

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Navy Elementary School

Cluster 8

**Katie Hand, Principal
Mark Bibbee, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position
Katie Hand	Principal
Mark Bibbee	Committee Chair
Cathy Lahr	Reading Teacher
Matt Dyer	Special Education
Deanna Leon	ESOL
Lorraine Marshall	Guidance
Kate Mathis	1 st Grade/SS
Hilary McClelland	6 th Grade/Science
Dan Simonds	3 rd Grade/Science
Robin Werzyn	5 th Grade /Math
Mark Granieri	SBTS
Lyla Shaikh	6th Grade/SS
Melissa McDaniel	PTO Vice President/Parent
Laura Gerry	PTO President/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.

SCHOOL—VISION STATEMENT

Our mission as a school community is to educate all students by fostering a climate of respect, providing best practice teaching, maximizing student learning and opportunities in English and Spanish for all so that we can raise informed, self sufficient, productive citizens, educated decision makers and responsible adults.

SCHOOL—MISSION STATEMENT

Create together a safe, nurturing and supportive environment that enables our students to learn to their fullest potential, communicate in two languages, establish collaborative partnerships with parents that promote an interest in life long learning and cohesive school communication. This community of trust enables all to accept individual differences and to promote an integrated curriculum where students take pride in the ownership of their learning and their community.

SCHOOL—CORE VALUES/BELIEFS

Each child is important and has the right to a free, safe and appropriate education. Our students are treated with respect and encouraged to respect others. We believe that all students have the ability to learn. With high expectations for achievement, each child can realize his or her full academic potential.

Excellent teachers are vital for student success. Learning takes place when instruction is geared to meet student needs. Our staff will engage in continuous professional growth and development.

When positive home/school partnerships are formed, student achievement rises. We believe that acceptance of our increasingly diverse community provides students with the ability to understand and build friendships with those of other cultures.

SPECIAL PROGRAMS

Academic	Essential Life Skills	Responsibility to the Community
FLES- Spanish program	WNES News Program	Senior Dolphins
Special Education Inclusion in General Ed	PE Pals	Jr. Master Gardeners
Reading Discovery		Grade Level Garden Projects
Dolphin Discovery		SCA Recycling Initiative
International Fair		Planet Aid Clothing Recycling Box
Cognitive Reading Strategies		
Challenge 24		
Common Planning Time		
Geography Bee		
Renaissance Faire		
Easy Sense Q5 Science Probeware		
Colonial Faire		
Word Masters		
Word Study		
Socratic Seminar		
Technology Training for Staff		
Wilson Reading		
Compacted Math 4 th , 5 th and 6 th		
Odyssey of the Mind		
Flexible Math Grouping		
PLC/Assembly Chaperones		
Math Olympiad		
Junior Great Books		
Interactive Whiteboards		
Spelling Bee		
AWS Weather Bug		
Science Pilot School for Microscopes		

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

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

In order to increase student achievement in math across grade levels, K-6 teachers will focus on Number and Number Sense.

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

Data Sources: EDSL Number and Number Sense strand data from 2007-8 SOL tests in grades 3-6.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Knowledge is gleaned from professional conversations on grade level teams. Through our math committee we identified areas of need in Number and Number Sense. A continued emphasis on this will allow us to achieve our goal.

Best Practice Research:

Continued implementation of training provided by Tom Schersten.

Refer to Marzano's Handbook for Classroom Instruction that Works pgs. 78-81

Refer to Marzano's Building Academic Vocabulary: Teacher Manual pgs.15-29

Math lead teacher meetings/conferences

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	We will improve the 4 th grade Special Education passing rate from 50% to 79%.
	We will improve the passing rate for Hispanic students from 72.2% to 79%
	We will improve the 3 rd grade SOL math strands of Numbers and Number Sense from 95.6 to 98 percent
	We will improve the 4 th grade SOL math strands of Numbers and Number Sense from 88.1 to 93.1 percent
	We will improve the current fifth grade cohort from 88.1 percent (4 th grade score) to 93.1 percent in Numbers and Number Sense
	We will improve the 6 th grade Special Education passing rate from 40% to 79%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: In order to increase student achievement in math across grade levels, K-6 teachers will focus on Number and Number Sense.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress?
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Continue to increase use of manipulatives across grade levels	Robin Werzyn (4-6) Karen Fitzpatrick (K-3)	Grade Level Manipulative kits	X				Lesson Plans, Computer Lab records, Team Leader notes
2. Develop reading skills to augment solving of word problems	Robin Werzyn Cathy Lahr	Materials already on hand <i>Groundworks</i> series to be ordered (\$37.80/ea)		X		X	PLC discussions and documentation of team notes. ECART data (3-6)
3. Increased application of math vocabulary to solve word problems	Mark Granieri Cathy Lahr	Printer ink, laminator film	X	X	X	X	Computer lab records,
4. Increase use of Smartboard to teach Numbers and Number Sense	Mark Granieri	Smartboards, projectors, Computers	X		X		PLC discussions, Use of School Server to share lessons
5. Provide intervention in math for 6. Special Education and ESOL Students	Special Education and ESOL teachers	Manipulatives and e-Cart resources		X	X	X	e-Cart data (3-6) and PLC discussions/Special Ed team meetings and ESOL Team meetings
7.							
8.							
9.							
10.							
11.							

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

Navy staff will encourage students to focus on the character education trait of personal responsibilities.

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

Navy school students have shown a need for increased personal responsibility as shown by their lack of practical life skills including but not limited to: tardiness; forgotten homework assignments; bathroom and cafeteria responsibilities.

This need was indicated by:

Work habit comments
Interim reports
Homework notebooks
Professional conversations

Data Sources:

1. Parents trips to the office to deliver or retrieve forgotten items
2. Work habit grades on Progress Reports
3. Cleanliness in the cafeteria and bathrooms as reported by the custodians and cafeteria hostess
4. Survey of parents and teachers to determine current perceptions of student responsibility

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students' unsatisfactory work habits are indicated on Interims and Progress Reports. Teacher anecdotal records show additional lack of personal responsibility for practical life skills. A teacher committee designed a rubric for uniform school-wide citizenship criteria. This plan will be implemented through Back to School Night presentation, team meetings, parent conferences, staff inservices, and the citizenship section of quarterly Progress Reports.

Best Practice Research:

1. *Strategies for Developing Capable Students* by H. Stephen Glenn, Ph.D. and Michael L. Brock, M.A. focuses on strategies that teachers and parents can do at school and at home in order to help children become responsible students (completing assigned tasks, being responsible for handing in assignments and keeping track of belongs, etc.) to assist them in being prepared to learn.
2. Marzano's *Classroom Instruction That Works* indicates that completing homework assignments increases student achievement , however, homework needs to be meaningful and reinforce the learning that takes place in the classroom.
3. *Eleven Principles Sourcebook: How to Achieve Quality Character Education in K-12 School* by Kathy Beland, M.Ed.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	Establish baseline data using the Navy Citizenship Grades Tally Sheet to compare first quarter 2008-9 to third quarter 2008-9.
	Administer a baseline survey in November 2008 to establish parental perceptions of student responsibility.
	Utilize custodian reports to document a greater student awareness of cafeteria and bathroom cleanliness.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Navy staff will encourage students to focus on personal responsibilities.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress?
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Each grade level will identify specific goals related to personal responsibility traits	Lorraine Marshall	Materials already on hand	X	X	X	X	Review of team and PLC minutes and discussion at team leader meetings.
2. Conduct Parent Survey	Katie Hand	Survey ballots/boxes		X			Analyze data from survey results.
3. Share student responsibility goals with students, staff, and parents	Katie Hand	Materials already on hand	X	X	X	X	Quarterly newsletter, communication logs, anecdotal notes
4.							
5.							
6.							
7.							
8.							
9.							

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)*

Enhance our school wide recycling program.

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

Data Sources:

Custodial records of recycling-average 3 bags per day
Planet Aid quarterly report- 4480 LBS

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We can strengthen this program by involving our business partner *INOVA Fair Oaks Hospital*.

Received grant from *Fairfax Recycles* for composter.

The recycle program increases student involvement in environmental awareness during the school day and at PTO events.

Best Practice Research:

Recycling is imperative for teaching environmental stewardship.

Setting Up A School Recycling Program –*Environmental Services Department, City of San Diego*

Northland Students Participate in Academic Service Learning Recycling Project for Community-*Northland College.edu*

Save Money While Generating Less Garbage by Deborah Mitchell-Charity Guide, *Issue Marketing, Sept. 20*

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Increase amount of clothing and shoes donated to Planet Aid from 4480 lbs. to 8000 lbs.
3.4	Increase Student Created Public Service Announcements that focus on recycling to once per quarter.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Enhance our school wide recycling program.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Obtain additional containers from FCPS for paper and plastic disposal.	Katie Hand	Additional recycling containers		X			Inventory of containers
2. Expand Student Recycling Education/Training Program	Lorraine Marshall SCA Mark Granieri	Video Equipment		X	X	X	Broadcasts of recycling Public Service Announcements on WNES
3. Communicate with business partner to increase their involvement in Navy's recycling program	Lorraine Marshall, Dawn Murphy	Materials already on hand	X			X	Documentation from Planet Aid
4. Explore implementation of PTO "Footprint" project	Laura Gerry, Melissa McDaniel	Materials already on hand		X	X	X	PTO End of Year Report
5. Students collect and dispose of recycling in a pre-designated location.	SCA Students	Classroom recycling bins and large central bin	X	X	X	X	Custodial reports on recycling

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective: <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	