

**Fairfax County Public Schools
School Improvement Plan
2008 – 2009
Oak Hill Elementary
Cluster VII**



**Amy Goodloe, Principal
Jesse Kraft, Phyllis Sledge, Assistant Principals**

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Amy Goodloe	Principal		
Jesse Kraft	Assistant Principal		
Phyllis Sledge	Assistant Principal		
Michele Bowman	5 th Grade Teacher, GT, SIP Committee Co-Chair		
Sherry Cosby	6 th Grade Teacher, GT – Goal 1: Math Chair		
Christine Crawford	2 nd Grade Teacher		
Dana Garcia	ESOL Specialist, Goal 2: PBS Co-Chair		
Michele Giardina	GT Resource Specialist		
Jenny Henry	Library Media Specialist – Goal 2: PBS Co-Chair		
Debbie Hile	Reading Specialist – Goal 1: Reading Chair		
Kristen Jones	3 rd Grade Teacher, GT, Goal 3: Service Learning Chair		
Nick Kokulis	6 th Grade Teacher, Science Lead Teacher		
Tammy Ofano	SBTS		
Tony Pane	6 th Grade Teacher, GT		
Nikki Wright	5 th Grade Teacher, GT, SIP Committee Co-Chair		
SIP Goal Teams	Each instructional staff member is on a goal team		
Erica Carter	PTA President		
Michelle Grudi	PTA First Vice President		

Introduction:

The school improvement planning team at Oak Hill is comprised of a team of teacher leaders representative of the grade levels and special programs that are part of the school community. The entire Oak Hill staff was engaged in a reflection on the achievement of the 2007-2008 school year goals, as well as the school climate survey in May of 2008. Next, the SIP team came together in August 2008 to analyze data and reflect on the goals included in the 2007-2008 SIP. The SIP team shared data and drafts of the 2008-2009 goals with the entire Oak Hill staff during a workshop in September 2008. Each instructional staff member serves on a SIP goal committee and those committees worked collaboratively to review and revise the SIP goals for this school year. The SIP team incorporated the input of all staff members into the goals that are presented in this plan. Finally, the Oak Hill PTA Board reviewed and commented on the plan before it was finalized for submission.

The 2008-2009 Oak Hill SIP centers around the school-wide goals that our staff identified at the start of the 2007-2008 school year and reaffirmed in the spring of 2008 for this school year. The goals include:

- Increasing Collaboration and Communication school wide - PLCs
- Active Student Engagement – Kagan
- Continued use of Language Arts Best Practices – Word Study, DRA2, Balanced Literacy
- Assessment *for* Learning – eCART!!!

One of our major focuses is the continuous improvement of our PLCs. To that end, at the opening staff meeting in August 2008, the entire staff engaged in a Kagan Cooperative Structure (Jot Thoughts) to generate faculty norms that would govern our meetings including monthly faculty professional development, Steering Committee, and Vertical Team Meetings. The SIP team consolidated the staff generated norms and aligned them with our PBS program – P.A.W.S. – as Oak Hill PAWS for PLCs. The norms were shared with the Steering Committee at our October meeting.

Oak Hill P.A.W.S for PLCs:

Professionalism:

- Respect listeners and the speaker
- Respect each others' knowledge and experience
- Be supportive of one another
- Understand that it is OK to disagree
- Respect, be considerate of and empathetic toward academic responsibilities of each grade level and specialty
- Be open to others ideas and sharing

Accountability:

- Have a plan/agenda and stick to it
- Start and end on time
- Designate roles for each meeting: facilitator, time keeper, recorder, snack master!
- Be 100% attentive: No sidebar conversations or grading papers
- Be prepared

Willingness to Learn:

- Be positive
- Pull your weight
- Be flexible
- Leave negativity at the door
- Communicate clearly

Safety:

- Be supportive and open to needs of all students
- Keep things confidential that need to remain confidential
- Keep students as the main focus
- Maintain emotional safety for staff and students

The progress towards the accomplishment of the SIP goals will be monitored not only by the SIP team, part of the Oak Hill Steering Committee, but also each PLC on a regular basis. Many of our in process measures require that documentation is provided through weekly PLC notes which are posted on the internal Oak Hill 24/7 communication site. Ongoing, open communication focused on instruction and student achievement is a critical part of the Oak Hill community.

The school plan will be shared with the PTA board at our next board meeting on October 6, 2008, followed by sharing of highlights of the goals and strategies at the PTA meeting on October 7, 2008. Copies of the plan are available for review in the Oak Hill main office and on the school's website. Because the PTA is such an integral part of our school community, ongoing communication regarding our goals and mission is an essential part of the way we work everyday.

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

Oak Hill Elementary strives to provide an excellent educational experience for all students by guiding and challenging them to become independent thinkers and reflective life-long learners who will conduct themselves with honor and demonstrate care for their global community.

SCHOOL—MISSION STATEMENT

The mission of Oak Hill Elementary is to foster a collaborative learning environment in which the school community is comfortable taking emotional, social, and academic risks and produces creative, moral, empathic, and positive leaders.

SCHOOL—CORE VALUES/BELIEFS

At Oak Hill School we believe that in order to develop academic and essential life skills students and staff need to demonstrate the attributes of our school-wide “*Respectful PAWS*” program :

- Positive Attitude
- Accountability
- Willingness to Learn
- Safety

As a staff we are committed to the following core beliefs:

We believe:

- Everyone is a teacher
- Everyone is a learner
- All children can learn
- Every student should get what s/he needs
- We teach the whole child
- In developing self-advocacy in students
- Parents are an integral part of the teaching and learning process
- We should value and respect individuals and their ideas

- In providing a nurturing and safe learning environment
- In developing strong character
- In cultivating a sense of accountability and responsibility for self
- In life long learning
- It is important to be positive
- In high expectations for all
- In developing self-directed learners

SPECIAL PROGRAMS

Student Achievement Goal – Academics:

Advanced Academic Opportunities
After School Intervention Program
Chantilly Pyramid Literacy Initiative
Continental Math League (3-6)
Creative Writing Webinar for Sixth Grade
Daily Chinese Language Lessons on WOAK-TV
Drama Club
ESOL
Family Math Nights
FLES (Foreign Language in the Elementary School) – Chinese Grade 1 and 2
FLEX (Foreign Language Experience) – After School Spanish and Chinese, Level 1, Level 2
Future Engineers – Building Bridges
GEMS
Geography Bee
German Club
GRACE Art
Integrated Fine Arts Block Schedule
Junior Great Books
Lego League
Math Counts
Oakie Pals Mentoring Program
Oakie’s BB&T School Bank
PAWS to Read
Reading Buddies
Reflections
Scripps Howard Spelling Bee
Science Club
Where in the World is Oakie? Weekly Challenge
Writers Club

Student Achievement Goal – Essential Life Skills

After school fitness: Soccer, Basketball, Yoga, Ultra Sports, Mini-Olympics
Business Partnerships with Baja Fresh, Chantilly; Columbia Gas Transmission; Rappaport Companies, Baskin Robbins
Counselor run small groups – study skills, friendship, organization, etc.

Girls on the Run
Outdoor Classroom
Oakie Pals Mentoring Program
Oakie's BB&T School Bank
Positive Behavior Support – Respectful PAWS Program
Run for FUNds – 5K
WOAK-TV

Student Achievement Goal – Responsibility to the Community

Angel Tree
Oak Hill 25th Anniversary Celebration
Positive Behavior Support – Respectful PAWS Program
Recycling Program
SCA service learning projects

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 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: K-6 reading instruction will be focused on developing independent readers.

To support the Chantilly Pyramid Literacy Goal: Increase student achievement in all subject areas by ensuring that students develop age-appropriate reading skills as they “learn to read” and as they “read to learn” through research-based literacy instruction and systematic assessment.

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

Data Sources:

SIP team will focus on SOL and DRA2 data to drive instruction. SOL Data from 2008 indicates an improved performance level for our Special Education student population, with the exception of fifth grade, that we would like to continue.

- 2007 Grade 3 Special Education fail rate was 62.5%, 2008 Grade 4 was 11%
- 2007 Grade 4 Special Education fail rate was 7.7%, 2008 Grade 5 was 11%
- 2007 Grade 5 Special Education fail rate was 37.5%, 2008 Grade 6 was 6%

The DRA2 was a new assessment which limits comparison to previous years. In first grade, 62.5% of Special Education students were Below Mid 1st Grade and 61.1% of LEP students were Below Mid 1st Grade so those are two groups that we need to focus on. In second grade, 22.2% of Special Education students were Below Mid 2nd Grade and 21.1% of LEP students were Below Mid 2nd

Grade evidencing that these are two groups that we also need to focus on. Only 2.4% at first grade and 2.8% at second grade were significantly above grade level so we need to strengthen our teaching of higher level students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- The Language Arts walkthroughs last spring showed consistent use of balanced literacy throughout the school
- Teachers are progressing in their teaching of reading strategies.
- Literature circles are being used successfully in grade levels 4-6.
- Guided Reading has been widely adopted.

Weakness:

- The Language Arts committee has discussed the need to improve communication between the Special Education, ESOL, and general education teachers.
- Improvement is needed in challenging our higher level readers at the first and second grade levels while providing increased reading instruction and practice for ESOL and Special Education students in first and second grade.

Best Practice Research:

Research in best practices for instruction in reading clearly shows the need for differentiated instruction. Students need to be instructed at their appropriate developmental level. According to Fountas and Pinnell and Harvey and Goudvis it is essential that students know and understand the reading strategies to properly self-assess and use their reading ability. Independent reading would also build up stamina as well as use of strategies that should better equip them for dealing with standardized tests (Calkins, Montgomery, & Santman, 1998). Independent reading was a critical factor related to reading achievement in the primary grades. Schools found to be most effective in primary-grade reading achievement encouraged students to read 28 minutes per day (Taylor, Pearson, Clark & Walpole, 1999). In independent reading, the purpose of reading is for practice and increasing competence by self selecting just-right texts and responding to teacher instruction (Fountas & Pinnell, 2001). Harmon conducted (1999) qualitative research on strategies students use to figure out unfamiliar words in independent reading. She noted that students employ a mix of context, word analysis, and prior knowledge to develop meanings of new words that increase their vocabulary. Teachers can focus on these skills in instruction. Independent reading is key to developing background knowledge and vocabulary, which are powerful components in building comprehension. (Beck and McKeown, 1999). Beck and McKeown also pointed out the importance of social collaboration and the impact discussion has on engagement while reading and improving comprehension, so time for these activities needs to be provided for students. If the link between home and school is strengthened, students are more apt to be engaged readers at home, and parents will have the opportunity to help their children (Baker, 1999.)

“The diagnostic thinking of teachers, every day in every classroom, is most likely to increase the probability that students will grow and achieve. Checking at intervals and making adjustments in student learning and teaching will have high payoffs for student achievement. However, it is one thing to note progress or lack of progress and another thing to know what to do next. True diagnostic thinking requires teachers to reflect consciously on student learning and then connect their conclusions to the most effective next steps.” (Gregory & Kuzmich, 2004).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	Special education student performance on spring 2009 SOL tests, including VGLA, in reading for grades 3-6 will be greater than or equal to 81% passing at each grade level.
1.1.1	First and second grade students meeting the benchmark levels on the spring 2009 DRA2 reading assessment will meet or exceed 90% for our general education population and 81% for our special education population.
1.1.1	At least 10% of first and second graders will reach the significantly above grade level benchmark on the DRA2.
1.1.1	In 2008, 61.1% of first grade LEP were Below Mid 1 st Grade. In spring 2009, at least 70% of the LEP second grade students will at least reach a level 16 on the DRA2.
1.1.1	Students in grades 2-6 identified as at risk readers according to their 2008 spring DRA2 or SOL scores, and first grade students identified as at risk in PLC meetings this fall, will demonstrate a half year of growth when given the DRA (or QRI for Cognitive Reading students who had a QRI last spring) assessment in January of 2009.
1.1.1	Students new to Oak Hill in the fall of 2008 who failed to demonstrate grade level reading on the DRA fall 2008 will demonstrate a half year of growth as measured by the DRA given in January 2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in all subject areas by ensuring that students develop age-appropriate reading skills as they “learn to read” and as they “read to learn” through research-based literacy instruction and systematic assessment.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers at all levels will use common language when referring to the reading comprehension strategies for both fiction and non-fiction to include: <i>making connections, questioning/predicting, visualizing, inferring, determining importance, synthesizing, and monitoring/ repairing comprehension</i>	Reading Teacher, All teachers of grade K-6 students	Pyramid training for elementary teachers for the reading comprehension strategies. Monday afternoons. Planned by pyramid reading teachers.	X	X	X	X	Oak Hill team walkthroughs including observations and data analysis, PLC discussions on strategy instruction-notes to be posted on grade level wiki. Compare fall and spring eCART data Grades 3-6 by subgroups to evaluate strengths and weaknesses and determine focus for instruction
2. Develop/share student assessment rubric for students reading below grade level, targeted at-risk students, at Grades 6	Reading teacher, grade 6 teachers	Forms printed on card stock. One day of sub time per elementary and middle school for passage point teachers to promote articulation. Teachers at each site to share time.				X	Teacher evaluation of efficacy of the rubric.
3. Continue implementing Cognitive Reading Strategies with designated students	Sheryl King Mary Swanson, Bev Bissell, SPED Teachers; Classroom Teachers	Training through FCPS, books \$500	X	X	X	X	Formative and Pre and post assessments as part of the program

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in all subject areas by ensuring that students develop age-appropriate reading skills as they “learn to read” and as they “read to learn” through research-based literacy instruction and systematic assessment.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. Administer DRA or DRA2 to all at-risk students in January and discuss assessment data at PLC and 2 nd Quarter Grade Level Data Meetings.	All language arts teachers	None		X	X		Comparison of fall and mid-year data at PLC meetings and quarterly data analysis meetings to determine growth, assess strengths and weaknesses and determine focus for instruction-notes to be posted on grade level wiki
5. Provide targeted intervention for identified at-risk students	Dana Garcia, ESOL and Christine Crawford, second grade-203 day contracted teachers	Provided by FCPS	X	X	X		DRA2, QRI, and running records analyzed by intervention teachers Parent and staff conferences regarding student progress

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 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)*

- K-6 Math instruction will focus on improving math competency, specifically in: number and number sense, measurement and geometry, and probability and statistics; as well as problem-solving strategies.

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

SOL scores from 2008-2009 reflect consistent weakness in these areas: number & number sense, geometry & measurement, and probability & statistics.

- Third grade total fail rate = 3.7 %
- Fourth grade total fail rate = 2.0 %
- Fifth grade total fail rate = 17.94 % (Due to the large percentage of students at 5th and 6th grade taking above grade level SOL, the grade level SOL scores are skewed.)
- Sixth grade total fail rate = 6.9 %

Data indicated that several subgroups did not achieve AYP goals, though pass rates have increased for all groups identified. As a result these subgroups will continue to be targeted for intervention and improvement in achievement. The expanded use of the VGLA assessment for many of students with special needs is planned:

- Black students' pass rate increased from 56.52% to 72%
- Hispanic students' pass rate increased from 65.38% to 66.66%
- Disadvantaged students' pass rate increased from 51.72% to 63.33%
- Students with disabilities pass rate increased from 70.42% to 73.77%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Teacher collaboration and community of learners among teachers
- Vertical articulation allows teachers to “see” what was and what will be in math to guide their instruction
- Over 50% of 5th and 6th grade populations are taking compacted math
- Total numbers of students in subgroups (i.e., economically disadvantaged, Hispanic, students with disabilities) are very low which allows us to focus on individual students.

Weaknesses:

- Varied comfort levels for teaching and differentiating mathematics
- Varied student readiness levels for different sub-categories in math
- Due to the large percentage of students at 5th and 6th grade taking above grade level SOL, the grade level SOL scores are skewed.
- As grade level increases, so does the failure rate.
- Fail rates of students in specific subgroups are misleading due to low population

Best Practice Research:

We will continue focusing on activating background knowledge and developing understanding of key vocabulary, since this has proven to positively impact student academic achievement. Research has shown that eliciting background knowledge from students before beginning new learning increases student engagement. Students are better able to relate to new information when they can build on a firm foundation already set. Referencing Marzano's expansive research, “knowledge of any topic is encapsulated in the terms people know that are relevant to the topic.” (Building Academic Vocabulary, Marzano, 2005)

Wiggins and McTighe suggest focusing on student understanding by first looking at the outcomes, goals, and objectives for student learning; then planning instruction to bridge the gap between what students already know and what they need to know. We will explore, develop and implement formative assessments in an effort to minimize student misunderstandings and misconceptions and to develop their deeper essential learning and enduring understandings.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	Student pass rate on spring 2009 SOL in grades 3-6 will equal or exceed 90%.
1.1.2	Pass Advance rate on spring 2009 SOL for compacted math students will be 85% or greater in grades 3-6.
1.1.2	Student pass rate on spring 2009 SOL for special populations (special education, economically disadvantaged, black, Hispanic) will equal or exceed 79%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: K-6 Math instruction will focus on improving math competency, specifically in: number and number sense, measurement and geometry, and probability and statistics; as well as problem-solving strategies.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Focus on concepts and vocabulary by developing math notebooks, vocabulary lists, word walls, and use of manipulatives. Model books will be created by classroom teachers appropriate by grade level.	K-6 math teachers, Instructional Assistants	Cards, Notebooks, Looking at Words (FCPS-accessible through Gateways & intranet) Manipulatives Pacing Guide on eCart	X	X	X	X	Notebooks will be shared in vertical grade level meetings. Quarterly survey of teachers on effectiveness of notebooks by Math goal team.
2. Explicitly teach key words for solving word problems and strategies for problem solving.	Classroom Teachers, Instructional Assistants	Instructional Gateways for math, Teacher made materials, eCart Resources, Exemplars	X	X	X	X	PLC dialog, vertical articulation discussions, teachers check student notebooks for understanding
3. Increase student experience with problem solving activities by implementing math challenges across grade levels (GT and General Ed.)	Classroom Teacher, Instructional Assistants, PTA sponsor	Math Counts (gr. 6+); PTA sponsored CML (gr. 2-6+); \$70-\$85 per class participating Math Olympiad (gr. 4-6+); \$99 per class participating Virginia Math League (gr. 4-6+); \$30 per class participating	X	X	X	X	Quarterly math challenge results, student participation and feedback, data analysis at quarterly grade level meetings

SCHOOL IMPROVEMENT PLAN OBJECTIVE: K-6 Math instruction will focus on improving math competency, specifically in: number and number sense, measurement and geometry, and probability and statistics; as well as problem-solving strategies.

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.	
4. Students will participate in daily cumulative skills review.	Classroom Teachers K-6	Great Expectations (FCPS), Top Score (FCPS), or other teacher-owned materials, such as Math 4 Today (\$20 ea.), Daily Math Review (\$20 ea.), Mountain Math (\$80 ea.)	X	X	X	X	Cumulative review assessments, eCart assessment results
5. Provide support for implementing new pacing guides.	Math team, Classroom teachers, eCart team, Administrators	Time eCart In-house materials “After School Specials” sessions offered by the County	X	X	X	X	Vertical articulation meetings, PLC discussions, and notes Quarterly monitoring of teacher confidence and ease of implementation – looking back and looking ahead by Math Goal Team
6. Professional development opportunities, including Teachers as Readers, make-and-take sessions, math walkthrough sessions (Oak Hill Team), & formative assessment	Classroom teachers, Steering committee, Administrators	Pacing Guide, eCart, professional book: Checking for Understanding (\$30 per book) Subs for the walkthrough ASPIRE; eCart	X	X	X	X	Participant feedback, teacher implementation, anecdotal / observations, walkthrough data analysis and sharing, debriefing with walkthrough participants

SCHOOL IMPROVEMENT PLAN OBJECTIVE: K-6 Math instruction will focus on improving math competency, specifically in: number and number sense, measurement and geometry, and probability and statistics; as well as problem-solving strategies.							
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Inventory and disseminate FCPS resources for intervention sent to schools in the summer (former summer school materials) to support differentiation in math.	Math Goal Team, 203 Day contract teachers (Garcia, Crawford),	FCPS resources. None	X	X			Teacher use of materials. Teacher feedback on need for after school intervention in math.

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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)*

All staff members will teach students the skills to demonstrate a positive attitude, become accountable for their actions, display a willingness to learn, and make safe choices as taught through the *Respectful PAWS* program.

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

Background Information:

In August 2008 the PBS Team and a variety of Oak Hill staff members met for a committee working session. The group began with a review of data provided from the School Wide Evaluation Tool (SET). Upon examination of our identified strengths and weaknesses the group broke into smaller sub-groups to focus on plans including the development of lesson plans, the creation of materials to support substitute teachers, and the implementation of content-based “Where in the World is Oakie” weekly challenges. Specifically, the lesson plans focus on using uniform language and teaching methods for introducing to and reinforcing the PAWS program with students. At our opening staff meeting, the data was shared, lesson plans were presented, and staff learned where to find these new PBS materials on Blackboard 24/7.

Data Sources:

SIP Team will focus on the PBS data driven through the School Wide Evaluation Tool (SET), the Team Implementation Checklist (TIC), student surveys, staff surveys, and number of PAWS collected.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The results of the SET concluded the following

- An overall score of 96% in June 2008 from a baseline score of 39% in September 2007 (maintenance level).
 - Expectations Defined = 100%
 - On Going System for Rewarding Behavioral Expectations = 100%
 - System for Responding to Behavioral Violations = 100%
 - Monitoring and Decision-Making = 100%
 - Management = 100%
 - District-Level Support = 100%

School year 2008-2009 is the second year of PBS implementation, Oak Hill's PAWS program: **P**ositive Attitude, **A**ccountability, **W**illingness to Learn, and **S**afety.

Weaknesses:

The results of the SET indicate that the staff would like a repertoire of specific lesson plans in order to provide consistent instruction and practice of the desired behaviors encapsulated by the PAWS program. The Staff Self Assessment survey conducted in June 2008 indicates that students need more involvement in identifying and developing incentives.

Best Practice Research:

There is a 15 year body of research that PBS is an effective behavior program and it is supported and endorsed by FCPS.

PBS is a process for creating safer and more effective schools. PBS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.

PBS includes school-wide procedures and processes intended for:

- ALL students, ALL staff, and in ALL settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers
- Individual student supports for the estimated 1-5% of students who present the most challenging behaviors

In addition, The PBS PAWS program at Oak Hill integrates many of the character education strategies outlined in the *Eleven Principles Sourcebook, How to Achieve Quality Character Education in K-12 Schools*.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
FCPS Goals #2.1 #2.2 #2.5 #2.7 #2.8	From June of 2008 to June of 2009 the results of the FCPS Self Assessment Survey (staff) will indicate an increase from 64.3% to 75% in the area of Teaching and Implementation Strategies of the PBS Matrix.
#2.8	From June of 2008 to June of 2009 the results of the FCPS Self Assessment Survey (staff) will indicate an increase from 71.5% to at least 75% in the area of Continuum of Behavior Support specifically in the area of Acknowledgment System (teacher incentives and student involvement in student incentive).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff members will teach students the skills to demonstrate a positive attitude, become accountable for their actions, display a willingness to learn, and make safe choices as taught through the <i>Respectful PAWS</i> 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 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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. PBS team will meet monthly to monitor effectiveness of the program, PBS Team Leaders attend monthly training.	Christy Ryder, Jenny Henry, PBS Coaches, Mary Beth Anderson, Team Leader, and PBS team	None. Sub code provided by FCPS	X	X	X	X	PBS team dialog and notes. Informal observation. Team Implementation Checklist (TIC)
2. Booster sessions for students and staff will be planned and delivered. For example assemblies, games at staff meeting, etc.	All Staff	None	X	X	X	X	Implementation will be monitored by administrators and PBS Team
3. Individual teachers teach and reinforce the PAWS matrix with students in their classrooms using lesson plans developed collaboratively.	PBS team and all instructional staff	Blackboard 24/7, Smart Board, and other teacher made materials No additional cost	X	X	X	X	Grade level and PLC dialog; informal observation, PBS team sharing feedback from PLC meetings
4. Our PAWS program has expanded to bring in content through our <i>Where in the World is Oakie?</i> weekly challenge.	All staff and students	Digital images and Power Point presentations provided by staff	X	X	X	X	Number of classes participating in the weekly challenge
5. Students will be surveyed to identify free, appropriate, and safe school wide incentives.	All staff and students (through Student Council Association Meeting)	None	X				Surveys will be reviewed by SCA, SCA sponsors and PBS team Incentives will then be determined by administration and PBS team.
6. An incentive plan for staff will be implemented through a colleague recognition program.	All Staff	Bulletin board, recognition certificates and non-monetary rewards	X	X	X	X	Number of certificates submitted monthly

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

Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on recycling.

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

Data Sources:

Current indicators include:

- Informal observation indicates strong student interest in greater community involvement
- Following the current trend of “Green Living”
- Following the FCPS Recycling Guidelines

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Oak Hill has an involved community that values community service and enrichment opportunities.
- Supportive PTA and involved business partners
- Students demonstrated enthusiasm for the recycling program introduced during the 2007-2008 school year.

Weaknesses:

- Oak Hill has lacked a school-wide initiative focused on service learning.
- Teachers have observed a lack of student awareness of global citizenship.
- Many fundraisers or drives lack connection to student lives and follow up.

Best Practice Research:

Research shows that students of all ages (from elementary through college) benefit from experiences with service learning. The benefits derived range from a broader understanding of socio economic differences across their community/world to their ability to see themselves as part of positive change. Service learning goes beyond donation collections and allows students to learn how to best meet the needs of the greater community. It integrates learning objectives, and allows time for reflection on the impact the experience has on themselves and their own place in the world. Donation collections benefit the recipient at the current moment while service learning produces long term benefits as students learn how to become engaged citizens that are eager to help their community. (Improving Community Involvement and Citizenship Among Elementary School Students Through Service Learning Experiences, Smith, 2007.)

Classroom service learning projects completed in previous years at Oak Hill have allowed for integration into curriculum, recognition of multiple intelligences as well as student input into project selection. This allows for an authentic and meaningful experience that adds to the days' learning instead of reducing valuable instructional time. The benefit of school-wide service learning can be seen at schools such as Independence Elementary in Clarkston, MI where each grade level had a service-learning project that tied in with their curriculum as well as met needs in their community. The consistency across the grade levels and focus of the entire school was deemed to be an integral part of the success and impact on the students and community. Our goal at Oak Hill is to bring service-learning to all students across the grade levels in order to maximize impact on students and the greater community.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Throughout the 2008-2009 school year baseline data will be gathered to reveal student participation in recycling at school and at home through the use of surveys.
3.2	By June 2009, 75% of students in the SCA will participate in a service learning project.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Oak Hill Students will be stewards of their school, community, country and world through student centered service learning projects.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. An Adopt a Recyclable program will be established by grade level For example: <ul style="list-style-type: none"> • 4th grade – plastic • 5th grade – paper 	Service Learning Goal Team SCA Oak Hill Staff Jen David (parent liaison)	Recycling Bins – TBD Updated Signage - \$100	X	X	X	X	Monthly SCA Survey of student participation in recycling Staff feedback to service-learning team via quarterly meetings
2. Students will establish and maintain a recycling depot that integrates the various recycling efforts at Oak Hill.	Lou Sonoskey (5 th grade teacher) Oak Hill Staff SCA PTA Business Partners Jen David (parent liaison)	Recycling Bins – TBD Updated Signage - \$100	X	X	X	X	Observation and grade level feedback
3. Oak Hill will collaborate with community groups (Girl Scouts, Cub Scouts, etc.) to further the reach of recycling efforts to the community. -For example Girl Scout Troop 123 will be recycling Cross	Service Learning Goal Chair - Kristen Jones Troop Leaders Student participants	None	X	X	X	X	Observation and feedback from troop leaders.
4. SCA will facilitate student involvement in the 25 th Anniversary Event with a focus on recycling. - For example recycling old running shoes during the Run for Funds.	Oak Hill Staff SCA PTA Business Partners	None			X	X	SCA representative will attend and contribute to 25 th Anniversary planning meetings. SCA Monthly Survey

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Oak Hill Students will be stewards of their school, community, country and world through student centered service learning projects.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. SCA representatives and officers will learn about service-learning and share with their classmates.	Oak Hill Staff SCA SCA Sponsors	None	X	X	X	X	Return of notes to SCA sponsors.
6. SCA will generate and participate in their own service learning project.	Oak Hill Staff SCA PTA Business Partners	As needed			X	X	Reflection activities (ie. Written journals, Blackboard Discussions)

RESULTS AND REFLECTION

A Focus on Continuous Improvement

<p style="text-align: center;">Academics</p> <p>Objective: To support the Chantilly Pyramid Literacy Goal: Increase student achievement in all academic subjects by ensuring that students in the Chantilly Pyramid develop age-appropriate independent reading skills through research-based literacy instruction, systematic assessment, and targeted intervention measures.</p>	<p>1.1.1: a. 80% Pass rate of students with disabilities (AYP report) b. 1st grade (excluding LEP/SPED) – 85.2 % pass 2nd grade – 92%, SPED: 38% Pass 1st grade, 50% Pass 2nd grade c. We will use data from fall 2008 DRA2 for grades 3-6 to determine growth for students who were identified as below benchmark as identified by fall 2007 DRA2</p> <p>Overall SOL Pass rates:</p> <p>Grade 3: 96% Grade 4: 97% Grade 5: 96% Grade 6: 99%</p>	<p>Supported: Chantilly Pyramid Literacy Articulations – Development of Pyramid Plan</p> <p>Implementation of DRA2 K-6 in Fall of 2007</p> <p>Quarterly Vertical Team Discussions focused on student reading achievement data</p> <p>LA Walkthroughs and peer observations by staff, Data analysis regarding instructional strategies in spring vertical team meeting</p> <p>Exploration of Word Study school wide</p> <p>Implementation of Cognitive Reading Strategies for students significantly below grade level.</p> <p>Ongoing focuses on the use of Guided Reading and direct teaching of Reading Comprehension Strategies.</p> <p>Implementation of Reading Buddies Program as well as Mentoring Program</p> <p>Inhibited:</p> <p>None</p>	<p>The SIP team and LA committee feels that the majority of reading strategies have been standardized as evidenced by DRA and SOL pass rates. The Oak Hill staff will continue to implement:</p> <ul style="list-style-type: none"> • DRA 2 K-6 • Independent Reading • Direct Instruction of Reading Strategies • Use of Cognitive Reading Strategies alternative reading program • Balanced Literacy including Guided Reading • Sustained Reading as nightly HW • Reading Buddies program <p>Word Study will be implemented school wide in grades K-6 this year.</p> <p>We will administer Fall DRA2 to all identified at risk in Fall of 2007, those who failed the Spring 2008 Reading SOL, as well as new to Oak Hill ES</p> <p>We will support and participate in the Chantilly Pyramid Initiative.</p>
--	---	--	--

<p style="text-align: center;">Academics</p> <p>Objective: K-6 Math instruction will focus on improving math competency, specifically in: number and number sense, measurement and geometry, and probability and statistics; as well as problem-solving strategies.</p>	<p>1.1.2: Overall pass rate grades 3-6: 93.96%</p> <p>Grade 3: 96% Grade 4: 95% Grade 5: 93% Grade 6: 92%</p> <p>99% of students taking Grade 6 Compacted Math achieved Passed Advanced on either the Grade 7 or 8 Math SOL.</p> <p>Special Education: 73.77% Passed, Economically Disadvantaged: 63.33% Passed, Black 72% Passed</p>	<p>Supported:</p> <p>Students participated in daily cumulative skills reviews using text resources, teacher created resources, Top Score and Great Expectations.</p> <p>Staff Development focused on the teaching of critical math vocabulary was held in February 2008, provided by DIS</p> <p>TAR group study of Marzano's <i>Building Academic Vocabulary and Background Knowledge</i> was completed in spring of 2008.</p> <p>Inhibited:</p> <p>No vertical team meetings focused on math data.</p> <p>Need to universally use FCPS Looking at Words math vocabulary lists to assist in instruction.</p>	<p>After reflecting on our data, the SIP team concluded that additional focus will need to take place on:</p> <ul style="list-style-type: none"> • Creating and using formative assessments to determine student readiness and progress towards achieving objectives. • Providing professional development for staff on differentiation of math instruction and use of a variety of math resources • Expanding access of math challenge programs to grades 2-6 beyond Level IV services and compacted math to address higher level thinking and problem solving weaknesses • Utilize math intervention resources provided by FCPS to assist subgroups of students not meeting AYP benchmarks
---	---	--	--

<p style="text-align: center;">Academics</p> <p>Objective: Implement the Chinese FLES program to include direct language instruction for students in first grade, as well as exposure to Chinese language and culture through daily experiences on school wide news program, and experiences in music and art classes. Resume Level I FLEX classes in Chinese and Spanish for students in grades K-6.</p>	<p>1.2</p> <p>a. At the end of the 2007-2008 school year 75% of first grade students will demonstrate proficiency in recognizing basic Chinese phrases including greetings, farewells, colors and numbers as measured by teacher observation.</p> <p>Anecdotal observations of current second grade students who participated in the FLES Chinese program indicate achievement of this goal.</p> <p>b. 90% of students participating in German Club and FLEX Level 1 Classes in Spanish and Chinese will complete the class in the spring of 2008 and be eligible to move on to the next level of instruction for fall of 2008.</p> <p>Level 2 Classes in Spanish and Chinese will be offered during the 2008-2009 school year. German club will continue in it's third year.</p>	<p>Supported:</p> <p>Full time Chinese FLES teacher</p> <p>Multicultural celebration</p> <p>After school FLES: Spanish, Chinese and German Club</p> <p>Daily WOAK Chinese Vocabulary Lessons</p> <p>Chinese vocabulary posted around the building, handouts to staff, posting on website</p> <p>Inhibited: none</p>	<p>The SIP team in collaboration with the FLES teacher decided to abandon this goal. The program was very successfully implemented in 2007-2008. Based on very positive feedback from students and staff both the FLES program and FLEX after school classes will be expanded.</p>
---	---	---	--

<p>Essential Life Skills</p> <p>Objective: All staff members will teach students the skills to demonstrate a positive attitude, become accountable for their actions, display a willingness to learn, and make safe choices as taught through the <i>Respectful PAWS</i> program.</p>	<p>2.2,2.3, 2.7: Achieved school wide rewards 4 out of 4 quarters, each class earned Oakie at least once during the year.</p> <p>2.5: Higher effort grades on report cards from Fall to Spring We did not use this measure.</p> <p>2.8: Accident Reports will be less than those reported during the 2006-2007 school year as analyzed by month.</p>	<p>Supported:</p> <p>Representative PBS team</p> <p>Clear Matrix and individual teaching by staff during first week coupled with refresher assemblies and reminders on WOAK</p> <p>PAWS Handbook now integrated into parent handbook.</p> <p>School wide incentives were simple, attainable and very popular</p> <p>Inhibited:</p> <p>2.8 We did not keep accident report data by month in 2006-2007 and were unable to compare. Monthly accident report data does not seem an accurate measure due to the random nature of many accidents</p>	<p>Further Develop PBS to include items identified by SET and staff survey as not initiated or in progress. These include but are not limited to:</p> <ul style="list-style-type: none"> • Lesson plans for teaching PAWS expectations • Specific Interventions for Yellow/Red zone students • Refresher lessons, etc. throughout the year • Representation of each grade level on the PBS team • Students involved in identifying incentives • Classroom applications of PAWS <p>Staff incentives</p>
---	---	--	--

<p style="text-align: center;">Responsibility to the Community</p> <p>Objective: Through our PAWS program and activities throughout the school, we will define and develop a respectful, collaborative community within Oak Hill School in which students and staff feel connected and contribute to the common good of the entire community.</p>	<p>3.2 a. Decrease in office referrals data from September to June - overall yes, saw bubble in May</p> <p>3.2 b. Student survey data indicated that students understood expectations and felt recognized for appropriate behavior. Data collected from students who participated in the Oakie Pals Mentoring program indicated an increase in feeling valued in the school and connected to adults in the building.</p> <p>3.2 c. Staff perceptions of school climate based on the staff end of the year PBS SET survey indicated a strong positive impact. Though not cited as a measure, the FCPS school climate survey indicated a high level of staff satisfaction at Oak Hill.</p> <p>Staff felt that PAWS program was consistently implemented, taught and reinforced.</p> <p>Earned school wide incentives 4 our or 4 quarters</p>	<p>Supported: SET Data – Implementation Average 96% - Maintenance Level Staff Survey Data</p> <p>Representative PAWS team</p> <p>Student assemblies and videos throughout the year</p> <p>Focus on 4 simple, clear behavior expectations</p> <p>Inhibited:</p> <p>We opted to use a much simpler student survey than the one originally cited in the indicator. The PBS team feels that we were able to get very accurate data on student perceptions of the effectiveness of PAWS and school climate.</p>	<p>Because of the overwhelming successful implementation of the PAWS program at Oak Hill, the SIP team decided to incorporate elements of this objective into Goal 2 and focus on developing service learning projects for Goal 3 for 2008-2009.</p>
---	--	--	--

