

**Fairfax County Public Schools**

**School Improvement Plan  
2007 – 2008**

**North Springfield Elementary School**

**Cluster III**

**Alice Alexander, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

Name	Position	Name	Position
Alice Alexander	Principal	Chad McRae	Assistant Principal
Marie Baroody	Committee Chair/ LA Chair	Linda Spachtholz	Kindergarten
Kathy Fawcett	First Grade	Marilyn Sheekey	Second Grade/Social St. Chair
Carrie Reed	Third Grade/Math Chair	Allison Rozycki	Fourth Grade
Katie Robinson	Fifth Grade	Jacki Bookbinder	Counselor
Nick Visco	Technology Specialist	Nicole Flamos	Third Grade/ SCA Co-Chair
Mandy Griffith	Fifth Grade/ SCA Co-Chair	Nikalette Lee	Counselor
Kathy Dannholz	Parent/ Instructional Assistant	Dee Dee Fox	Parent/ Instructional Assistant
Marilyn Costello	Administrative Assistant	Catherine Diaz	ESOL Teacher
Tony Kingsberry	Building Supervisor	Tere Mathieu	Parent Liaison
Debra Kijora	Special Education Teacher	Susan Gaske	Media Specialist

## **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.

## **SCHOOL—VISION STATEMENT**

### **Shared Vision:**

Our Vision at North Springfield Elementary School is to:

- promote life long learning
- provide a safe learning environment
- expect high student achievement
- provide flexibility to meet individual needs
- engage in meaningful collaboration between all stakeholders

## **SCHOOL—MISSION STATEMENT**

Our Mission at North Springfield Elementary School is to meet the needs of all of our students and help them become successful students.

## **SCHOOL—CORE VALUES/BELIEFS**

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

Our shared values and beliefs are met through:

- Collaboration
- Common Assessments
- Professional Development
- Character Qualities
- “Owning” all Children
- Shared Responsibility
- Flexibility and Open Mindedness

## **SPECIAL PROGRAMS**

- **ESOL**
- **FECEP/ Head Start**
- **Full Day Kindergarten**
- **Vertical Teaming**
- **Professional Learning Communities**
- **SACC**

- **Preschool Special Education**
- **Preschool Autism Classes**
- **Special Education Services**
- **After School Programs**
- **Read Aloud Pilot Study (First Grade)**

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

SSR – School-wide Silent Sustained Reading  
FLEX (Foreign Language Experience in Elementary School)  
Math, Science, and Technology Hands on Programs  
Teacher Cadet Program with Annandale High School students  
Integrated Fine Arts Block  
International Night

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

Odyssey of the Mind  
Peer Mediation  
Cross-age peer tutoring  
Chess Club  
Get up and Move Club  
Media Club  
Student AM TV Production – Channel 10  
Character Education

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

SCA  
Patrols  
ESOL Student Ambassador Program

**STUDENT ACHIEVEMENT GOAL—  
ACADEMICS**

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

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

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

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

*To increase student achievement in reading comprehension through systematic, differentiated instruction of comprehension strategies.*

---

---

**RATIONALE FOR OBJECTIVE**

**Data Sources:**

*eCart – Pilot Program  
DRA2  
Master Schedule  
SOL results  
VGLA  
PLC Grade Level Assessments  
AYP Accreditation Report Card*

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

*Brainstorming and reflective team/staff meetings have revealed numerous strengths and weaknesses in instruction at NSES. Professional learning communities have brought more unity among team members, with common planning and assessments a result of better communication. SOLs are integrated with specialists, and inclusion/sharing of students occurs on a regular basis. Our Word study initiative has been incorporated school-wide, with positive effects. Additionally, teachers have available to them participation in Teachers as Readers, Teacher Research, a written comprehension plan, and strategy and content-based literacy boxes, with leveled text.*

*Weaknesses identified by the staff include background knowledge, the explicit instruction of reading comprehension strategies including weaknesses in vocabulary, identifying main idea, summarizing, and inferring. The use of leveled text and short passages for guided reading is limited at times.*

### *Strengths:*

*Integration of SOLs with specialists  
Flexible Grouping grades 3-5  
Professional Learning Communities  
Inclusion of students (Special Education and ESOL)  
Sharing of Students  
Strategy and content-based literacy boxes  
Word Study  
Teachers As Readers  
Teacher Research  
Written comprehension plan  
SSR  
Teaching background knowledge*

### *Weaknesses:*

*Background knowledge  
Vocabulary  
Summaries  
Inferring  
Main Idea  
Independent use of comprehension strategies in reading and content areas  
Systematic instruction of Reading  
Test taking skills  
Use of leveled texts and short passages for guided reading  
Literature/picture book read alouds*

## **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. 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.*

*Differentiation (Tomlinson and many others)*

*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)*

*Fluency Instruction*

*Sustained Silent Reading (Marzano and many others)*

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

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	Student performance of the retelling rubric in grade Kindergarten will be based on a score of at least 3 out of 4 in both fiction and nonfiction will be greater than or equal to 80% as measured in the spring testing 2007-2008.
1.1.1	Student performance on sequencing in grade Kindergarten will be based on sequencing 4 story events from a fiction read aloud will be greater than or equal to 80% as measured in the spring testing 2007-2008.
1.1.1	Student performance on the Developmental Reading Assessment2 (DRA2) in grade 1 students will be greater than or equal to 75% passing at a level 16 as measured in the spring testing of 2007-2008.
1.1.1	Student performance on the DRA2 of at-risk grade 1 students will be greater than or equal to 75% passing at a level 12 as measured in the spring testing of 2007-2008.
1.1.1	Student performance on the DRA2 of grade 2 students will be greater than or equal to 75% passing at a level 28 as measured in the spring testing of 2007-2008.
1.1.1	Student performance on the DRA2 of at-risk grade level 2 students will be greater than or equal to 75% passing at level 18 as measured in the spring testing of 2007-2008.
1.1.1	Student performance on SOL tests in Reading in grades 3-5 will be greater than or equal to 85% passing at each grade level as measured in the spring testing of 2007-2008.
1.1.1	Student performance on SOL tests in Reading in grade 3-5 of our at-risk students will be greater than or equal to 73% passing for each subgroup as measured in the spring testing of 2007-2008.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers will learn and implement the new DRA2	Teachers and Reading Specialist Administration	Additional training which will be provided through Language Arts office and our Reading Teacher	X	X	X	X	DRA2 scores and progress
2. Teachers will implement lessons on reading strategies and elements of a story using both fiction and non-fiction text with a focus on <i>Main Idea and Sequencing</i>	Teachers and Reading Specialist Administration	Leveled Fiction and non-fiction text, Big Books	X	X	X	X	Running records of consistent leveled text and students progress on the DRA2 eCart, PLC Assessments
3. Implement comprehension strategies and assist students in making connections using both fiction and non-fiction text	Teachers and Reading Specialist	Additional Text Box Sets <i>(text with lessons matched from Reading with Meaning by Debbie Miller and Strategies that Work by Stephanie Harvey)</i>	X	X	X	X	DRA2 data; monitor response to comprehension connection questions. eCart, PLC Assessments
4. Teachers will implement direct strategy instruction in Reading Comprehension	Teachers and Reading Specialist	Leveled Fiction and non-fiction text, Big Books	X	X	X	X	i-openers eCart, PLC Assessments
5. Teachers will implement interactive notebooks	Teachers and Reading Specialist		X	X	X	X	eCart, PLC Assessments
6. School-wide Silent Sustained Reading (SSR)	Teachers and Reading Specialist Administration	Leveled Fiction and non-fiction text, Big Books	X	X	X	X	eCart, PLC Assessments
7. Teachers will implement Read Aloud time into their daily schedule	Teachers and Reading Specialist Administration	Leveled Fiction and non-fiction text, Big Books, Trade Books	X	X	X	X	eCart, PLC Assessments

**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. <i>(Include professional development and parent involvement)</i>	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.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
8. Kindergarten teachers will use direct instruction with a consistent story retell chain for read alouds and use team developed rubric, and quarterly assessment for fiction and nonfiction selections. Parents will help students act out stories.	Kindergarten Team, GT Teacher, Instructional Assistants, Librarian	Big Books, Story Retell Chain, Fiction and non fiction assessment books	X	X	X	X	PLC Assessments
9. Kindergarten Teachers will use direct instruction to teach strategies for sequencing. Parents will help students produce sequencing activities.	Kindergarten Team, GT Teacher, Instructional Assistants, Librarian	Story Retelling, Chain Sequencing story puzzles and activities	X	X	X	X	Monitor progress through literacy station, sequencing puzzles, cross curriculum activities and data collected from quarterly common assessments
10. Teachers will increase background knowledge and vocabulary instruction.	Teachers and Reading Specialist Administration	Leveled Fiction and non-fiction text, Big Books, Trade Books	X	X	X	X	PLC Assessments, eCart, DRA scores, SOLs, VGLA
11. Each classroom teacher has received and will utilize a Strategy Cards Packet to emphasis good test taking skills	Teachers and Reading Specialist Administration		X	X	X	X	PLC Assessments, eCart, DRA scores, SOLs, VGLA
12. Each classroom teacher has received and will utilize Comprehension Strategy Cards for emphasis on Reading Comprehension Skills	Teachers and Reading Specialist Administration		X	X	X	X	PLC Assessments, eCart, DRA scores, SOLs, VGLA

## 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 sound moral character and ethical judgment.                              | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life.       |
| <input checked="" type="checkbox"/> 2.2 Be able to contribute effectively with 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 checked="" 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:

*To increase student awareness of character education qualities throughout their lives and to respect the cultural diversity and contributions of our community.*

---

---

### RATIONALE FOR OBJECTIVE:

#### **Data Sources:**

*Our population demographic is increasingly becoming more diverse.  
Parental participation amongst all demographic groups  
SOL scores by demographics  
ESOL participation and scores*

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

### *Strengths:*

*Character Education Program*  
*Committed Faculty*  
*Parental support of our Character Education Program*  
*Student Behavior*  
*Peer Mediation*  
*SCA Participation*  
*Strong PTA*

### *Weaknesses:*

*Lack of Cultural Information*  
*Language Barriers*  
*Achievement gap amongst demographics*

## **Best Practice Research:**

*Providing background knowledge – Marzano*

*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)*

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1, 2.2, 2.4, 2.5	Student performance of Character Education Program will show that 85% of the student population will earn a Book Bag Gold Ribbon.
2.1, 2.2, 2.4, 2.5	Student performance of Character Education Program will show that 50% of the student population who earn a Book Bag Gold Ribbon will show an increase test scores, and academic achievement.
2.1, 2.2, 2.4, 2.5	Student participation in our Character Education Program will show that 75% of the student population will return and share in our “Passport”, “Kindness” and “TV Cut-back” programs at the end of the year.
2.1, 2.2, 2.4, 2.5	Student performance of Character Education Program will show that 50% of the student population will earn a citizenship pin.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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 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.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Complete the “Hall of Character” by finishing the painting on the wall and begin displaying students good character work	Character Education Committee, Counselors, Administration	Student pictures and work samples, paint	X	X	X	X	% of students participating
2. Expand the Character Education Library for use as a staff resource	Character Education Committee, Counselors, Administration	Book Funding \$1000.00 -new stickers -labels -books	X	X	X	X	# of new books purchased for the Professional Library # of staff that utilizing the Professional Library
3. Assess equity of “Gold Ribbon” Character Education Program distribution among student demographic sub-groups	Character Education Committee, Counselors, Administration		X	X	X	X	% of students participating
4. Teachers and staff will integrate character education into the school wide curriculum and school life.	Teachers and staff Counselors, Language Art Committee, Social Studies Committee, PE and Music		X	X	X	X	# of students with behavior referrals or discipline issues
5. Staff will participate in the “Character Kick-Off” assembly. Staff will also reinforce in a reminder assembly in February	Teachers and Staff Counselors		X		X		

**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. <i>(Include professional development and parent involvement)</i>	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.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Social Studies Committee will participate in the “Unity through Diversity” Unit through the use of “Passports of Character” that will link the past and future – “Family Heritage Night”	Social St. Committee, Character Education Committee, Teachers and Staff				X		% of students participating
7. Students will participate in the school-wide “Giving Tree Project” during Kindness month	Social St. Committee, Character Education Committee, Teachers and Staff Parents	Material for Kindness tree and foil leaves		X			% of students participating with Parents
8. Students will participate in the “TV Cut Back/ Fitness Program” focusing on linking less TV to an increase in literacy and personal fitness	Social St. Committee, Character Education Committee, Teachers and Staff Parents, PE Teachers				X	X	% of students participating with Parents

## 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.

---

---

### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

*To build citizenship, appreciation for community service, and awareness of our government amongst the student body through participation in SCA and school and community activities*

---

---

### 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 participation in school sponsored events*

*Staff support*

##### *Weaknesses:*

*Parent outreach to our minority families*

*Reflection / Internalization of Volunteering and donating activities*

**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>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1, 3.3	SCA election process will have a 90% or greater student participation rate.
3.1, 3.3	After SCA election a student survey will show that 75% of the student population understands the election process in the United States.
3.2	The number of items collected from the food drive will increase from 2000 to 2200 based on the 06-07 school year.
3.2	The number of participants at Clean Up Day will increase from 75 to 100 based on the 06 -07school year.
3.2	The number of clothes donated and gathered for the community clothing drive will be between 50 and 75 items.
3.1	The SCA will have a 95% or greater participation rate by elected students at their monthly meetings and activities.

**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. <i>(Include professional development and parent involvement)</i>	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.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. The SCA and Sponsors will hold the SCA Election. The election processes and how it links to the election process in the United States will be presented that week on the AM News Show every morning.	SCA and Sponsors, Media News Show members	Reference materials and information that can be shared on TV			X	X	Through a school –wide survey on the election process and the election of new officers
2. North Springfield Community Clothing drive – The clothes will be donated to area shelters	Entire North Springfield Community, SCA and SCA Sponsors	Clothing – Donated Transportation to deliver to the shelters	X	X			The % of student population that participates and writing sample after activity to check for understanding and value of giving
3. SCA Food Drive -	Entire North Springfield Community, SCA and SCA Sponsors	Food – Donated		X			The % of student population that participates and writing sample after activity to check for understanding and value of giving
4. SCA sponsored Clean Up Day	SCA and SCA Sponsors	Tools, mulch, and flowers			X		The % of student population that participates and writing sample after activity to check for understanding and value of giving
5. School-wide Reflection Writing – focusing on what it means to donate, volunteer, and the importance of giving back to the community	Teachers Staff Administration SCA Sponsors			X	X		
6.							
7.							
8.							
9.							
10.							

# Appendix

## Acronyms and Abbreviations

*The following acronyms and abbreviations have been used with their expanded titles on the first reference. Subsequence references use abbreviations only.*

AYP	Adequate Yearly Progress
DRA	Developmental Reading Assessment
ECAP	Early Childhood Assessment Program
eCART	Electronic Curriculum Assessment Resource Tool
ED	Emotional Disability
ESOL	English Speakers of Other Languages
FCPS	Fairfax County Public Schools
FECEP	Family and Early Childhood Education Program
GT	Gifted and Talented
IA	Instructional Assistant
LD	Learning Disabilities
LEP	Limited English Proficiency
NCE	Non-Categorical Education
PALS	Phonological Awareness Literacy Screening
PLC	Professional Learning Communities
POS	Program of Studies
PRI	Progress Report Inserts
PTA	Parent Teacher Association
QRI	Qualitative Reading Inventory
SAI	Student Achievement Index
SBTS	School Based Technology Specialist
SOL	Standards of Learning
TAR	Teachers as Readers
YS	Young Scholars

**RESULTS AND REFLECTION**  
**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>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Essential Life Skills</b></p> <p><b>Objective:</b></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b></p>		<p>Supported:</p> <p>Inhibited:</p>	