Rationale for Objective

Data Sources:

A discussion among team members led to a belief that our increase in standardized test scores and individual student achievement was partially due to an increase of goal setting with students and classrooms and effort messages shown on the news program. The implementation of goal setting through responsive classroom also led to an increase in effort which led to higher student achievement.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

At London Towne many of the teachers are already trained in responsive classroom and have created individual and classroom hopes and dreams. Students have had some experience with setting goals with the DRA2 reading survey and during Math Power Hour.

While most teachers use hopes and dreams at the beginning of the year, they are not often revisited throughout the year. We also do not have consistent evidence at this time that demonstrates accomplishment of the goal. Many of the students also set very broad goals, instead of setting smaller, specific goals. Many also choose either an academic or a personal goal, but not both.

Best Practice Research:

“Taking the time to help students articulate their goals for school – or their ‘hopes and dreams’ as they’re often called – sets a tone of collaboration and mutual respect. It also fosters reflection and self-knowledge by prompting children to ask themselves questions such as ‘What’s important to me at school? What do I want to get better at? What do I care about?’ (Rules in Schools)

Setting goals “builds a solid foundation of trust and warmth among the children and between the teacher and the children.” (Responsive Classroom Level I Resource book).

“The process of communicating hopes and dreams, usually begun during the first week of school, serves the following purposes:

- Sets a tone of collaboration and mutual respect
- Builds community and helps children get to know each other
- Invites children to have a say about what they learn in school
- Enables children to understand and feel invested in the classroom rules

(The First Six Weeks of School – Paula Denton)

“The research says that the person who does the work is the only one doing the learning.” (Harry Wong, The First Days of School).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.6	One hundred percent of the students will create and monitor social and academic learning goals every quarter during the 2011-2012 school year.
2.6	One hundred percent of the instructional staff will create and monitor social and academic learning goals every quarter during the 2011-2012 school year.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

School Improvement Plan Objective: To develop and implement school-wide understanding of how to educate students in being honest, responsible, and productive citizens and how to effectively teach those practices.							
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 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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Responsive Classroom (RC) refresher will focus on the process of how to monitor and set social and academic goals for both themselves and students.	RC trained staff Mayra Olmeda Debbie Duncan Chris Kawchak Grace Choi Lauren Roederer administrators	Responsive Classroom Resource Books	X				Student and staff first quarter goals will be posted by the end of September.
2. Social and academic goals will be revisited and adjusted quarterly.	Instructional staff, students, administrators	Common template	X	X	X	X	Qualitative data will be collected through team meetings and Lions Den.
3. Counselors will provide support through guidance lessons on setting and meeting social goals.	Guidance counselors	Lesson Plans	X				Counselor’s lesson plan and scheduling.
4. An electronic survey to monitor the impact of goal setting will be designed. The survey will be distributed in February and June.	Guidance counselors, Rama, Jon Administration	Survey Monkey		X		X	A Mid Year and End of the year survey will be given to teachers to report the effectiveness of setting goals throughout the school.
5. Students will share on WLTS news show their progress toward meeting or achieving their goals. SCA officers will model goal setting and achievement on the news.	Students, Megan, Ray, SCA officers	TV studio, cameras	X	X	X	X	We will record the number of times goal setting was featured on the news.

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.
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School Improvement Plan Objective: Create opportunities for all students to see themselves as active participants within the community by development social awareness and becoming proactive, particularly as it applies to caring for the environment.

Rationale for Objective

Data Sources:

During the last four years (2007-2011), LTES ran a school-wide recycling program. During the last 2 years (2009-2011) a group of students formed a “Green Club” and met once a week to collect paper and kept account of how many bins of recycled materials were collected. During the 2010-2011 school year we noticed that the amount of recycling increased throughout the school.

In the 2009-2010 school year, a school song was created by the music team and each grade level was taught the song within the music class. The students learned the song and used it to open school assemblies. Throughout the 2010-2011 school year the school song was sung more often throughout the year. The message within the song was used to infuse the students with school culture and strengthen their identity as members of a community.

During the 2010-2011 school year, it was noted that the scores of our Hispanic and LEP student subgroup were lower than that of other groups on both the Reading SOL and DRA2 testing in the spring of 2011. In discussions across grade levels it was discovered that there was need for further parent education to increase home school support to impact the students’ performance.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

During the 2010-2011 year single stream recycling was consistently implemented throughout the school, and specific grade levels incorporated recycling into their curriculum. The Building Supervisor reported a 5% increase in the amount of paper recycled. The Green Club continued to be an active part of the community and was spotlighted on WLTS. This program allowed students to distinguish between recyclable and non-recyclable materials and to care for the environment. We also held a Green-Expo that allowed students to share projects that they felt would preserve the Earth and lessen their carbon footprint.

During the 2010-2011 school year, LTES continued efforts to develop a greater sense of belonging, respect, and school pride. The use of WLTS morning news to showcase student achievement and activities through “Roar Moments” resulted in positive feedback from students and staff. Participation in the morning news increased as many teachers and students initiated and shared goals and accomplishments with the school community. This year, LTES will continue to engage staff and students in building a sense of belonging, respect, and school pride through continued use of WLTS morning news as well as other school-wide activities. Additionally, there will be a continued focus on utilizing the Student Council Association (SCA) officers and representatives to support the school community.

The school song caused a roar/rumble within the student body that pushed them to believe in the words and to use it to set goals for themselves in order to make strides in their academic and personal lives. Through informal conversations, it was found to be very successful within the primary grades; however the students in the intermediate grades were not as invested in the significance of the song to increase school pride. Though the intermediate students didn’t sing the song with as much enthusiasm, they bought into the message.

The Hispanic Parent night was held and found to be successful and will continue to be implemented. Parent education programs will be expanded and improved to focus on literacy strategies for specific grade levels.

Best Practice Research:

Students need to understand that the conservation of our natural resources is very important. They should understand that their actions affect the environment—ultimately, the entire planet. Research supports that reducing, reusing, and recycling are life skills that children can readily embrace if involved from early ages. By making changes in the way we live, in and outside of school, we can help students, staff, and the community care for the environment.

Research supports that school spirit strengthens communities. School spirit helps to develop and foster relationships among people. Members have a sense of belonging which allows them to express themselves while building relationships and taking risks. It creates a positive learning environment for both students and teachers. Having a positive learning environment is one of the many things that make going to school an exciting and enjoyable place to learn and grow with others.

Research supports that parental involvement increases student achievement. It helps to foster a relationship between home and school showing the student that both parties are invested in their learning and success as an individual. It gives parents a better view of what is expected of their

student as well as demonstrating ways for them to assist their student as they continue along their journey of learning. This requires clear communication between parents and staff on a consistent basis.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
3.2	Parent Liaison and other staff will contact all parents of Hispanic and LEP sub-group students who did not pass the Math and/or Reading SOL, as well as the eCART windows 1 & 2 and invite them to participate in a meeting to create partnerships toward student achievement.
3.2	The K-2 Teams and Parent Liaison will contact parents of students who did not reach benchmark on the DRA2 or DRA2 Word Analysis and invite them to participate in a workshop on developing learning strategies.
3.2	School spirit will continue to increase and be infused within our school culture.
3.2	The results of the quarterly analysis will show a consistent increase in students’ involvement in reducing, reusing, and recycling inside and outside the classroom.

**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. (Include professional development and parent involvement)	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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Continue to implement a consistent school-wide system to use single stream recycling. Extend the awareness to include reducing and reusing materials by utilizing the WLTS morning news and morning meetings. Continue with the Green Club of students collecting and measuring weekly recycling.	All staff/Green Club	Pod recycling sign (made by students) Recycling bin per classroom Box per classroom to collect reusable scrap paper	X	X	X	X	Conduct a quarterly analysis to determine progress. Quarterly topic reminders on ways to reduce and reuse paper use will be presented by the Green Team on WLTS.
2. Promote school pride through various activities. a. Incorporate the singing of the school song into WLTS morning news program and school-wide assemblies/ activities. Various classes will be recorded singing school song to be featured on WLTS. b. Involve and spotlight the SCA officers at school events and on WLTS morning news.	Ray Mueller, Mallory Lambert and Music Department SCA Officers Meghan Carnahan Rama Avadhanam SCA Sponsors	Video equipment, Flip camera etc.	X	X	X	X	Incorporate singing of school sung led by SCA members at school assemblies. Librarian or technology specialist will record classes selected by music department and feature them on WLTS monthly news singing school song.

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. (Include professional development and parent involvement)</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>
			<p>1st Qtr.</p>	<p>2nd Qtr.</p>	<p>3rd Qtr.</p>	<p>4th Qtr.</p>	
<p>3. Provide support to parents of identified struggling readers through parent education programs (i.e. Help Your Reader Read at Home-HYRRAH in Kindergarten; Partners in Print in 1st/2nd grades).</p>	<p>K-2 grade Teachers, Literacy Team, Administration Maria Barraza</p>	<p>Books Games/Activities Magnetic Letters Cardstock Display Boards Ziploc Bags and Folders</p>		<p>X</p>		<p>X</p>	<p>DRA2 Word Analysis DRA2</p>
<p>4. Contact parents of Hispanic and/or LEP students in grades 4-6 who did not pass the math or reading SOL and invite them to participate in an evening meeting that would provide information and strategies to strengthen and accelerate achievement in one or more of those academic areas.</p>	<p>Grade 3-6 Teachers, Literacy Team, ESOL Team, Administration Maria Barraza Math Team</p>	<p>Books Games/Activities Appropriate instructional Materials</p>		<p>X</p>		<p>X</p>	<p>DRA2 SOL Scores eCART results</p>