



**Fairfax County Public Schools**

**School Improvement Plan  
2011 - 2012**

**North Springfield Elementary**

**Cluster III**

**Chad McRae, Principal  
Felicia Usher, Asst. 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
Chad McRae	Principal		
Felicia Usher	Assistant Principal		
Kathy Nealon	Kindergarten/Co-Chair		
Ali Mallon	Second Grade/Co-Chair		
Barb Horton	First Grade/Science Chair		
Marilyn Miner	Reading Specialist		
Marilyn Sheekey	Second Grade/Social Studies Chair		
Jen Heywood	ESOL		
Julianna Fitzpatrick	Librarian		
Jen McIntyre	SBTS		
Jen Mrowka	Counselor/Character Education Chair		
Erin Parris	Fourth Grade/Special Education		
Katie Robinson	Fifth Grade/Math Chair		
Cheri Tremblay	Third Grade		
Lenor Cummings	Pre-School / Parent		
Nicole Schwartz	Third Grade / SCA Co Chair		
Erica Robey	Fourth Grade / SCA Co Chair		
Sue Metz	P.E. / Character Ed Comm		

# 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**

### **Shared Vision:**

Our vision at North Springfield Elementary School is to:

- promote life-long learning towards understanding and participation in a global society
- provide a safe learning environment
- expect high student achievement
- provide appropriately rigorous instruction to meet individual needs
- engage in purposeful collaboration among all stakeholders

## **SCHOOL—MISSION STATEMENT**

North Springfield Elementary School's mission is to meet the individual needs of all of our students and help them become self-motivated, successful, and responsible citizens of a global community.

## **SCHOOL—CORE VALUES/BELIEFS**

### **Shared Values and Beliefs:**

Our shared values and beliefs that all children can learn and be important active members of their community are met through:

- building self-confidence
- character education
- shared responsibility
- collaboration
- common assessments
- data-driven instruction
- professional development
- flexibility and open-mindedness
- appreciation of cultural diversity
- desire to serve

## **SPECIAL PROGRAMS**

- **FECEP/ Head Start**
- **Full Day Kindergarten**
- **SACC**
- **Early Childhood Special Education**
- **Preschool Autism Classes**
- **Special Education Services**
- **Before/After School Programs**
- **GRACE Art**
- **Teacher Research**
- **Enrichment/Remediation Program**
- **Accelerated Math (Grades 3-5)**
- **Lesson Study**
- **Literacy Club**
- **Mentor Works**

### **Student Achievement Goal – Academics**

- SSR – School-wide Sustained Silent Reading
- Hands on programs in Math, Science, and Technology
- Teacher Cadet Program with Annandale High School students
- Integrated Fine Arts Block
- International/ Heritage Night
- Ms. Miner - Book Club in grade five
- GEMS Program – Girls Excelling in Math and Science

### **Student Achievement Goal – Essential Life Skills**

- Hand Bell Choir
- Peer Mediation
- Cross-age peer tutoring
- Get Up and Move Club
- Media Club
- Student AM TV Production – Channel 10
- Character Education – Book Bag Program
- Speed Stack Team
- Girls on the Run
- Technology Club

### **Student Achievement Goal – Responsibility to the Community**

- SCA
- Patrols
- ESOL Student Ambassador Program
- Library Team
- New Student Ambassador Program

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan objective.*

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

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### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students, and students with disabilities in content areas (math, science, social studies, and language arts) through systematic, differentiated instruction of academic vocabulary and critical thinking strategies across the curriculum*

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

*eCart – The number one resource in FCPS for instruction information and student assessment*

*DRA2 and DRA2 Word Analysis – Allows us to identify student strengths and weaknesses in a detailed comprehensive assessment across all grade levels*

*Master Schedule – Used and refined to allow for PLC blocks and Curriculum blocks*

*SOL results – A source of data for grades 3 – 5*

*VGLA results – A data source for our ESOL and Special Education students*

*VAAP results – A data source for our Special Education students*  
*PLC Grade Level Assessments – grade level common assessments with data analysis to guide instruction specific to content and student needs*

*AYP Accreditation Report Card – Provides us a school-wide snapshot of how we are doing in our core curriculum areas*

*Mathematical Reasoning Assessment – Provides us with student thinking skills and higher level understanding in math*

*IEP Progress Reports*

*PALS-FECEP*

*Brigance*

*VB-MAPP*

• **STUDENT ACHIEVEMENT GOAL—ACADEMICS**

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students and students with disabilities in writing and increase the number of students who achieve Pass/Advanced on 5<sup>th</sup> grade Writing SOL*

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**RATIONALE FOR OBJECTIVE:**

**Data Sources:**

- eCART – The number one resource in FCPS for instruction information and student assessment*
- DRA2 and DRA2 Word Analysis – Allows us to identify student strengths and weaknesses in a detailed comprehensive assessment across all grade levels*
- Master Schedule – Used and refined to allow for CLT blocks and Curriculum blocks*
- SOL results – A source of data for grades 3 – 5*
- FCPS Developed Rubrics and Virginia State Developed Writing Rubric*
- VAAP results – A data source for our Special Education students*
- Fall and Spring School-Wide Writing sample*
- CLT Grade Level Assessments –grade level common assessments with data analysis to guide instruction specific to content and student needs*
- AYP Accreditation Report Card – Provides us a school-wide snapshot of how we are doing in our core curriculum areas*
- Early Childhood Drawing and Writing samples*
- IEP Progress Reports*
- PALS-FECEP*

• **STUDENT ACHIEVEMENT GOAL—ACADEMICS**

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To increase the number of students reading on grade level with fluency, accuracy and comprehension*

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**RATIONALE FOR OBJECTIVE:**

**Data Sources:**

*eCART – The number one resource in FCPS for instruction information and student assessment*

*DRA2 and DRA2 Word Analysis – Allows us to identify student strengths and weaknesses in a detailed comprehensive assessment across all grade levels*

*Alternative Reading Assessments*

*SOL results – A source of data for grades 3 – 5*

*VAAP results – A data source for our Special Education students*

*CLT Grade Level Assessments –grade level common assessments with data analysis to guide instruction specific to content and student needs*

*AYP Accreditation Report Card – Provides us a school-wide snapshot of how we are doing in our core curriculum areas*

*IEP Progress Reports*

*PALS-FECEP*

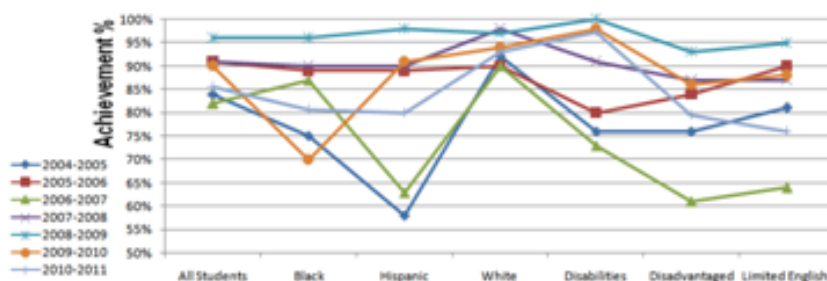
*Observation Survey – Marie Clay*

*Running Records*

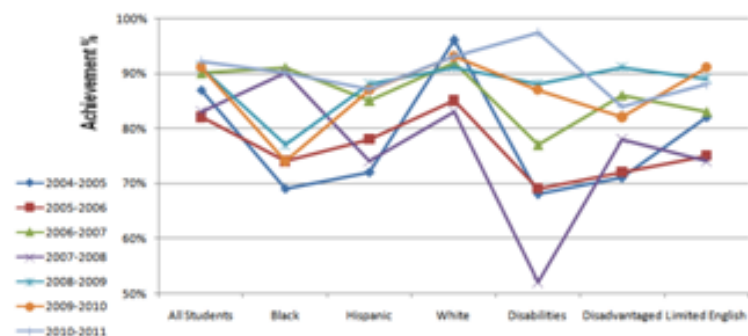
*Student Goal Setting*

Reading Subgroup Analysis							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	84%	91%	82%	91%	96%	90%	86%
Black	75%	89%	87%	90%	96%	70%	81%
Hispanic	58%	89%	63%	90%	98%	91%	80%
White	92%	90%	90%	98%	97%	94%	93%
Disabilities	76%	80%	73%	91%	100%	98%	97%
Disadvantaged	76%	84%	61%	87%	93%	86%	80%
Limited English	81%	90%	64%	87%	95%	88%	76%

Reading



Math



Mathematics Subgroup Analysis							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	87%	82%	90%	83%	91%	91%	92%
Black	69%	74%	91%	90%	77%	74%	90%
Hispanic	72%	78%	85%	74%	88%	87%	87%
White	96%	85%	92%	83%	91%	93%	93%
Disabilities	68%	69%	77%	52%	88%	87%	97%
Disadvantaged	71%	72%	86%	78%	91%	82%	84%
Limited English	82%	75%	83%	74%	89%	91%	88%

## **Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

*North Springfield Elementary School is continuing the process of strengthening our professional learning community. Our staff, as leaders and learners, will follow a structured meeting schedule to include staff meetings, vertical team meetings, curriculum meetings and professional development. Using common assessments and data analysis, we will collaborate and reflect on student learning and use findings to implement appropriate instruction and improve student achievement. Our professional learning community continues to identify numerous strengths and to reflect on identified weaknesses in our instructional practice. Teachers will continue to have available to them participation in Teachers as Readers, Teacher Research, Lesson Study, and professional development to encourage the use of best practices. Content-based literacy boxes with leveled texts are being used to build background knowledge, vocabulary development, and enhanced differentiated content instruction with increasing frequency.*

*Weaknesses identified by the staff include the need for vertically aligned instructional practices in reading and writing workshops. Additionally, areas of need include the use of best practices in academic vocabulary instruction, the incorporation of critical thinking skills, and a more purposeful use of grade level common assessments and data analysis. These will be used to guide instruction and support our students with limited English proficiency, economically disadvantaged students, and students with disabilities.*

### **Instructional Strengths:**

*Teacher Learners  
Driven Educators  
Collegial Collaboration  
Flexible grouping all students  
Inclusive Environment  
Test Taking Skills Grades 3-5  
Word Study  
Teachers As Readers  
Teacher Research  
Utilizing technology resource  
Identifying student background knowledge*

### **Instructional Weaknesses:**

*Academic Vocabulary Instruction  
Test Taking Skills Grades K-2  
Higher Level Thinking Skills  
Independent student use of comprehension strategies in reading and content areas  
Timely Data analysis through common assessments to guide instruction  
Collaborative Learning Teams  
Student Goal Setting and Reflection  
Utilizing technology resources for specific academic purposes  
Reading comprehension strategies*

## **Best Practice Research:**

*Harvey and Goudvis (2007) state: “Studies cited in the National Reading Panel report (2000) as well as burgeoning body of research review provide substantial evidence that explicit comprehension instruction improves students’ understanding of texts...” Marzano et al; Beck, McKeown, & Kucan; and Allen reveal the importance of implicit and explicit vocabulary instruction that not only improves background knowledge, but overall instruction as well. We will focus on thinking strategies and vocabulary knowledge to improve comprehension across all areas of our curriculum. Numerous researchers and authors also address the importance of differentiation through leveled text and guided reading with shortened text. All of these studies were taken into account when reflecting on what we, as a staff, need to be doing to enhance our instruction and improve student achievement. Through analysis of current testing and team data, we feel it necessary to continue our ongoing reflection and implementation of best instructional practices.*

*Teach Like A Champion (Lomev)*

*Blended Practices (Grisham-Brown, Hemmeter, Pretti-Frontczak)*

*What Really Matters in Response to Intervention (Allington)*

*Daily Five (Boushey and Moser)*

*The Café Book (Boushey and Moser)*

*Differentiation (Tomlinson and many others)*

*Building Academic Vocabulary (Marzano)*

*Leveled Texts (Fountas/Pinnell and many others)*

*Guided Reading with Short Text (Fountas/Pinnell and many others)*

*Direct Vocabulary Instruction (Marzano;McKeown et al.; Allen, Beck)*

*Fluency Instruction (Rasinski)*

*Sustained Silent Reading (Marzano and many others)*

*Direct Instruction of Comprehension and Instructional strategies (Harvey/Goudvis; Marzano, Keene etc)*

*ELL Instruction (Hill, Flynn, Kinsella)*

*Habits of the Mind (Art Costa)*

*Thinking at Every Desk (Derek Cabrera, PhD)*

*Best Practices Focus (FCPS)*

*FCPS Blackboard 24/7 (e-CART, Horizon, and EDSL )*

*Professional Learning Communities (DuFours)*

*Best Practice Writing Instruction (Fletcher, Calkins, Spandel. Wood-Ray, Takenishi, Dorfman, Routman, Graves)*

*Language of instruction (Denton, Johnston)*

*Fountas and Pinnell Benchmark Assessment System #1 and #2*

*TCRWP Independent Reading Assessment*

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
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<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1.,2.,3.,4	Students in grades 3 through 5 will increase their overall passing rate from 85.59% to 90% in Reading as measured by the spring SOL tests of 2011-2012.
	Economically Disadvantaged students in grades 3 through 5 will increase their passing rate from 79.51% to 90% in Reading as measured by the spring SOL tests of 2011-2012.
	Hispanic students in grades 3 through 5 will increase their passing rate from 80% to 90% in Reading as measured by the spring SOL tests of 2011-2012.
	Limited English Proficient students in grades 3 through 5 will increase their passing rate from 76.03% to 90% in Reading as measured by the spring SOL tests of 2011-2012.
	Students in grades 3 through 5 will increase their passing rate from 92.21% to 94% in Math as measured by the spring SOL tests of 2010-2011.
	Economically Disadvantaged students in grades 3 through 5 will increase their passing rate from 84.52% to 90% in Math as measured by the spring SOL tests of 2011-2012.
	Hispanic students in grades 3 through 5 will increase their passing rate from 87.03% to 90% in Math as measured by the spring SOL tests of 2011-2012.
	Limited English Proficient students in grades 3 through 5 will increase their passing rate from 88.52% to 90% in Math as measured by the spring SOL tests of 2011-2012.
	Students in grades 3 through 5 will increase their passing rate from 87.83% to 90% in Science as measured by the spring SOL tests of 2011-2012.
	Economically Disadvantaged students in grades 3 through 5 will increase their passing rate from 77.50% to 90% in Science as measured by the spring SOL tests of 2011-2012.
	Hispanic students in grades 3 through 5 will increase their passing rate from 89.65% to 90% in Science as measured by the spring SOL tests of 2011-2012.
	Limited English Proficient students in grades 3 through 5 will increase their passing rate from 81.03% to 90% in Science as measured by the spring SOL tests of 2011-2012.
	Students in grades 3 through 5 will increase their passing rate from 89.55% to 91% in Writing as measured by the spring SOL tests of 2011-2012.
	Economically Disadvantaged students in grades 3 through 5 will increase their passing rate from 75% to 90% in Writing as measured by the spring SOL tests of 2011-2012.
	Hispanic students in grades 3 through 5 will increase their passing rate from 58.33% to 90% in Writing as measured by the spring SOL tests of 2011-2012.
	Limited English Proficient students in grades 3 through 5 will increase their passing rate from 75% to 90% in Writing as measured by the spring SOL tests of 2011-2012.

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.4	Students in grades 3 through 5 will increase their passing rate from 91.09% to 93% in History as measured by the spring SOL tests of 2011-2012.
1.1.1	The percentage of students in grades K through 5 reading on grade level in the spring will increase from ____% to 90% as measured by the spring DRA scores.
1.1.1	Students in grade 5 who achieve a rating of Pass/Advanced on the Writing SOL will show an increase from 25% to 35% as measured in the spring testing of 2011-2012.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students, and students with disabilities in content areas (math, science, social studies, and language arts) through systematic, differentiated instruction of academic vocabulary and critical thinking strategies across the curriculum*

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students and students with disabilities in writing and increase the number of students who achieve Pass/Advanced on 5<sup>th</sup> grade Writing SOL*

*To increase the number of students reading on grade level with fluency, accuracy and comprehension*

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers will gather and analyze the data from common assessments in a timely manner to inform instruction in their daily lessons. <u>Cluster Goal</u>	Teachers K-5 Curriculum Leaders, Sped Teachers, ESOL Teachers	Professional Development ATS	X	X	X	X	Common Assessments Data Analysis CLT Meetings eCART and Horizon Writing Rubrics Checklists Anecdotal records Running Records
2. Teachers will use best practices to focus instruction to improve student knowledge of working and essential vocabulary in all curriculum areas. <u>Cluster Goal</u>	Teachers K-5 Curriculum Leaders, Sped Teachers, ESOL Teachers AAP Teacher	24/7 Repository of vocabulary resources Paper and Ink \$150 ATS Professional Development Marzano’s strategies for building academic vocabulary	X	X	X	X	eCART Data, VGLA, SOLs, CLT Assessments, student surveys or reflections Writing samples Guided Reading

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			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Teachers will expand the use of common assessments to measure student application of essential vocabulary.	Teachers K-5 Curriculum Leaders, Sped Teachers, ESOL Teachers	Professional development in academic vocabulary instruction and more in-depth training using eCART , EDSL, and Horizons	X	X	X	X	Observation, Common Assessments, Writing Samples Curriculum Maps Oral Language
4. Teachers will investigate and implement the Daily Five structure into their Language Arts block.	Teachers K-5, Sped Teachers, ESOL Teachers	Books - <i>The Daily Five</i> , <i>The Café</i> Training DVD \$500	X	X	X	X	Common Assessments, eCART Data, VGLA, SOLs
5. Teachers will implement lessons on vocabulary strategies using a variety of media that will engage students in critical thinking skills. <u>Cluster Goal</u>	Teachers EC-5, AAP Teacher, Sped Teachers, ESOL Teachers, IA's, Curriculum Committees Administration	Professional Books \$250 ATS Increased numbers of different leveled media sources \$250	X	X	X	X	Common Assessments, eCART Data, VGLA, SOLs IEP progress, Brigance, PALS-FECEP

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			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Early Childhood and Preschool Autism teachers will assist children to acquire and use specific language to focus on recalling and sequencing observable events in daily activities with developmentally appropriate practices.	Early Childhood and Preschool Autism Teachers, OT, PT, S/L, IAs, Sped Teachers	None	X	X	X	X	Anecdotal notes (on going) Common Assessments (1 <sup>st</sup> and 4 <sup>th</sup> Quarter) IEP progress (on going)
7. Early Childhood and Preschool Autism teachers will label common items throughout the classroom and school to help increase vocabulary awareness.	Early Childhood and Preschool Autism Teachers IAs	Laminating  Markers \$100	X	X	X	X	Observation Anecdotal IEP Progress
8. Early Childhood and Preschool Autism teachers will use word walls and teacher-made books to increase vocabulary awareness.	Early Childhood and Preschool Autism Teachers IAs	Ink and Card Stock \$200	X	X	X	X	Observation Anecdotal IEP Progress
9. Trained teachers will implement Leveled Literacy Intervention to eligible students in grades K -2	Trained teachers Reading Teacher	1 Level 2 Kit \$1500	X	X	X	X	DRA2 WA, DRA, LLI Assessments, Marie Clay observation survey,
10. Professional development will have a focus to support school plan objectives.	Leadership Team, Grade level CLTs Curriculum Teams	New materials possible depending on objective addressed \$1000	X	X	X	X	Observation, Surveys Staff input, SIP

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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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
11. Teachers will administer baseline and additional writing samples using the FCPS grade level writing rubrics. Data will be collected and analyzed to identify students' strengths, weaknesses, and growth to inform instruction. <u>Cluster Goal</u>	Teachers Curriculum Leads Administrators	Professional Development in structuring a writing workshop, use of the FCPS writing rubrics, building units of study in writing in various genres, and use of mentor text for writing instruction. Writing Sample Teachers as Readers- Trait Crates Mentor Text \$1000	X	X Ongoing	X	X	Schedule of writing on demand assessments FCPS Rubrics SOL Writing Rubrics Daily Writing Daily Five CLT Meetings Grade Level Writing Samples - across all genres
12. Master Schedule will reflect a weekly intervention block for both remediation and enrichment in grades 1 – 5.	Teachers 1-5, AAP Teacher, Sped Teachers, ESOL Teachers, Curriculum Committees Administration IAs	No cost eCART, Horizon	X	X	X	X	Common Assessments, eCART, DRA2, SOLs and Teacher Input CLT Meetings

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students, and students with disabilities in content areas (math, science, social studies, and language arts) through systematic, differentiated instruction of academic vocabulary and critical thinking strategies across the curriculum*

*To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students and students with disabilities in writing and increase the number of students who achieve Pass/Advanced on 5<sup>th</sup> grade Writing SOL*

*To increase the number of students reading on grade level with fluency, accuracy and comprehension*

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
13. Kindergarten Intervention Program for Remediation.	Kindergarten Teachers, K Sped Teacher, ESOL Teachers, and IA's	No Cost	X	X	X	X	DRA2 Word Analysis 9 Week Plans
14. Intervention Program for SOL preparation in Grades 3 -5.	Teachers 3-5, Sped Teachers, ESOL Teachers, Administration	Snacks and materials \$500			X	X	eCART, DRA2, Writing Rubrics, Teacher Input
15. Grade level CLTs will develop and implement quarterly intervention plans to address our readers who are performing below benchmark.	Teachers K-5 Sped Teachers ESOL Teachers	Sub cost 2 full days per week \$6000 grades 1,2,3, 4	X	X	X	X	CLT notes, DRA2, DRA2 WA, Running Records, Anecdotal Notes, eCART , Horizon, EDSL

## 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 checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic.  | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" 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 checked="" 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:**

*To decrease the number of discipline referrals and think sheets from the common areas. (cafeteria, bathrooms, hallways, and playground)*

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### **RATIONALE FOR OBJECTIVE:**

*To improve behavior in the hallways, cafeteria, bathrooms, and playground.*

### **Data Sources:**

*Discipline records – kept in assistant principal's office*

*Think Sheets – kept in the counselor's office*

*Staff and teacher input*

*Staff and teacher questionnaires*

*Character Education Committee team reports*

## **Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

### ***Strengths:***

*Character Education Program*  
*Committed faculty*  
*Parental support of our Character Education Program*

### ***Weaknesses:***

*Peer Mediation*  
*SCA Participation*  
*Library Team*  
*Strong PTA*  
*Student behavior in classrooms*  
*Mentoring Program*

*Student behavior in the hallways, cafeteria,  
playground, and bathrooms*  
*Cultural differences*

## **Best Practice Research:**

*Providing opportunities for cultural sharing among different demographics*

*Increased use of liaisons, translators, parent volunteers to assist in communicating and understanding other cultures and languages*

*Good Ideas to Help Young People Develop Character – Josephson Institute of Ethics [www.charactercounts.org](http://www.charactercounts.org)*

*Educating for Character – Thomas Lickona*

*Character Education Partnership – [www.character.org](http://www.character.org)*

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1, 2.2, 2.3	Establish data from our new discipline referrals and think sheets
2.1, 2.2, 2.3	There will be no more than 5 discipline referrals from the common areas per quarter.
2.1, 2.2, 2.3	There will be no more than 15 think sheets from the common areas per quarter.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<i>To implement a newly adopted school-wide expectations and increase positive behavior in walkways, on the playground, in the bathroom, and in the cafeteria.</i>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Character Education Committee will create a school-wide grid to be taught in all classrooms explaining the new expectations in the hallways, cafeteria, bathroom and playground. <i>(see OneNote for Form)</i>	Teachers Custodians Specialist Counselors Administrators	Paper supplies	X	X	X	X	Data reports at the end of each quarter
2. Posters will be made as visual reminders of school's expectations. <i>(see OneNote for Form)</i>	Counselors Character Ed. Comm.		X	X	X	X	Character Education Assemblies and Guidance Lessons
3. Blank posters will be used in all classrooms following the same format of the Chopper Pride expectations	Counselors Character Ed. Comm. Teachers Students		X	X	X	X	Guidance Lessons Observation
4. Character Education Assembly will be held in September teaching students school wide expectations.	Counselors Character Ed Comm. SCA Members		X				Assembly feedback School wide video

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To implement a newly adopted school-wide expectations and increase positive behavior in walkways, on the playground, in the bathroom, and in the cafeteria.*

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Think Sheets will be implemented school-wide as a teaching tool to help students begin taking ownership for their actions and learning to connect the own behavior. <i>(see OneNote for Form)</i>			X	X	X	X	Guidance Lessons Observation Data Reports
6. A new school-wide discipline referral was created and is being implemented to help track discipline data throughout the building. <i>(see OneNote for Form)</i>	Character Education Committee Teachers Counselors Admin Team		X	X	X	X	Guidance Lessons Observation Data Reports

## 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:

*North Springfield Elementary students' will continue to build and understand citizenship and have an appreciation for community service through the student body's participation in SCA and school-wide community activities.*

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

*Student Council Association participation*

*School-wide student and community surveys*

*Staff observation*

*Need and emphasis on volunteerism and community Relationships*

*Developing a sense of community within students*

*Have students understand the need, importance, and pride that comes with donating and volunteering*

## **Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

### ***Strengths:***

*Student participation in SCA events*  
*Parent and student participation in school sponsored events*  
*Donations*  
*School-wide recycling program*

### ***Weaknesses:***

*Staff support*  
*Community outreach and volunteers*

## **Best Practice Research:**

*Providing background knowledge and experiences – Marzano*  
*Regular SCA meetings*  
*Research and collect data from other schools that have had successful programs*  
*SCA sponsors*

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2, 3.4	The number of participants at Clean Up Day will increase from 50 to 75 based on data from the 10 - 11 school year.
3.1, 3.2	The number of school supply items donated and gathered for our needy students will be between 500 and 600 items based on data from the 10 -11 school year.
3.1, 3.2	The number of food items items donated and gathered for our food drives will be between 500 and 600 items from each event based on data from the 10 -11 school year.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<i>North Springfield Elementary students' will continue to build and understand citizenship and have an appreciation for community service through the student body's participation in SCA and school-wide community activities.</i>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. SCA sponsored school supplies drive to collect school supplies at the end of the school year for students coming to NSES in the fall of 2012 (may make an outside donation if we receive more supplies then needed) SCA will combine this event with a Talent Show	Entire North Springfield Community, SCA and SCA Sponsors	School Supplies – Donated			X	X	The % of student population that participates and the number of items collected.
2. SCA sponsored Clean Up Day – SCA will try to get Home Depot and the PTA involved	SCA and SCA Sponsors	Tools, mulch, and flowers			X		The % of student population that participates
SCA sponsored Valentine Gram to collect raise money for our SCA to sponsor NSES events	SCA	Lollipops and cut out hearts			X		The % of student population that participates
SCA will sponsor a Food drive at the NSES Speed stacking tournament to provide food to local food bank to replenish their supplies following the holiday.	Entire North Springfield Community, SCA and SCA Sponsors	Boxes	X	X	X		The % of student population that participates and the number of items collected.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*North Springfield Elementary students' will continue to build and understand citizenship and have an appreciation for community service through the student body's participation in SCA and school-wide community activities.*

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
SCA officers will visit ECHO to video and show what happens to our food donations on the AM News show	SCA officers and SCA Sponsors	None		X			100% student viewing in the morning on TV
SCA sponsored food drive to collect for the holiday season.	Entire North Springfield Community, SCA and SCA Sponsors	Food – Donated  Possible - Transportation to deliver to the shelters	X	X	X		The % of student population that participates and completes a reflection activity to check for understanding and the value of giving. The number of items collected.
SCA will make cards to be sent to local senior home and our troops	SCA	Supplies to make Cards		X			SCA participation and student reflection

**RESULTS AND REFLECTION ON THE 2009-2010 SIP  
A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b></p> <p><i>To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students, and students with disabilities in content areas (math, science, social studies, and language arts) through systematic, differentiated instruction of academic vocabulary and critical thinking strategies across the curriculum</i></p> <p><i>To increase student achievement and close the achievement gap for our students with limited English proficiency, economically disadvantaged students and students with disabilities in writing and increase the number of students who achieve Pass/Advanced on 5<sup>th</sup> grade Writing SOL</i></p> <p><i>To increase the number of students reading on grade level with fluency, accuracy and comprehension</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b></p> <p><i>To implement a newly adopted school-wide expectations and increase positive behavior in walkways, on the playground, in the bathroom, and in the cafeteria.</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b></p> <p><i>North Springfield Elementary students' will continue to build and understand citizenship and have an appreciation for community service through the student body's participation in SCA and school-wide community activities.</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	