

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 T. Goodloe, Ed.D. | Principal | ALL Teachers | Each serves on a goal committee |
| Terri Morris | Reading Specialist, Goal 1: LA Chair | | |
| Kelly Herring | 4 th Grade Teacher, Co-Math Lead; Goal 1: Math Chair | | |
| Nikki Wright | 5 th Grade AAC Teacher, Co-Math Lead; Math Chair | | |
| Pam Bennett | 4 th Grade Teacher, PBIS Coach, Goal 2: Co-Chair | | |
| Mary More | 4 th Grade AAC Teacher, PBIS Team Leader, Goal 2: Co-Chair | | |
| Jeanette O'Malley | 6 th Grade AAC Teacher, SCA Sponsor, Goal 3: Chair | | |
| Heidi Bowers | Grade 1 Team Leader, LA | | |
| Christine Crawford | Grade 2 Teacher, Math Pyramid Literacy Liaison | | |
| Erin Davis | Kindergarten Teacher, Team Leader, LA | | |
| Jenny Henry | Librarian, PBIS Team | | |
| Jessica Levy | 3 rd Grade Team Leader, Math | | |
| Christy Lubeley | 6 th Grade Teacher, S.S. Lead Teacher | | |
| Tammy Ofano | SBTS, Math | | |
| Phyllis Sledge | Assistant Principal | | |
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FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

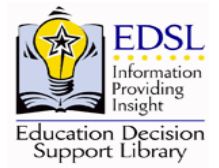
OAK HILL ELEMENTARY

| Category | June 2009 | | June 2010 | | June 2011 | |
|---|------------|-------|------------|-------|------------|-------|
| | # | % | # | % | # | % |
| ETHNICITY | | | | | | |
| ASIAN | 357 | 36.35 | 289 | 32.88 | 274 | 32.01 |
| BLACK (NOT OF HISPANIC ORIGIN) | 26 | 2.65 | 21 | 2.39 | 18 | 2.10 |
| HISPANIC | 40 | 4.07 | 21 | 2.39 | 39 | 4.56 |
| WHITE (NOT OF HISPANIC ORIGIN) | 514 | 52.34 | 499 | 56.77 | 478 | 55.84 |
| OTHER | 45 | 4.58 | 49 | 5.57 | 47 | 5.49 |
| | 982 | | 879 | | 856 | |
| GENDER | | | | | | |
| FEMALE | 457 | 46.54 | 414 | 47.10 | 391 | 45.68 |
| MALE | 525 | 53.46 | 465 | 52.90 | 465 | 54.32 |
| | 982 | | 879 | | 856 | |
| ENGLISH PROFICIENCY | | | | | | |
| ENGLISH PROFICIENT* | 916 | 93.28 | 801 | 91.13 | 777 | 90.77 |
| LIMITED ENGLISH PROFICIENT** | 66 | 6.72 | 78 | 8.87 | 79 | 9.23 |
| | 982 | | 879 | | 856 | |
| LEP LEVELS | | | | | | |
| 01-LEVEL 01 ENTERING | 10 | 15.15 | 7 | 8.97 | 7 | 8.86 |
| 02-LEVEL 02 BEGINNING | 10 | 15.15 | 11 | 14.10 | 10 | 12.66 |
| 03-LEVEL 03 DEVELOPING | 16 | 24.24 | 15 | 19.23 | 19 | 24.05 |
| 04-LEVEL 04 EXPANDING | 13 | 19.70 | 15 | 19.23 | 34 | 43.04 |
| 05-LEVEL 05 BRIDGING | 17 | 25.76 | 30 | 38.46 | 9 | 11.39 |
| | 66 | | 78 | | 79 | |
| ENGLISH LANGUAGE SERVICES*** | 42 | 4.28 | 44 | 5.01 | 68 | 7.94 |
| FEE WAIVER | | | | | | |
| NO FEE WAIVER | 937 | 95.42 | 843 | 95.90 | 812 | 94.86 |
| FREE OR REDUCED FEES | 45 | 4.58 | 36 | 4.10 | 44 | 5.14 |
| | 982 | | 879 | | 856 | |
| EDUCATIONAL DESIGNATION | | | | | | |
| GENERAL EDUCATION | 531 | 54.07 | 555 | 63.14 | 556 | 64.95 |
| ADVANCED ACADEMICS - LEVEL IV | 400 | 40.73 | 275 | 31.29 | 253 | 29.56 |
| ELEMENTARY ADVANCED ACADEMICS - LEVELS II,III | 108 | 11.00 | 65 | 7.39 | 36 | 4.21 |
| SPECIAL EDUCATION LEVEL 1 | 55 | 5.60 | 62 | 7.05 | 72 | 8.41 |
| SPECIAL EDUCATION LEVEL 2 | 50 | 5.09 | 48 | 5.46 | 47 | 5.49 |
| SPECIAL EDUCATION SERVICE | | | | | | |
| AUTISM | 6 | 5.71 | 6 | 5.45 | 7 | 5.88 |
| DEAF/HARD OF HEARING | 1 | 0.95 | 1 | 0.91 | 1 | 0.84 |
| EMOTIONAL DISABILITIES | 7 | 6.67 | 8 | 7.27 | 6 | 5.04 |
| LEARNING DISABILITIES | 45 | 42.86 | 45 | 40.91 | 48 | 40.34 |

*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

**Limited English proficient as defined by Virginia Department of Education.

***English Language Learners (ELL) students are LEP level 01, 02, 03, or 04 students who receive English Language services.



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

OAK HILL ELEMENTARY

| Category | June 2009 | | June 2010 | | June 2011 | |
|----------------------------------|------------|-------|------------|-------|------------|-------|
| | # | % | # | % | # | % |
| SPECIAL EDUCATION SERVICE | | | | | | |
| NONCATEGORICAL | 3 | 2.86 | 4 | 3.64 | 2 | 1.68 |
| PHYSICAL DISABILITIES | 1 | 0.95 | 1 | 0.91 | 1 | 0.84 |
| PRESCHOOL CLASS-BASED PROGRAM | 22 | 20.95 | 19 | 17.27 | 21 | 17.65 |
| SPEECH/LANGUAGE IMPAIRMENT | 20 | 19.05 | 26 | 23.64 | 33 | 27.73 |
| | 105 | | 110 | | 119 | |
| MOBILITY | | | | | | |
| MOBILITY RATE | | 8.20 | | 7.11 | | 10.55 |

*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

**Limited English proficient as defined by Virginia Department of Education.

***English Language Learners (ELL) students are LEP level 01, 02, 03, or 04 students who receive English Language services.



On the Tracks to Success



Oak Hill Elementary

OAK HILL ELEMENTARY

703-467-3500
3210 KINROSS CIRCLE
Oak Hill, VA 20171
www.fcps.edu/OakHillES

Throughout the Fairfax County Public School (FCPS) system, students are making strides in their academic growth. FCPS celebrates the progress made by all students in reaching our student achievement goals. Each school is committed to inspiring, enabling, and empowering students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FCPS values a well-rounded education that goes beyond basics to encompass the arts, world languages, and technology; to prepare each student for his or her place in

the world; and to provide a breadth and depth of opportunities that encourage students to stretch their capabilities.

Our teachers use research-based best practices to improve student achievement and help all students reach their full academic potential. By focusing on results, our schools employ a continuum of programs, initiatives, and strategies that address the curriculum, teaching, and relationships that each student needs to succeed.

Celebrating Oak Hill Students' Success

Oak Hill students:

- Excel in reading, writing and math (see *Performance Bands on back*).
- Work collaboratively and develop critical thinking skills
- Model the P.A.W.S. expectations: *Positive Attitude, Accountability, Willingness to Learn and Safety*
- Participate in school based service learning projects through *Kids Helping Kids* and schoolwide recycling.
- Learn environmental stewardship through interaction with the AHA Teaching Garden.
- Learn Mandarin Chinese in grades 1-5 as part of FLES

OAK HILL ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

| Mathematics Performance | | Less than 70% | 70-79% | 80-89% | 90-100% |
|--------------------------------|----------------------------|----------------------|---------------|---------------|----------------|
| 2010-2011 | All Students | | | | 98% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 98% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | | 97% |
| | Limited English Proficient | | | | 98% |
| 2009-2010 | All Students | | | | 97% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 96% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | 87% | |
| | Limited English Proficient | | | | 95% |
| 2008-2009 | All Students | | | | 97% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 97% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | | 93% |
| | Limited English Proficient | | | | 96% |
| Reading Performance | | Less than 70% | 70-79% | 80-89% | 90-100% |
| 2010-2011 | All Students | | | | 98% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 98% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | | 94% |
| | Limited English Proficient | | | | 98% |
| 2009-2010 | All Students | | | | 98% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 97% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | 87% | |
| | Limited English Proficient | | | | 97% |
| 2008-2009 | All Students | | | | 98% |
| | Black | * | * | * | * |
| | Hispanic | * | * | * | * |
| | White | | | | 99% |
| | Economically Disadvantaged | * | * | * | * |
| | Students with Disabilities | | | | 93% |
| | Limited English Proficient | | | | 96% |

* = Subgroup with less than 50 students
 Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

Introduction:

The school improvement planning committee at Oak Hill is comprised 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 2010-11 school year goals beginning in May 2011 with a review of the plan and prediction of results. The SIP leadership team comprised of the goal chairs came together in August 2011 to analyze data and reflect on the goals included in the 10-11 SIP. The SIP team shared data and drafts of the 2011-12 goals with the entire Oak Hill staff during CLT meetings and goal committee work session in September 2011. Each grade level CLT wrote SMART goals broken down by quarter related to the SIP Language Arts and Math goals during September (See Appendix B).

Each grade level CLT met at least one time during the summer of 2011 to align curriculum, plan for first quarter pacing, and to prepare beginning of the year common assessments to use at the start of the 2011-12 school year. Ideas from each CLT were incorporated into the SIP as well as strategies to further develop teachers' understanding and implementation of eCART, common assessments, and embedded intervention. School funds and professional development monies donated by the Oak Hill PTA were used to support summer CLT and SIP meetings. Remaining funds will be use to facilitate data review days by team throughout the 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 Oak Hill school culture of professional learning is the foundation for our SIP each year. As we continue to refine our practices as a school-wide Professional Learning Community we remain focused on the expectations we have adopted for each other as colleagues. The *Oak Hill P.A.W.S. for CLTs* were developed in the fall of 2008 as professional norms for the entire staff to govern our staff meetings as well as CLT meetings. This year we started the year with the following focus as high performing teams:

Positive Attitude

Accountability for student achievement

Willingness to learn and collaborate

Support one another

Oak Hill P.A.W.S Norms for Collaborative Learning Teams:

Professionalism:

- Respect listeners and the speaker
- Respect each other's 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 information confidential that needs to remain confidential
- Keep students as the main focus
- Maintain emotional safety for staff and students

Focus on Results:

We are very proud of our achievements over the last several years. These achievements are measured not only by our outstanding assessment results but also in our continuous improvement as a Professional Learning Community (**data comparison of 2009 and 2011 PLC survey will be included once results are reported**). Our commitment to student engagement through the application of Kagan cooperative learning structures is demonstrated by the daily use of structures in the classrooms and our participation in ongoing professional development. In August 2010 Oak Hill staff completed the five-day Kagan cooperative learning training together on the application of Kagan structures in the classroom. Staff members' commitment to this goal were demonstrated by their voluntary return to school two full days before contract time to participate. In November 2010 the Oak Hill staff spent two days with a Kagan coach presenting structures in the classroom and receiving valuable individual feedback. The Oak Hill PTA has generously supported this training by allocating funds for staff development over the last several years.

In 2011 the Oak Hill staff participated in the training for Collaborative Learning Visits with a focus on Student Engagement. Staff attended two training sessions and participated in learning walks in April and June 2011. The remainder of the staff will be trained

in October 2011 and feedback from CLVs are incorporated as in process measures for literacy (L.A., Math) goals in the 2011-12 plan.

The spring 2010 SOL and DRA results for Oak Hill are outstanding. Our students in grades 3-6 achieved pass rates of 98% in Reading and Math. **In addition, 94.7% of our students in grade 1 and 97.2% in grade 2 were measured to be at or well above grade level DRA benchmarks in spring of 2010.** We have been consistently progressing towards closing the achievement gaps between subgroups. **In Math, 100% of Hispanic students in grades 3-6 passed the 2010 SOL. In addition, the pass rate for students with disabilities in math and reading were 86.67%, LEP students' pass rates on both reading and math increased by approximately 3% from the three year average.** All subgroups with the exception of black students in mathematics exceeded the AMO objectives. As indicated in the results and reflection, closing the achievement gaps will remain an area of concentration schoolwide.

PAWS. Extended Learning Time

Positive Actions With Students (PAWS.) time is dedicated to individualized and small group extended learning for students who demonstrate a need for intervention or enrichment. Activities during *PAWS.* time include one on one and small group re-teaching and extension lessons with classroom teachers, instructional assistants, specialists (ESOL, Reading, and Counselors). In addition to full-time staff, two part-time teachers have been hired to support literacy instruction four days per week. All interventions and data related to student progress are tracked through an online database that all teaching staff has access to. Administrators can access summary and individual student reports in the database to track student performance. Student data is reviewed quarterly by the administrative team and discussed weekly by CLTs with the individuals providing intervention and enrichment instruction.

Progress Monitoring :

This year we are continuing the theme of “On the Tracks to Success”. Our strategies involve goal setting not only in academics, but also in the areas of behavior focused on by our PAWS - PBIS program, as well as through service learning. School wide, team and individual goal setting practices and strategies are embedded in our student achievement goals in all three areas.

During the 2010-11 school year, each grade level crafted annual SMART goals to support the achievement of the performance indicators for language arts and mathematics. This year teams are developing SMART goals broken down by quarter. Data from common assessments will be reviewed regularly in CLT meetings and SMART goal achievement evaluated by not only the individual teams, but also the SIP team on a quarterly basis. Middle of the year half-day data analysis and planning meetings will be held with each CLT, specialists and administrators during the 2011-12 school year.

The progress towards the accomplishment of the SIP goals will be monitored not only by the SIP team, which serves as the Oak Hill Steering Committee, but also each CLT on a regular basis. **Many of our in process measures require that documentation is provided through CLT notes which are posted through OneNote and shared with involved staff on the Oak Hill server.** Ongoing, open communication focused on instruction and student achievement is a critical part of the Oak Hill professional learning community. The SIP team will meet quarterly to review student data and adjust performance indicators and strategies as necessary. CLT teams will continually reflect on student data and monitor progress towards individual SMART goals as well as SIP indicators.

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 will 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

As a professional learning community we develop a strong relationship between students, families, and staff in a collaborative teaching and learning environment. ALL learners are challenged and supported to develop to their full potential through the application of best practices for teaching and learning, differentiated instruction, and ENSURING a rigorous, relevant curriculum that meets the emotional, social, and academic needs of our students.

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:

- **Success is the only option for each student – it is our responsibility to ensure it**
- 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

| | |
|---|---|
| <p><u>Student Achievement Goal – Academics:</u></p> <ul style="list-style-type: none"> • Advanced Academic Opportunities (Level IV Center) • Broadway Junior Club • Chantilly Pyramid Literacy (Reading and Math) Initiative • Continental Math League (3-6) • Daily Chinese Language Lessons on WOAK-TV • ESOL (English for Speakers of Other Languages) • Family Math Nights by grade level • FLES (Foreign Language in the Elementary School) – Chinese Grades 1-5 • FLEX (Foreign Language Experience) – After School Spanish, Chinese, Hindu • GEMS • Geography Bee • Girls on the Run • GRACE Art Grades K-6 • Homework Club • Integrated Fine Arts Block Schedule • Junior Great Books • Lego League • Math Counts Club • Oakie Pals Mentoring Program • Oakie’s BB&T School Bank • Reading Buddies • Reflections • Spelling Bee • Science Club • WOAK-TV • Writers Club | <p><u>Student Achievement Goal – Essential Life Skills</u></p> <ul style="list-style-type: none"> • After school fitness: Soccer, Basketball, Yoga, Ultra Sports, Mini-Olympics, and others • Business Partnerships with Baja Fresh, Chantilly; Rappaport Companies, Baskin Robbins • Counselor-run small groups – study skills, friendship, organization, etc. • Girls on the Run • Health and Wellness activities (monthly) • American Heart Association – Teaching Garden Pilot Program • Oakie Pals Mentoring Program • Oakie’s BB&T School Bank • PBIS Respectful PAWS Program • Oak Hill Annual 5 K Run for FUNds – 5K • WOAK-TV <p><u>Student Achievement Goal – Responsibility to the Community</u></p> <ul style="list-style-type: none"> • American Heart Association – Teaching Garden Pilot Program • Kids Helping Kids – PTA Community Outreach (Backpack meals, creativity kits) • PBIS Respectful PAWS Program • School wide Recycling Program • Oak Hill Annual 5 K Run for FUNds – 5K (shoe collection and donation) • SCA service learning projects (canned good donations, landscaping) |
|---|---|

**RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement
Language Arts**

| | | | |
|---|---|--|---|
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.</p> | <p>Performance Indicator:</p> <p>1.1.1 Student pass rate in grades 3-6 on the 2011 spring Reading SOL will be 100%.</p> <p>Quantitative/Qualitative Data: SOL Pass Rate : 98.37% Grade 3: 96% (increase from 94% 2010) Grade 4: 100% (increase from 98% 2010) Grade 5: 98% Grade 6: 99%</p> | <p>Supported: Embedded, targeted intervention for identified at-risk students, including subgroups</p> <p>Inhibited: A need for specific targeted intervention for identified students (i.e. alternative reading programs)</p> | <p>Standardize</p> <p>Modify: Implement new intervention programs for identified students (LLI, Language Program, Read Naturally)</p> |
| | <p>Performance Indicator:</p> <p>1.1.1 Student pass advance rate in grades 3-6 on the 2011 spring Reading SOL will be at least 65%.</p> <p>Quantitative/Qualitative Data: SOL Pass Advance Rate :72% Grade 3: 73% (increase from 64% 2010) Grade 4: 76% Grade 5: 63% (increase from 67% 2010) Grade 6: 76% (increase from 68% 2010)</p> | <p>Supported: Differentiated instruction and enrichment for identified students</p> | <p>Standardize</p> |

| | | | |
|--|---|--|--|
| | <p>Performance Indicator:</p> <p>1.1.1 First and second grade students meeting the benchmark levels on the spring DRA2 will meet or exceed 95%.</p> <p>Quantitative/Qualitative Data: Grade 1: 84% Grade 2: 93%</p> | <p>Supported: Embedded, targeted intervention for identified at-risk students, including subgroups</p> <p>Inhibited: A need for specific targeted intervention for identified students (i.e. alternative reading programs)</p> | <p>Modify: Implement new intervention programs for identified students (LLI, Language Program, Read Naturally), increase focus on targeted individuals in weekly CLT's</p> |
| | <p>Performance Indicator:</p> <p>1.1.1 First and second grade students reaching the significantly above grade level benchmark on the Spring 2011 DRA2 will be at least 30%.</p> <p>Quantitative/Qualitative Data: Grade 1: 35% (increase from 28% 2010) Grade 2: 33% (increase from 24% 2010)</p> | <p>Supported: Differentiated instruction and enrichment for identified students</p> | <p>Standardize</p> |
| | <p>Performance Indicator:</p> <p>1.1.1Fifth grade students will achieve a pass rate of 100% on the spring 2011 Writing SOL.</p> <p>Quantitative/Qualitative Data: SOL pass rate: 99.26% (increase from 97% 2010)</p> | <p>Supported: Implementation of new FCPS writing rubrics, Embedded, targeted intervention for identified at-risk students, including subgroups</p> | <p>Standardize</p> |

| | | | |
|---|---|---|--|
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.</p> | <p>Performance Indicator:</p> <p>1.1.1Fifth grade students scoring pass advance on the 2011 Writing SOL will be at least 65%.</p> <p>Quantitative/Qualitative Data: SOL pass advance rate: 63% (increase from 56% 2010)</p> | <p>Supported: Embedded, targeted intervention for identified at-risk students, including subgroups, Quarterly Writing Prompts and CLT discussions of writing data</p> | <p>Modify: Continued focus on targeted intervention for individuals, consistent use of quarterly writing prompt and rubrics, continued CLT discussions of writing data</p> |
| | <p>Performance Indicator:</p> <p>1.1.1Based on a common assessment given 1st and 3rd quarter (grade level prompts assessed by FCPS grade level writing rubrics) all students grades K-6 will increase their overall writing score in quarter 3 from baseline determined in quarter 1.</p> <p>Quantitative/Qualitative Data: 97% increased from baseline determined in quarter 1</p> | <p>Supported: Introduced and used new FCPS writing rubrics, discussion of writing data in CLT's, instruction adjusted as needed</p> | <p>Standardize</p> |

RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement
Math

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|--|---|--|
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.</p> | <p>Performance Indicator: 1.1.2 Student pass rate on spring 2011 SOL in grades 3-6 will be 100%</p> <p>Quantitative/Qualitative Data: 3rd grade- 99.22% 4th grade- 100% 5th grade GE- 94.74% 5th grade AA (6th)- 100% 6th grade GE- 90.76% 6th grade AA (7th)- 97.67%</p> | <p>Supported: P.A.W.S. imbedded assistance Increased collaboration through CLTs, data reflection, and common assessments to guide instruction</p> <p>Inhibited: Time constraints First year implementation of imbedded intervention</p> | <p>Modifying Performance Indicator for Pass Advance; combining gen. ed. and AA expectations since students are tested on the grade level they are taught</p> |
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.</p> | <p>Performance Indicator: 1.1.2 Student pass rate on Spring 2011 for Economically Disadvantaged and Black student subgroups will be at least 80%.</p> <p>Quantitative/Qualitative Data: Econom. Disadvantaged- 88.46% Black students- 58.33%</p> | <p>Supported: Small number of students allows teachers to target specific students</p> <p>Inhibited: Looked at overall test scores, need to focus on specific standards that need to be addressed</p> | |
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and</p> | <p>Performance Indicator: 1.1.2 Pass advance rate on Spring 2011 SOL for compacted math students in grades 3-6 will be at least 90%</p> | <p>Supported: 3rd and 4th grades taught compacted, two grade levels, yet tested on grade level</p> | <p>Pass advance rates for all students should be reflective of the level on which they are taught and tested, rather than on a label.</p> |

| | | | |
|--|--|---|--|
| <p>mathematics through research based instruction and systematic assessment.</p> | <p>Quantitative/Qualitative Data: 3rd grade AA- 87% 4th grade AA- 100% 5th AA- 100% 6th AA- 83%</p> <p>Performance Indicator: 1.1.2 Pass advance rate on Spring 2011 SOL for general ed. math students in grades 3-6 will be at least 83% 3rd- 42% 5th- 67% 4th- 85% 6th- 54%</p> | <p>Inhibited: All students are tested on the level at which they are taught, but the expectations for achievement are different.</p> | |
| <p>Academics</p> <p>Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.</p> | <p>Performance Indicator: 1.1.2 Student pass rates on the Spring (4th quarter) MRA in grades K-2 will be at least 80%</p> <p>Quantitative / Qualitative Data: K- rubric; report format does not show P/F</p> | <p>Supported: Can give any accommodation for student success</p> <p>Inhibited: Familiarity with test taking strategies and skills Teacher familiarity with the tests</p> | |

RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement
Essential Life Skills

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|--|--|
| <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 Respectful PAWS program.</p> | <p>Performance Indicator: From June of 2010 to June of 2011 the results of the <i>FCPS Self Assessment Survey (staff)</i> will indicate an increase from 79% to at least 90% in the area of plans to orient incoming staff/students developed and implemented (#36).</p> <p>Quantitative/Qualitative Data: <i>FCPS Self Assessment Survey</i> indicated an increase from 79% to 100%.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • The PBIS team provided, and posted on Blackboard, a program summary sheet for new staff members. The grade-level PBS committee representative met with new staff members to review the information. • Quarterly review of PBIS program at staff meetings. • Weekly review of PBIS program on WOAK-TV school news program. • Guidance Counselors included information about PBIS as welcoming meeting with all new students. <p>Inhibited: N/A</p> | <p>Standardize</p> |

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| <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 Respectful PAWS program.</p> | <p>Performance Indicator: From June of 2010 to June of 2011 the results of the <i>FCPS Self Assessment Survey</i> (staff) will indicate an increase from 73% to at least 90% in the area of plans for involving families/community are developed and oriented (#37).</p> <p>Quantitative/Qualitative Data: <i>FCPS Self Assessment Survey</i> indicated an increase from 73% to 100%.</p> | <p>Supported:</p> <ul style="list-style-type: none"> The PBIS team provided a PBIS summary brochure for all new families. This information was also made available for all families on the school website. The PBIS team posted program information on the school website for parent review including copies of “Home Think Sheets”, suggestions for altering the program for home use, PBIS summary brochure. <p>Inhibited: N/A</p> | <p>Standardize</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 Respectful PAWS program.</p> | <p>Performance Indicator: In the 2010 – 2011 school year data for the PBS goal setting program will show an increase from baseline data average of 61% in September 2010 to an average of 80% in May 2011</p> <p>Quantitative/Qualitative Data: PBIS goal-setting data shows an average of 69% in May of 2011.</p> | <p>Supported:</p> <ul style="list-style-type: none"> The PBIS team clearly established a process for collecting, creating, acknowledging, and rewarding weekly class SMART goals. <p>Inhibited:</p> <ul style="list-style-type: none"> Lack of variety in the reward system Lack of sustained teacher and student enthusiasm Difficulty establishing goal-setting skills for students and teachers | <p>Modify: Break down goal achievement by quarter; develop school-wide goals during first month of school, share goal achievement data with staff regularly</p> |

RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement
Responsibility to the Community

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|---|--|
| <p>Responsibility to the Community</p> <p>Objective: Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on community service and recycling.</p> | <p>Performance Indicator:</p> <p>By June 2011, 98% of students will participate in recycling at home and at school</p> <p>Quantitative/Qualitative Data:</p> <p>Student responses to end of the year survey indicate that 89% of students recycle at home, and 97% recycle at school.</p> | <p>Supported:</p> <p>SCA officers addressed the student body through WOAK to stress the importance of recycling, what items we can recycle, and where the recycling locations are in the school. Sixth grade students gathered the recycling as needed.</p> <p>Classroom teachers assigned recycling jobs. SCA appointed an officer in charge of recycling.</p> <p>Single stream recycling of aluminum cans and plastic bottles made the collection and disposal processes much easier.</p> <p>Inhibited:</p> <p>Feedback from the classrooms was slow or nonexistent, and was collected by student representatives. Students may have needed clarification of what was being asked. Data collected may not be accurate.</p> | <p>Modify: The recycling/service learning project survey will be given at the end of Q2 and Q4 via e-mail from the SCA faculty sponsor. Students will be better educated on what they can do at home to recycle.</p> |

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|---|---|---|---|
| <p>Responsibility to the Community</p> <p>Objective: Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on community service and recycling.</p> | <p>Performance Indicator:</p> <p>By June 2011, 100% of students in the SCA will participate in at least one service learning project.</p> <p>Quantitative/Qualitative Data:</p> <p>100% of students in the SCA participated in service learning.</p> | <p>Supported:</p> <p>During SCA meetings students participated in service learning projects.</p> <p>Inhibited:</p> <p>Not all students were present at every meeting.</p> | <p>Standardize</p> |
| <p>Responsibility to the Community</p> <p>Objective: Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on community service and recycling.</p> | <p>Performance Indicator:</p> <p>By June 2011, 90% of students K-6 will participate in at least one service learning project.</p> <p>Quantitative/Qualitative Data:</p> <p>Student responses to end of the year survey indicate that 94% of students grades 1-6 participated in a service learning project.</p> | <p>Supported:</p> <p>Service learning was at the forefront of SCA meetings. This led to a complete buy-in from the officers and representatives. Many service learning opportunities were offered throughout the year through SCA and PTA.</p> <p>PTA sponsored the Kids Helping Kids community outreach program which gave K through 5th grade classrooms the opportunity to participate in a service learning project.</p> <p>Inhibited:</p> <p>Time constraints made it frequently difficult for students to participate in a variety of projects.</p> | <p>Modify: Officers and selected representatives will participate in a field trip to gain more in-depth knowledge of the selected service learning project(s). They will present what they learned at the following SCA meeting.</p> <p>SCA officers will teach students what service learning is and why it's important.</p> |

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| <p>Responsibility to the Community</p> <p>Objective: Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on community service and recycling.</p> | <p>Performance Indicator:</p> <p>By June 2011, 100% of sixth grade students will achieve the FCPS goal of completing at least 5 hours of service learning.</p> <p>Quantitative/Qualitative Data:</p> <p>Student responses to end of the year survey indicate that 80% of sixth graders completed their service learning hours.</p> | <p>Supported:</p> <p>Many in school opportunities were provided for students to complete their hours.</p> <p>Inhibited:</p> <p>Time constraints and other activities prevented students from completing all 5 hours. Some students need additional clarification of the definition of service learning.</p> | <p>Modify: Provide more structured service learning projects at school for kids to complete. Provide information to parents about the expectation of completing the hours.</p> |
|---|--|---|--|

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

- | | | | |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> | 1.3 Explore, understand, and value the fine and practical arts. |
| | <input 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: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* **Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.**

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Spring 2011 Reading SOL Pass Rate:

Grade 3: 96%
Grade 4: 100%
Grade 5: 98%
Grade 6: 99%

Spring 2011 DRA2 Results:

General Ed: (at or above grade level benchmark)

First grade 84%

Second grade 93%

Special Ed: (at or above grade level benchmark)

First grade 56%

Second grade 72%

Significantly above grade level (General Ed excluding LEP and SPED):

First grade 35%

Second grade 33%

Spring 2011 5th Grade Writing SOL:

Total Pass Rate: 99%

Pass Advanced: 63%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Guided Reading has been widely adopted.
- Literature circles are being used successfully in grade levels 4-6.
- Enrichment and higher level thinking skills continue to be implemented across grade levels.
- Cognitive Reading Strategies alternative reading program continues to be implemented successfully for identified students in special education, and who demonstrate a need.
- All SPED and ESOL students assessed with VGLA passed reading standards.
- Embedded Intervention Block (PAWS) time and resources allocated (IAs, Reading Specialists, part-time literacy teachers) allowed systematic support for students in need of intervention or enrichment

Weaknesses:

- The Language Arts committee discussed the need for a variety of interventions to address reading needs (LLI, Read Well, Language, Read Naturally)
- Coordination of intervention services and monitoring between classroom teachers and support staff needs to be refined

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. **“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) "When learning promotes both engagement and understanding...students are more likely to understand how their world works and to feel competent as learners." Carol Ann Tomlinson.

Authors and educational experts such as Dan Mulligan and Tony Wagner ([The Global Achievement Gap](#)) have noted that it is critical for today's students to be able to effectively communicate in writing. It is essential for students to be able to apply writing skills to real world situations well beyond the expectations of the Writing SOL assessment.

According to Dan Mulligan, teaching specific terms in a strategic way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. Given the fact that knowledge of vocabulary has a profound effect on student comprehension of academic content, a systematic approach to vocabulary instruction is essential. **Sharing of best practices in vocabulary instruction K-12 will be a focus of the Chantilly Pyramid Literacy and Math Teams this year.**

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i> |
|------------------------|---|
| 1.1.1 | Student pass rate in grades 3-6 on the 2012 spring Reading SOL will increase from 98% to 100% with at least 75% pass advanced |
| 1.1.1 | First and second grade students meeting the benchmark levels on the spring 2012 DRA2 will meet or exceed 95% with an increase from 30% to at least 35% reaching significantly above grade level benchmark |
| 1.1.1 | Fifth grade students will achieve a pass rate of 100% on the spring 2012 Writing SOL with an increase from 63% to at least 65% pass advanced |
| 1.1.1 | Second grade SPED students will increase from 56% meeting end of year DRA2 benchmark (first grade) to at least 65% |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| School Improvement Plan Objective: Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based 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 used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. | |
| 1. Continue implementing Cognitive Reading Strategies with designated students to check for understanding and provide feedback on reading progress. Will begin implementing LLI, Read Well, and Language. | SPED Teachers, Reading Teacher, Trained General Ed. Teachers | Materials purchased through textbook funds | X | X | X | X | Formative and pre and post assessments as part of the program, CLT notes, intervention database tracking. |

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|----------------------------|--|----------------------|----------------------|----------------------|----------------------|---|
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 2. Administer DRA or DRA2 to all at-risk students in January as identified by previous year's assessments (DRA2 and/or SOL) or their spring/fall DRA and discuss assessment data at CLT's to determine focus for instruction/intervention in conjunction with POS/Pacing Guides | All language arts teachers | None | | X | | | <p>Students in grades 1- 3 identified as at risk readers according to their spring 2011 DRA2/Word Analysis score will demonstrate at least a half year of growth when given the DRA2 assessment in January 2012.</p> <p>Students in grades 4-6 identified as at risk readers according to their 2011 spring SOL scores will be administered the DRA in the fall of 2011 and the spring of 2012 and will demonstrate a year of growth.</p> <p>Students in grades 1-6 new to FCPS who failed to demonstrate grade level reading on the fall 2011 DRA will demonstrate at least a half year of growth as measured by the DRA given in January 2012.</p> <p>DRA data, quarterly eCART assessment data, CLT notes.</p> |
| 3. Provide embedded, targeted intervention for identified at-risk students, including subgroups. (PAWS time) | All Teachers and IAS | .2 contract for additional Reading teacher (trade of textbook funds approx. \$10,000, 2 months of resource teacher approximately | X | X | X | X | Anecdotal records, running records, checklists, LLI groups, DRA focus for instruction to be shared in grade level CLT meetings quarterly, CLV notes, quarterly grade level SMART goal data, eCART quarterly assessment data by grade level, intervention database tracking. |

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| | | \$12,000) | | | | | |
| 4. Professional development led by pyramid literacy team focusing on vocabulary instructional strategies | Reading Specialist, Math Leads, All classroom teachers | | | | X | X | Participant exit slips/reflection |

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

Increase student achievement in all subject areas by ensuring that students develop age-appropriate literacy skills in reading and mathematics through research based instruction and systematic assessment.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Quantitative/Qualitative Data: Math SOL Spring 2011 Pass Rates

3rd grade- 99.22%

4th grade- 100%

5th grade GE- 94.74%

5th grade AA (6th)- 100%

6th grade GE- 90.76%

6th grade AA (7th)- 97.67%

Quantitative/Qualitative Data: Math SOL Spring 2011 Pass Rates

Hispanic students - 100%

Econom. Disadvantaged- 88.46%

Black students- 58.33%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Teacher collaboration and community of learners among teachers
- Collaborative Learning Visits - observing student engagement during instruction
- **Over 50% of 5th and 6th grade populations are taking advanced math**
- Total numbers of students in subgroups (i.e., economically disadvantaged, black) are very low which allows us to focus on individual students.
- Large number of students taking the general ed. Math SOL are scoring at pass advanced
- Flexible math instructional groupings are widely used
- PAWS embedded extended learning time to remediate and enrich students
- Full day kindergarten 2011-12
- Professional development and best practices related to implementation of EMIS

Weaknesses:

- Varied comfort levels for teaching and differentiating mathematics
- Varied student readiness levels for different sub-categories in math
- Fail rates of students in specific subgroups are misleading due to low population in those subgroups (i.e. Black and Economically Disadvantaged)
- Past potential for holes in math instruction/knowledge as students move from general ed. to advanced math
- Developing familiarity and understanding of EMIS resources

Best Practice Research:

“In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures. Mathematical competence opens doors to productive futures. A lack of mathematical competence keeps those doors closed . . . All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. There is no conflict between equity and excellence.” NCTM (2000, p.5)

To ensure that our students have access to equitable and excellent mathematical opportunities, we have employed best practices from Van de Walle, Marzano, as well as NCTM. To help students better understand mathematics, teachers "will need to have a profound, flexible, and adaptive knowledge of mathematics content" (Van de Walle, 2010). To this end, we have included professional development for teachers and Family Math Nights to help parents understand the math that their students are learning in school. By empowering parents, they can better support their students, using the same vocabulary and processes students use on a daily basis.

As math teachers, one of our goals is to help our students understand math by making generalizations, finding relationships, and extending patterns. Algebraic thinking helps students understand math skills and processes rather than memorizing an algorithm. Students will then understand the underlying concepts and rationale preparing them for higher level math. While arithmetic is effective in describing static pictures of the world, algebra is dynamic and a necessary vehicle for describing a changing world. It is frequently described as generalized arithmetic. . . algebraic thinking is a natural extension of arithmetical thinking (NCTM Navigations Through Algebra 3-5, 2002).

Higher-level questions that ask students to analyze information result in more learning than simply asking students to recall information. (Redfield & Rousseau, 1981). However, teachers are more apt to ask lower-order questions (Fillippone, 1998; Mueller, 1973). By "selecting quality tasks that allow students to learn content", we allow students to "figure out their own strategies and solutions" (Van de Walle, 2010).

STUDENT ACHIEVEMENT GOAL—ACADEMICS-MATHEMATICS

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|------------------------|--|
| 1.1.2 | Student pass rate on spring 2012 SOL in grades 3-6 will increase from 98% to 100%. |
| 1.1.2 | Student pass rate on Spring 2012 for Economically Disadvantaged and Black student subgroups will be at least 90% an increase from 88% and 58 % respectively. |
| 1.1.2 | Pass advance rate on Spring 2012 SOL for students in grades 3-6 will be at least 80%. |
| 1.1.2 | Student pass rates on the Spring 2012 (4th quarter) MRA in grade 1 will increase from 70.87 % to 80%. Student pass rates on the Spring 2012 (4th quarter) MRA in grade 2 will increase from 93.8% to 95%. |
| 1.1.2 | 100% of Kindergarten students will meet grade level expectations for at least 6 out of 8 tasks on the 2012 MRA. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS-MATHEMATIC WORK PLAN

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|--|---|---|----------|----------|----------|---|
| | | | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. | |
| 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. |
| | | | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. | |
| 1. Teach and highlight efficient student-generated problem solving strategies by presenting students with a variety of open ended problems on a quarterly basis. | all math teachers | <i>Good Questions for Teaching Math and Why Ask Them Grades K-6</i> ; (1 per grade, 1st - 6th: total \$85.50) <i>Good Questions for Teaching Math Grades 5-8</i> (1 per grade, 5th-6th: total \$34.20); <i>Good Questions: Great Ways to Differentiate Mathematics Instruction</i> (1 per grade, 1st-6th: total: \$78.72); <i>More Good Questions: Great Ways to Differentiate Secondary Mathematics Instruction</i> (1 per grade, 5th - 6th: total \$59.90) Grand total: \$258.32 | | X | X | X | Student work, quarterly common assessment (problem solving application) by grade level, CLV notes, CLT feedback |
| 2. Parent / community education opportunities (Family Math Nights, PTA Parent Program on Math Problem Solving) | all classroom teachers, collaboration with Dr. Padhu | EMIS curriculum, parent resources and handouts provided by teachers | | X | X | | post-workshop reflections and exit slips |

| | (GMU) and PTA | | | | | | |
|---|--|----------------------------|----------------------|----------------------|----------------------|----------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 3. Embedded, systematic remediation / enrichment lessons via CLTs | all staff (teachers, admin., & support staff) | | X | X | X | X | Intervention database, teacher notes, quarterly grade level SMART goal data review, eCART results |
| 4. Administer, analyze, and utilize <u>at least one</u> common assessment per quarter (eCART or teacher-made) | all classroom teachers | | X | X | X | X | EDSL/eCART reports MOY data review, quarterly SMART goal data review, |
| 5. Provide Professional development on topics of teacher interest (Guided Math, Calendar Math, Vocabulary Instruction etc.) | Pyramid Math Literacy Team reps (Wright, Herring, Crawford), Grades K-2 teams, Martha Cosgrove | | | X | X | X | CLT feedback, student work, teacher reflection/exit slips, CLV feedback on student engagement |

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 checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input checked="" 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |
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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 of 2011 the PBIS 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 Benchmarks of Quality for School-wide Positive Behavior Support (BoQ) and the FCPS Self-Assessment Survey. Upon examination of assessment data the group noted students and staff had met or exceeded both performance indicators related to the self-assessment survey. The lowest score on the FCPS self-assessment survey indicated that only 93% of the staff felt that rewards were varied for maintaining student interest.

In August 2010 the PBIS team added a goal setting component to the Essential Life Skills portion of our school's improvement plan. Goal setting is a best practice for teaching and learning. Because Oak Hill did not meet our performance indicator established in the 2010-2011 school year, the PBIS team decided to continue, with modifications, our goal setting program in the 2011-2012.

Data Sources:

The SIP Team will focus on the PBIS data gained from the School Benchmarks of Quality for School-wide Positive Behavior Support (BoQ) and the FCPS Self-Assessment Survey. Goal setting data will be collected each week. The PBS committee will also collect and analyze data from Think Sheets.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The results of the data from 2010-2011 indicated strengths in all areas, most notably:

- The areas we identified for improvement on the Self-Assessment Survey (#36, #37) in 2010- 2011 increased to 100%.
- System to collect office discipline data has become standardized.
- Collection of goal setting data has become standardized
- Strong PBIS Leadership Team=100%

School year 2011-2012 is the fifth year of PBIS implementation, Oak Hill's PAWS program: Positive Attitude, Accountability, Willingness to Learn, and Safety.

Weaknesses:

The data indicated that additional support is needed in the area of *Acknowledgement System* specifically in varying the rewards for maintaining student interest (#16). Data also indicated a need to modify work plans for the goal setting component of the PBIS program.

Best Practice Research:

PBIS is a research based, highly effective behavior program that is supported and endorsed by FCPS. PBIS is a process for creating safer and more effective schools. PBIS 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, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS provides ample opportunities to effectively apply FCPS identified *Best Practices for Teaching and Learning*. The program offers authentic behavior learning experiences and clear expectations, "Students know exactly what is expected of them and how they will be evaluated on these expectations." (Schlechty & Ferguson) With that in mind we have added an integral goal setting component to our program. It promotes a safe and positive environment, collaborative relationships, and clear procedures and routines. According to the Gallup Student poll having students set goals and later achieve those goals encourages them to be hopeful and therefore more engaged. PBIS 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 PBIS 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

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|-------------------------------------|--|
| 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 2.8 | Oak Hill's goal achievement data will indicate an increase from 62% in June of 2011 to 80% in June of 2012 using the following benchmarks: <ul style="list-style-type: none"> • From 50% in in the 1st quarter of SY 2010-2011 to 60% in the 1st quarter in SY 2011-2012 • From 60% in the end of 1st quarter to 65% in the end of the second quarter • From 65% in the end of second quarter to 75% in the end of the third quarter • From 75% in the end of third quarter to 80% in the end of the fourth quarter |
| 2.6 | From June of 2011 to June of 2012 the results of the <i>FCPS Self Assessment Survey</i> (staff) will indicate an increase from 93% to 100% in the area of varying rewards to maintain student interest (#16). |

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 used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1st Qtr. | 2nd Qtr. | 3 rd Qtr. | 4th Qtr. | |
| School counselors and teachers will provide goal-setting lessons for school and home. | Teachers, School Counselors | No additional cost | X | X | X | X | A weekly tally of classroom goal achievement cards. Feedback and discussion in monthly PBIS meetings. |
| Review goal-setting strategies for staff during monthly PBIS meetings, grade level meetings and staff meetings. | PBIS Committee, teachers and counselors | No additional cost | X | X | X | X | A weekly tally of classroom goal achievement cards. Feedback and discussion in monthly PBIS meetings. |
| Create school-wide goals to model goal setting techniques for the first month of school and periodically as needed. | PBIS Committee | No additional cost | X | X | X | X | A weekly tally of classroom goal achievement cards. Feedback and discussion in monthly PBIS meetings. |
| Vary school-wide rewards by allowing grade levels to choose their own rewards. | Grade level teachers, Administration, Student Body | No additional cost | X | X | X | X | Feedback and discussion at PBIS meetings and weekly CLT meetings. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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

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

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Oak Hill students are actively engaged through periodic recycling education via our school news show, WOAK. Classrooms as well as common areas at Oak Hill have procedures and routines in place with regard to individual student recycling, as well as the school wide recycling effort. Dedicated time schedules are in place for individual classrooms to empty their paper recycling, and for SCA representatives to empty plastic/aluminum can receptacles. School wide recycling efforts are quantitatively assessed by semester school wide surveys. The teaching garden provides opportunities for environmental stewardship education. 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.

Data Sources:

- Data from June 2011 indicated that 89% of students recycled at home, while 97% recycled at school in the 2010-2011 school year.

- Data from June 2011 indicated that 94% of students in grades 1-5 participated in a service learning activity in the 2010-2011 school year.
- Data from June 2011 indicated that 80% of students in grade 6 completed 5 service learning hours in the 2010-2011 school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Oak Hill has an involved community that values community service and enrichment opportunities.
- Students continue to demonstrate enthusiasm for the recycling program as well as different service learning activities.
- Oak Hill's focused school wide recycling and service learning will be in its fourth year.
- PTA support and coordination of community recycling efforts (printer cartridges, etc.)
- PTA Community Outreach committee continues to grow. Kids Helping Kids projects during the 2010-11 school year were very well received.
- American Heart Association Teaching Garden Pilot Program

Weaknesses:

- Teachers have observed a lack of student awareness of global citizenship as indicated by SOL data county wide.
- Many fundraisers or drives lack connection to student lives, i.e. reflection, understanding purpose.
- Need to foster additional connections between home and school recycling efforts.

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.)

Service learning is a way for students to provide meaningful service to their communities with structured reflection on the impact. The purpose is to instill a sense of civic responsibility while learning about the needs of the community.

(<http://www.fcps.edu/DIS/ServiceLearning/>)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i> |
|------------------------|---|
| 3.2 | By June 2012, 100% of students in grade 6 will complete at least five hours of service learning, an increase from 80% in 2011. |
| 3.4 | By June 2012, 100% of students in grades K-6 (all classes) will use the Teaching Garden to learn about environmental stewardship, an increase from 14 classes in 2010-11 during the pilot year. |
| 3.4 | By June 2012, 100% of students in grades K-6 will participate in recycling paper, bottles and cans at home and in school, an increase from 89% (home) and 97% (school) in 2011. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

| School Improvement Plan Objective: Oak Hill Students will be stewards of their school, community, and the environment through service learning projects focused on community service and recycling. | | | | | | | |
|--|---|---|--|----------|----------|----------|---|
| 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. |
| | | | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. | |
| 1. SCA will establish and maintain conveniently located recycling depots throughout the school that integrate the various recycling efforts at Oak Hill so that students are able to recycle. | SCA Sponsor, SCA representatives, Custodians, PTA | Update signs and check to make sure each classroom and pod has appropriate bins; unify recycling bins (\$500 – PTA funds) | X | X | X | X | Surveys administered to students K-6 to reveal student participation in recycling at school and at home. An SCA officer will conduct periodic checks. |
| 2. SCA representatives and officers will conduct school wide education on service learning and recycling here and at school (Notes from SCA meetings, WOAK, classroom visits, and assemblies). | All staff, SCA representatives, SCA sponsor | No additional supplies needed | X | X | X | X | Return of notes to SCA sponsors. Student survey on service learning, exit slips from classroom visits or assemblies. |

| Strategies | Person(s) Responsible | Materials Needed And Costs | Time Line | | | | In-Process Measures |
|--|---|----------------------------------|----------------------|----------------------|----------------------|----------------------|---|
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 3. WOAK news reports providing updates on the garden (1st grade- worm composting, 2nd grade- butterflies, 3rd grade- ladybugs, 4th grade- plant cycles; plus other updates from SCA) | SCA representatives, classroom teachers, Teaching Garden committee members, PTA volunteers, WOAK sponsor | No additional supplies needed | X | X | X | X | Feedback from classroom teachers about information presented; student reflections (i.e. exit slip after program) on learning. |
| 4. All sixth grade students will report participation in a service learning project during the 2011-2012 school year | Sixth Grade Teachers (Cosby, McCook, O'Malley, Kokulis, Lubeley, Stakem), Kath Denino (SASI), Christy Ryder (counselor) | No additional supplies needed | X | X | X | X | Sixth grade CLT discussions and notes, surveys of student participation in service learning, FCPS goal setting curriculum activities. |
| 5. Implement the American Heart Association Teaching Garden Curriculum | All classroom teachers | AHA Curriculum (free) | X | X | X | X | Feedback from classroom teachers, student lesson reflections |
| 6. Cultural Arts Assembly (Bash the Trash) to generate interest in recycling and composting | PTA Cultural Arts Leads, Amy Goodloe, classroom teachers | \$500 for two shows – PTA funds. | | X | | | Student reflections/exit slips, CLT feedback |

RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|--|---|
| <p style="text-align: center;">Academics</p> <p>Objective: <i>Copy the 2010-2011 SIP Objective Here</i></p> | <p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p> | <p>Supported:</p> <p>Inhibited:</p> | |
| <p style="text-align: center;">Essential Life Skills</p> <p>Objective: <i>Copy the 2010-2011 SIP Objective Here</i></p> | <p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p> | <p>Supported:</p> <p>Inhibited:</p> | |
| <p style="text-align: center;">Responsibility to the Community</p> <p>Objective: <i>Copy the 2010-2011 SIP Objective Here</i></p> | <p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p> | <p>Supported:</p> <p>Inhibited:</p> | |