

**Fairfax County Public Schools  
School Improvement Plan  
2010-2011**

**Oak Hill Elementary  
Cluster VII**



**On the Tracks to Success**

**Amy T. Goodloe, Ed.D., Principal**

**Phyllis Sledge, Assistant Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



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

# AYP Predictions Using 2009-2010 Data

## OAK HILL ES

**Made AYP**

### English Participation

Met AMO

AMO Type	School Year 2009-10 data			AMO Status
	Valid	Total	Percent	
Total	583	583	100.00	Pass
Black	15	15	100.00	TS
Hispanic	13	13	100.00	TS
White	307	307	100.00	Pass
LEP	79	79	100.00	Pass
SWD	60	60	100.00	Pass
Fee Waiver	25	25	100.00	TS

### English Performance

Met AMO

AMO Type	School Year 2009-10 data			3-Year Average Percent	R10 Percent Needed	AMO Status
	Valid	Total	Percent			
Total	569	583	97.60	97.78	98.61	Pass
Black	13	15	86.67	87.93	100.00	TS
Hispanic	12	13	92.31	87.50	88.26	TS
White	298	307	97.07	97.86	98.68	Pass
LEP	77	79	97.47	95.47	96.81	Pass
SWD	52	60	86.67	86.44	93.90	Pass
Fee Waiver	23	25	92.00	90.12	89.61	TS

### Mathematics Participation

Met AMO

AMO Type	School Year 2009-10 data			AMO Status
	Valid	Total	Percent	
Total	583	583	100.00	Pass
Black	15	15	100.00	TS
Hispanic	13	13	100.00	TS
White	307	307	100.00	Pass
LEP	79	79	100.00	Pass
SWD	60	60	100.00	Pass
Fee Waiver	25	25	100.00	TS

### Mathematics Performance

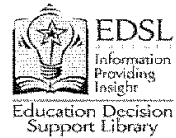
Met AMO

AMO Type	School Year 2009-10 data			3-Year Average Percent	R10 Percent Needed	AMO Status
	Valid	Total	Percent			
Total	563	583	96.57	95.84	97.35	Pass
Black	12	15	80.00	75.86	79.99	TS
Hispanic	13	13	100.00	76.79	76.52	TS
White	295	307	96.09	95.79	97.62	Pass
LEP	75	79	94.94	91.64	96.01	Pass
SWD	52	60	86.67	84.27	94.00	Pass
Fee Waiver	19	25	76.00	73.75	86.15	TS

AMO Type	AMO Objective
Reading Performance	85%
Math Performance	83%
Reading Participation	95%
Math Participation	95%

Prepared by the Office of Student Testing, Fairfax County Public Schools.

Data as of: July 15, 2010



## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

**CLUSTER 7**

**OAK HILL ELEMENTARY**

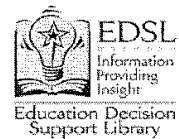
Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN OR PACIFIC ISLANDER	337	35.14	357	36.35	289	32.88
BLACK (NOT OF HISPANIC ORIGIN)	31	3.23	26	2.65	21	2.39
HISPANIC	41	4.28	40	4.07	21	2.39
WHITE (NOT OF HISPANIC ORIGIN)	505	52.66	514	52.34	499	56.77
OTHER	45	4.69	45	4.58	49	5.57
	<b>959</b>		<b>982</b>		<b>879</b>	
<b>GENDER</b>						
FEMALE	438	45.67	457	46.54	414	47.10
MALE	521	54.33	525	53.46	465	52.90
	<b>959</b>		<b>982</b>		<b>879</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT*	867	90.41	916	93.28	801	91.13
LIMITED ENGLISH PROFICIENT**	92	9.59	66	6.72	78	8.87
	<b>959</b>		<b>982</b>		<b>879</b>	
<b>LEP LEVELS</b>						
LEP MONITOR (STATUS 2 AND 3)	34	36.96	17	25.76	30	38.46
01-LEVEL 1 ENTERING	9	9.78	10	15.15	7	8.97
02-LEVEL 2 BEGINNING	13	14.13	10	15.15	11	14.10
03-LEVEL 3 DEVELOPING	18	19.57	16	24.24	15	19.23
04-LEVEL 4 EXPANDING	18	19.57	13	19.70	15	19.23
	<b>92</b>		<b>66</b>		<b>78</b>	
ESOL SERVICES***	47	4.90	42	4.28	44	5.01
<b>FEE WAIVER</b>						
NO FEE WAIVER	913	95.20	937	95.42	843	95.90
FREE OR REDUCED FEES	46	4.80	45	4.58	36	4.10
	<b>959</b>		<b>982</b>		<b>879</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	410	42.75	385	39.21	439	49.94
GIFTED CENTER	365	38.06	400	40.73	275	31.29
GIFTED SCHOOL-BASED	86	8.97	108	11.00	65	7.39
SPECIAL EDUCATION LEVEL 1	62	6.47	55	5.60	62	7.05
SPECIAL EDUCATION LEVEL 2	50	5.21	50	5.09	48	5.46
<b>SPECIAL EDUCATION SERVICE****</b>						
AUTISM	3	2.68	6	5.71	6	5.45
DEAF/HARD OF HEARING	2	1.79	1	0.95	1	0.91
EMOTIONAL DISABILITIES	4	3.57	7	6.67	8	7.27
LEARNING DISABILITIES	50	44.64	45	42.86	45	40.91
NONCATEGORICAL	6	5.36	3	2.86	4	3.64

\*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 for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.



**FAIRFAX COUNTY PUBLIC SCHOOLS**  
**School Demographics**  
**by Cluster and School**

CLUSTER 7 OAK HILL ELEMENTARY Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
<b>SPECIAL EDUCATION SERVICE****</b>						
PHYSICAL DISABILITIES	1	0.89	1	0.95	1	0.91
PRESCHOOL CLASS-BASED PROGRAM	20	17.86	22	20.95	19	17.27
SPEECH/LANGUAGE IMPAIRMENT	26	23.21	20	19.05	26	23.64
	<b>112</b>		<b>105</b>		<b>110</b>	
<b>MOBILITY</b>						
MOBILITY RATE		9.36		8.20		NA

\*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 for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*information is provided from the special education database, Department of Special Services and represents the primary service only.

## Oak Hill ES SIP COMMITTEE MEMBERS

Name	Position	Name	Position
Amy Goodloe	Principal	Karen Tinker	PTA Community Outreach Coordinator
Phyllis Sledge	Assistant Principal	Kathryn Pearlman	PTA President
Jeff Bean	6 <sup>th</sup> Grade Teacher/Math Lead Goal 1: Math Co-Chair	Katie Rakestraw	PTA First Vice President
Pamela Bennett	4 <sup>th</sup> Grade Teacher- Goal 2: Co-Chair, PBS Coach	SIP Goal Teams	Each instructional staff member is on a goal team
Heidi Bowers	1st Grade Teacher, Science Lead		
Lynn Carle	ESOL Teacher, Goal 1: LA Co-Chair		
Christine Crawford	2nd Grade Teacher – Goal 1: Math Co-Chair		
Jenny Henry	Librarian – Goal 2: PBS Co-Chair		
Nick Kokulis	6 <sup>th</sup> Grade Teacher		
Jessica Dowd	Special Education Teacher		
Mary More	4 <sup>th</sup> Grade AA Teacher, Goal 2 Co-Chair, PBS Lead		
Terri Morris	Reading Specialist, Goal 1: LA Co-Chair		
Tammy Ofano	SBTS		
Jeanette O’Malley	6 <sup>th</sup> Grade AA Teacher, SCA Sponsor Goal 3 Co-Chair		
Tony Pane	3rd Grade AA Teacher, SCA Sponsor, Goal 3: Chair		
Mary Swanson	Special Education Lead Teacher, 208 Day Contract, After school Intervention Lead		
Nikki Wright	5 <sup>th</sup> AA Grade Teacher, Science Lead Teacher		

## 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 2009-2010 school year goals that began in May 2010 with a review of the plan and prediction of results. The SIP leadership team comprised of the goal chairs came together in May and July 2010 to analyze data and reflect on the goals included in the 2009-10 SIP. The SIP team shared data and drafts of the 2010-11 goals with the entire Oak Hill staff during CLT meetings in September 2010. Each grade level CLT wrote SMART goals related to the SIP goals during September (See Appendix B).

Funds allocated to the school for SIP work were used to compensate staff members for time spent working on the SIP during the summer. In addition each grade level CLT met at least one time during the summer of 2010 to align curriculum, plan for first quarter pacing and begin developing common assessments to use at the start of the 2010-11 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 (See Appendix C).

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 the SIP each year. As we continue to refine our practices as a school-wide PLC 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.

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

### **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 information confidential that need to remain confidential
- Keep students as the main focus
- Maintain emotional safety for staff and students

### **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. 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 was demonstrated by their voluntary return to school two full days before contract time to participate. In November 2010 the Oak Hill staff will spend 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.

The spring 2010 SOL and DRA results for Oak Hill are outstanding. Our students in grades 3-6 achieved pass rates of 97.59% in Reading, and 96.57% in 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.

### **The Big Three for PLCs:**

However, as a Professional Learning Community, we feel that it is not enough to demonstrate gains and high passing rates on standardized tests if we are missing even one child. The 2010-11 SIP emphasizes a commitment to the three FCPS goals for PLCs:

1. Learning as our fundamental purpose
2. Developing high performing collaborative teams

### 3. Focus on results

The Oak Hill staff is working collaboratively to identify students who need intervention and enrichment and to develop structures for embedded extended learning blocks and systematic tracking of student progress. Teachers are committed to the development, application and analysis of common assessments in all core instructional areas and this is reflected in the 2010-11 SIP strategies. **The appendix of the SIP includes a copy of the initial school wide instructional (A) and master schedule (B) that includes embedded blocks for systematic intervention and enrichment for students at all grade levels K-6.** The schedule was developed by a representative team of grade level leaders and specialists with a focus on uninterrupted time for instruction in Language Arts and Mathematics as well as providing extended learning time. **Through the first month of the school year grade level CLTs have been assessing students, analyzing current and past data, and determining individual and group needs for intervention and enrichment. Each grade level will implement embedded P.A.W.S. (Positive Actions With Students) time based in October 2010.**

#### **P.A.W.S. Extended Learning Time**

*Positive Actions With Students (P.A.W.S.)* time will be dedicated to individualized and small group extended learning for students who demonstrate a need for intervention or enrichment. Activities during *P.A.W.S.* time will 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. The school counselors have changed their schedules to allow for them to work with small groups or individual students on study and social skills during *P.A.W.S.* time. All interventions and data related to student progress will be tracked through an online database of student information currently being updated by Phyllis Sledge, Assistant Principal, and Tammy Ofano, SBTS. The database will allow teachers to enter common assessment data and track interventions for individual students. All staff will have access to the database through the Oak Hill server and will be able to run student data reports. We expect to pilot the use of the database with grade 4 in October 2010 and implement use school wide during the second grading quarter of the year.

#### **Professional Growth:**

This year we are adopting a 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 program, as well as through service learning.

In a school wide PLC survey that was conducted in the spring of 2010, staff identified critical areas for professional development as well as the ways in which they preferred to learn. CLTs determined the three key areas of focus:

- Goal Setting and Reflection on accomplishments
- Development/Use of Common Assessments
- Sharing and analyzing data

For professional development staff identified a need in the area of using eCART for developing common, formative assessments. In addition, staff reported that they felt that the best ways to meet their needs would be through additional vertical articulation opportunities,

presentations by observations of colleagues, and use of PD360. Tammy Ofano, SBTS, has already begun working with individual CLT teams to develop common assessments using eCART. A professional development workshop designed to build teacher understanding of the common assessment process was held on September 20, 2010. Vertical team meetings are planned for October 5 and December 12 to discuss school-wide writing and math practices.

We will continue using PD360 as resource to support our development as a CLT. School focuses on Differentiation, Best Practices in Mathematics, and Engagement – Kagan Structures were identified in 2009-10 and will continue to be applied throughout the school year. This year we will add an additional area of focus on Common Assessments. Teachers as Readers groups will continue to meet throughout the school year. A large group of teachers is currently reading *Drive* by Daniel Pink. In addition a monthly article study related to assessment, data analysis and student intervention will be offered.

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 CLT on a regular basis. Many of our in process measures require that documentation is provided through CLT notes which are posted and monitored by administrators 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 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 provides 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 (REVISED FOR 2010-11)

**As a professional learning community we develop strong relationship (with students, families and staff) in a collaborative learning environment. We challenge all learners to develop to their full potential by applying best practices for teaching and learning, differentiating 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 (Added 2010-11)**
- 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 (Level IV Center)

After School Intervention Program – *Oakie Readers*

Broadway Junior Club

Chantilly Pyramid Literacy Initiative

Continental Math League (3-6)

Creative Writing Webinar for Sixth Grade

Daily Chinese Language Lessons on WOAK-TV

ESOL (English for Speakers of Other Languages)

Family Math Nights

FLES (Foreign Language in the Elementary School) – Chinese Grades 1-4

FLEX (Foreign Language Experience) – After School Spanish and Chinese, Levels 1-3

GEMS

Geography Bee

German Club

Girls on the Run

GRACE Art

Integrated Fine Arts Block Schedule

Junior Great Books

Lego League

Literary Magazine – *Carved in Oak*

Math Counts

Oakie Pals Mentoring Program

Oakie's BB&T School Bank

PAWS to Read

Reading Buddies

Reflections

Spelling Bee

Science Club

WOAK-TV

Writers Club

### Student Achievement Goal – Essential Life Skills

After school fitness: Soccer, Basketball, Yoga, Ultra Sports, Mini-Olympics

Business Partnerships with Baja Fresh, Chantilly; Rappaport Companies, Baskin Robbins

Counselor-run small groups – study skills, friendship, organization, etc.

Family Fitness Festival  
Girls on the Run  
Health and Wellness activities (monthly)  
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

American Heart Association – School Garden Pilot Program  
Angel Tree  
Kids Helping Kids – PTA Community Outreach (Backpack meals, creativity kits)  
Outdoor Classroom Garden  
Positive Behavior Support – Respectful PAWS Program  
Recycling Program  
Run for FUNds – 5K (shoe collection and donation)  
SCA service learning projects (canned good donations, landscaping)

## 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   |   |

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**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.**

**RATIONALE FOR OBJECTIVE:**

Background Information:

The SIP Language Arts Team analyzed 2010 spring SOL and DRA2 scores. It was found that all subgroups performed at or above an 86% passing level on the 2010 Reading SOL. SOL Data from spring 2010 also indicated an improved performance level for the Special Education student population showing the school meeting criteria for passing. At least 24% of first and second grade students performed significantly above grade level on the 2010 spring DRA2. Students identified as at risk in reading identified by each CLT using common assessments, eCART results, DRA2 data, and other formative assessments, will receive embedded intervention time throughout the 2010/2011 school year.

After looking at the 2010 Writing SOL Data, the Language Arts Committee and grade level CLT's discussed working on writing skills at each grade level and increasing the overall and pass advanced rates on the 2011 Writing SOL Test.

**Data Sources:**

**Spring 2010 Reading SOL Pass Rate:**

Grade 3: 94%  
Grade 4: 98 %  
Grade 5: 98%  
Grade 6: 99%

**Spring 2010 DRA2 Results:**

**General Ed: (at or above grade level benchmark)**

First grade 94.7%  
Second grade 97.2%

**Special Ed: (at or above grade level benchmark)**

First grade 66.6%  
Second grade 66.6%

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

First grade 28%

Second grade 24.3%

**Spring 2010 5<sup>th</sup> Grade Writing SOL:**

Total Pass Rate: 97%

Pass Proficient: 41%

Pass Advanced: 56%

**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.
- Parents are involved as tutors in the Reading Buddy Program.
- Cognitive Reading Strategies alternative reading program continues to be implemented successfully for identified students in special education, and who demonstrate a need.

**Weaknesses:**

- The Language Arts committee has discussed the need to improve communication between Special Education, ESOL, and general education teachers through CLT meetings.
- There are varied approaches to instruction and assessment of student writing performance across grade levels. We will use this year to gather data through use of newly adopted FCPS rubrics at each grade level.

**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)

According to Crehan (1997), analytic scoring such as the use of rubrics provides guidance to teachers for their teaching activities and to students for their writing activities. 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.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS – LANGUAGE ARTS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	Student pass rate in grades 3-6 on the 2011 spring Reading SOL will be 100%.
1.1.1	Student pass advance rate in grades 3-6 on the 2011 spring Reading SOL will be at least 65%.
1.1.1	First and second grade students meeting the benchmark levels on the spring DRA2 will meet or exceed 95%.
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%.
1.1.1	Fifth grade students will achieve a pass rate of 100% on the spring 2011 Writing SOL.
1.1.1	Fifth grade students scoring pass advance on the 2011 Writing SOL will be at least 65%.
1.1.1	Based on a common assessment given 1 <sup>st</sup> and 3 <sup>rd</sup> 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.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>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.</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Continue implementing Cognitive Reading Strategies with designated students to check for understanding and provide feedback on reading progress.	Sheryl King Mary Swanson, SPED Teachers; Classroom Teachers	Materials purchased through textbook funds (\$800)	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 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. 1 <sup>st</sup> Qtr.    2 <sup>nd</sup> Qtr.    3 <sup>rd</sup> Qtr.    4 <sup>th</sup> Qtr.				How we will monitor progress.
2. Administer DRA or DRA2 to all at-risk students in January as identified by last year's assessments 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			Students in grades 1- 3 identified as at risk readers according to their spring 2010 DRA2/Word Analysis score will demonstrate at least a half year of growth when given the DRA2 assessment in January 2011  Students in grades 4-6 identified as at risk readers according to their 2010 spring SOL scores will be administered the DRA in the fall of 2010 and the spring of 2011 and will demonstrate a year of growth.  Students in grades 1-6 new to FCPS who failed to demonstrate grade level reading on the fall 2010 DRA will demonstrate at least a half year of growth as measured by the DRA given in January 2011

**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. 1 <sup>st</sup> Qtr.   2 <sup>nd</sup> Qtr.   3 <sup>rd</sup> Qtr.   4 <sup>th</sup> Qtr.				How we will monitor progress.
3. Provide embedded, targeted intervention for identified at-risk students, including subgroups	All Language Arts Teachers  Terri Morris, Reading Specialist,  Lynn Carle, ESOL Teacher  2 Part-time reading teachers	Hourly teacher funds (\$3000),  .2 contract for teacher (trade of textbook funds)	X	X	X	X	Anecdotal records, running records, checklists, DRA focus for instruction to be shared in grade level CLT meetings quarterly
4. Teachers in grades K-6 will begin using the new FCPS writing rubrics as part of their writing workshop to instruct and assess students in written language.	All Language Arts Teachers		X		X		Use rubrics to monitor student progress. Determine baseline from 1 <sup>st</sup> quarter writing scores, compare to end of 3 <sup>rd</sup> quarter scores

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

### STUDENT ACHIEVEMENT GOAL:

*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   |   |

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**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.

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

Background Information:

After analyzing the 2009 and 2010 SOL scores, we identified several areas of focus. We saw that students need consistent explicit instruction in concept attainment, vocabulary development, and problem solving strategies. With consistent, correct practice, they will become more proficient over time. In addition, we see students who are having difficulty with several key math concepts. We decided to implement an embedded intervention program that will target these students and give them an opportunity to receive extra math support in a small group setting. Students receiving the embedded intervention time will be identified by each CLT using common assessments and eCART results.

### Data Sources:

SOL scores from 2009-2010 reflect consistent weakness in these areas: number & number sense, computation & estimation, probability & statistics, and patterns, functions & algebra.

- Third grade total fail rate = 3 %
- Fourth grade total fail rate = 3 %
- Fifth grade total fail rate = 5 %
- Sixth grade total fail rate = 7 %

Data indicated that several subgroups did not achieve AYP goals, though pass rates have increased for Black students and Hispanic students over the past several years. 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 77.77% to 80%

Hispanic students' pass rate increased from 73.91% to 100%

Disadvantaged students' pass rate decreased from 84.61% to 76 %

Students with disabilities pass rate decreased from 93.22% to 86.67% though those assessed with VGLA had a pass rate of 100%

Students who took the Plain English Math SOL had a pass rate of 66.67%

### **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
- Approximately 40% of fifth grade students are taking sixth grade math, and approximately 50% of sixth grade students are taking seventh grade 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 advance
- Teachers use a variety of interventions to meet the needs of students in the classroom such as:
  - Lunch and Learn
  - Before and after school small group targeted instruction
  - Individual teacher differentiation during instructional time
  - Use of school staff to support intervention

### **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
- We feel that for students who struggle with math, the density of the curriculum does not allow time for them to master or become comfortable with particular concepts and skills before having to move on.

### Best Practice Research:

We will continue to focus and extend on activating background knowledge and developing understanding of key vocabulary, since this has been shown 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)

Two major publications regarding mathematics education in the United States have recently highlighted the need to focus on rational numbers (numbers that can be expressed as  $a/b$  where  $b$  is not equal to zero.) The National Mathematics Panel <http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-factsheet.html> and the National Council of Teachers of Mathematics <http://www.nctm.org/focalpoints.aspx?linkidentifier=id&itemid=270> have both placed an emphasis on the importance of understanding fractions as the foundation for building mathematical proficiency. Rational numbers include whole numbers, integers, fractions, decimals, and percents.

Successful math students have a strong understanding of math vocabulary. One of the many roles of the math teacher is to incorporate an effective direct vocabulary instruction in the classroom. According to Building Background Knowledge, Marzano (2004) describes several key areas in which this can be done. Some of these areas include:

- Students present their knowledge of words in linguistic and nonlinguistic ways
- Gradual shaping of word meanings through multiple exposures
- Teaching word parts enhances students' understanding of terms
- Students should discuss the terms they are using

As math teachers, our goal 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)

NCTM Numbers and Operation Strand

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- Understand meanings of operations and how they relate to one another
- Compute fluently and make reasonable estimates.

Central to the Number and Operations Standard is the development of number sense. Students with number sense naturally decompose numbers, use particular numbers as referents, solve problems using the relationships among operations and knowledge about the base-ten system, estimate a reasonable result for a problem, and have a disposition to make sense of numbers, problems, and results. For example, children in the lower elementary grades can learn that numbers can be decomposed and thought about in many different ways--that 24 is 2 tens and 4 ones and also two sets of 12.

#### NCTM Algebra Strand

- Understand patterns, relations, and function
- Represent and analyze mathematical situations and structures using algebraic symbols
- Use mathematical models to represent and understand quantitative relationships
- Analyze change in various contexts

## STUDENT ACHIEVEMENT GOAL—ACADEMICS-MATH

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	Student pass rate on spring 2011 SOL in grades 3-6 will equal 100%.
1.1.2	Pass Advance rate on spring 2011 SOL for compacted math students in grades 3-6 will be at least 90%.
1.1.2	Student pass rate on the spring 2011 SOL for the Economically Disadvantaged and Black subgroups will be at least 85%.
1.1.2	Pass Advance rate on spring 2011 SOL for general ed. math students in grades 3-6 will be at least 83%.
1.1.2	Student pass rates on the spring (quarter 4) MRA in grades K-2 will be at least 80%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>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.</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Increase conceptual understanding and vocabulary through staff development (Vertical Team meetings, Math Monday)	Jeff Bean (Math Lead Teacher)	Sticky Clips to hold up the words for the word walls, sentence strips, Looking at Words (FCPS)	X	X	X	X	Student Work Samples, CLT Dialogue, grade level common assessment data, Math Notebooks
2. Explicitly teach key words for word problems and strategies for problem solving (Oakie’s Challenge – weekly math problem...strategies can be highlighted on WOAK)	Jessica Dowd, Christine Crawford	NCTM Algebraic Thinking Grades 6-8, Teaching Children Mathematics Magazine Problem Solving Activities, Algebra and the Elementary Classroom	X	X	X	X	CLT notes, Vertical Articulation Discussions, Student Work, common assessment data, Math Notebooks
3. Provide professional development opportunities including: technology integration, Teachers as Readers, Algebraic Thinking, Understanding Rational Numbers, and Differentiation	Tammy Ofano, Nikki Wright, Jeanette O’Malley	Subscription to Teaching Children Mathematics Magazine – Articles for teachers as readers, “Kidspiration in the Classroom: Math Made Visual,”			X	X	Evaluation of Staff Development, Teacher Discussion and Feedback  Lesson Study, Student Proficiency on Problem Solving, common assessment data
4. Each CLT team will determine and implement a time for embedded intervention/enrichment	Team Leads,	None	X	X	X	X	First Quarter - each CLT will determine a time for embedded intervention  Second – Fourth Quarter – each CLT will implement P.A.W.S time, track interventions and results

<b>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.</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Each CLT in grades 1 – 6 will develop, implement, and analyze at least one common assessment per quarter	Team Leads, Jeff Bean, Administrators	None	X	X	X	X	Math Lead will check grade level CLT Wikis via Blackboard at the end of each quarter, eCART reports

## 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 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                     |
- 
- 

**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.**

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

### **Background Information:**

In July 2010 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 Benchmarks of Quality for School-wide Positive Behavior Support (BoQ) and the FCPS Self-Assessment Survey. Upon examination of assessment data the group identified areas for improvement. Specifically, the FCPS Self-Assessment Survey indicated that additional support is needed in the area of Teaching & Implementation, specifically plans for involving family and community (#37) and orienting incoming staff/students (#36). Additionally, the committee recognized that many of the work plans previously identified have become a part of our school culture and will continue in practice as part of the efforts to achieve the Essential Life Skills goal.

### **Data Sources:**

The SIP Team will focus on the PBS data gained from the School Benchmarks of Quality for School-wide Positive Behavior Support (BoQ) and the FCPS Self-Assessment Survey. 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 concluded the following

- The areas we identified for improvement (#22, 23, 24) in 2009- 2010 increased to 92%.
- System to collect office discipline data (#38) 100%.
- Strong PBS Leadership Team=100%
- An increased score in the area of Continuum of Behavior (Acknowledgment System) from 71.5% to 96% maintained in 2010.

The spring 2010 FCPS Working Conditions survey indicates:

- Teachers at Oak Hill understand expectations for their conduct 100%
- Policies and procedures about student conduct are clearly understood by the faculty 100%
- Rules for student conduct are clearly laid out for faculty 100%

School year 2010-2011 is the fourth year of PBS implementation, Oak Hill's PAWS program: **P**ositive Attitude, **A**ccountability, **W**illingness to Learn, and **S**afety.

Weaknesses:

The data indicated that additional support is needed in the area of Teaching & Implementation, specifically plans for involving family and community (#37) and orienting incoming staff/students (#36).

### **Best Practice Research:**

PBS is a research based, highly effective behavior program that 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 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. 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

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
FCPS Goals 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 2.8	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 <b>plans to orient incoming staff/students developed and oriented (#36)</b> .
FCPS Goals 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 2.8	From June of 2010 to June of 2011 the results of the <i>FCPS Self Assessment Survey (staff)</i> will indicate an increase from 73% to at least 90% in the area of <b>plans for involving families/community are developed and oriented (#37)</b> .
FCPS Goals 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 2.8	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

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>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.</b>							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. The PBS team will provide, and post on Blackboard, a program summary sheet for new staff members. The grade-level PBS committee representative will meet with them to review the information.	PBS Team, Christy Ryder, Mary More & Pam Bennett PBS Coaches/team leaders	Copies of summary sheet, access to Blackboard.  No additional cost.	X	X	X	X	Mentor teachers will provide support and will report to grade-level PBS representative as needed.
2. The PBS team will provide a PBS summary brochure for all new families. New students will meet with guidance counselors who will orient them to the PBS program.	PBS Team, guidance counselors, office staff	Copies of summary brochure, access to Blackboard  No additional cost.	X	X	X	X	Guidance counselors will report to PBS team regarding new students.
3. The guidance counselors and PBS team will provide a parent workshop for implementing goal-setting strategies at home.	PBS Team, guidance counselors	Handouts  No additional cost.	X				Participants will complete a presentation evaluation.

<b>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.</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. The PBS team will post program information on the school website for parent review including copies of “Home Think Sheets”, suggestions for altering the program for home use, PBS summary brochure.	PBS Team, SBTS	No additional cost	X	X	X	X	SBTS and PBS Team will monitor website use. A survey will be available for parents through the Oak Hill electronic newsletter regarding website use.
5. Guidance counselors and teachers will provide goal-setting lessons for school and home.	Classroom teachers, guidance counselors, PBS Team	No additional cost	X	X	X	X	A weekly tally of classroom goal achievement cards. Feedback and discussion in monthly PBS 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.

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**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 community service and recycling.**

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**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 the 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. 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:**

Current indicators include:

- Data from June 2010 indicates the need for greater understanding of the concept of service learning
- Data from June 2010 indicates that 98% of students recycled at home and 96% recycled at school
- Following the current trend of “Green Living”
- Following the FCPS Recycling Guidelines and Service Learning Guidelines

## **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.
- Oak Hill’s focused school wide recycling and service learning will be in its third year.
- PTA support and coordination of community recycling efforts (printer cartridges, juice pouches, etc.)
- PTA Community Outreach committee continues to grow. Kids Helping Kids projects during the 2009-10 school year were very well received.

Weaknesses:

- Teachers have observed a lack of student awareness of global citizenship.
- Many fundraisers or drives lack connection to student lives and opportunities for reflection.
- Students are unclear on what service learning is

## **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.)

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	By June 2011, 98% of students will participate in recycling at home and at school.
3.2	By June 2011, 100% of students in the SCA will participate in at least one service learning project.
3.2	By June 2011, 90% of students K-6 will participate in at least one service learning project.
3.2	By June 2011, 100% of sixth grade students will achieve the FCPS goal of completing at least 5 hours of service learning.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Oak Hill Students will be stewards of their school, community, country and world through student centered service learning projects.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. 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 Sponsors SCA Custodians	Updated Signage	X	X	X	X	Surveys administered to students K-6 to reveal student participation in recycling at school and at home.
2. SCA representatives and officers will conduct school wide education on service learning and recycling (Notes from SCA meetings, WOAK, classroom visits, and assemblies).	Oak Hill Staff SCA SCA Sponsors	None	X	X	X	X	Return of notes to SCA sponsors. Student survey on service learning, exit slips from classroom visits or assemblies.
3. SCA will generate and participate in its own service learning project.	Oak Hill Staff SCA	As needed	X	X	X	X	Reflection activities (i.e. Written journals, Blackboard Discussions)
4. All sixth grade students will report participation in a service learning project during the 2010-2011 school year	Sixth Grade Teachers (Bean, Cosby, McCook, O'Malley, Kokulis, Lubeley), Kath Denino (SASI), Dot Bennett (counselor)	None	X	X	X	X	Sixth grade CLT discussions and notes, surveys of student participation in service learning, FCPS goal setting curriculum activities
5. PTA sponsored Kids Helping Kids community outreach program (Backpack meals, Creativity Kits) which gives K through 5 classrooms the opportunity to participate in a service learning project.	Oak Hill Staff PTA (Karen Tinker)	None	X	X	X	X	Record of numbers of backpack meals delivered/kits created. Completed Reflection Exit Form

**RESULTS AND REFLECTION ON THE 2009-2010 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;"><b>Academics LANGUAGE ARTS</b></p> <p>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 (<b>Language Arts</b>)</p>	<p>Performance Indicator: Second grade special education students who did not meet the 2009 DRA2 benchmark will demonstrate a half year or more growth on the spring 2010 DRA2.</p> <p>Quantitative/Qualitative Data: <b>We have end of year DRA data but this did not match with pre-assess. data.</b></p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Cognitive Reading Strategies</li> <li>• Ongoing teacher assessments</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Language Arts block is interrupted with activities such as speech, assemblies, guidance, Grace Art, etc. which interferes with continuity</li> </ul>	<p>There's a need to look beyond simply the DRA level – need to look at and use the Focus for Instruction section of the DRA data form to inform instructional decisions.</p> <p><b>Added end of the year DRA assessments for ALL students in grades 3 and 4</b></p>
<p>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 (Language Arts)</p>	<p>Performance Indicator: Students in grades 2 and 3 identified as at risk readers according to their spring 2009 DRA2 score will demonstrate a half year of growth when given the DRA2 assessment in January 2010.</p> <p>Quantitative/Qualitative Data: <b>This data was not kept during transition between reading specialists last year. Only have end of the year DRA data.</b></p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Discussion of data in CLT's</li> <li>• Teachers being DRA2 trained</li> <li>• Small group support</li> <li>• “Double Dipping” reading instruction</li> <li>• Oakie Readers program</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Not all students could stay after school to be part of the Oakie Readers program</li> <li>• One teacher needs to be DRA2 trained</li> </ul>	<p>Continued improvement in discussing individual students' progress and implications for instruction during CLT meetings.</p> <p>There's a need to look beyond just the DRA level – <b>need to look at and use the Focus for Instruction section of the DRA data form to inform instructional decisions.</b></p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>LANGUAGE ARTS</b></p> <p>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 (Language Arts).</p>	<p>Performance Indicator:</p> <p>Students in grades 4-6 identified as at risk readers according to their 2009 spring SOL scores will demonstrate a year of growth when given the DRA assessment in January of 2010 when compared to their 2009 January DRA score.</p> <p>Quantitative/Qualitative Data:</p> <p><b>This data was not kept during transition between reading specialists last year. Only have end-of-year DRA data.</b></p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Small group or 1 on 1 support</li> <li>• Teaching students how to take the SOL test, focusing on types of questions and how to go back into the story for the information</li> <li>• DRA trained teachers</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Comparing an SOL score to a DRA is comparing apples to oranges – the assessments are not the same – students with a low SOL may not necessarily have low a below grade level DRA</li> <li>• Need clarification on what constitutes a year’s growth at this level where growth is more horizontal at each level rather than vertical</li> </ul>	<p>Continued need for ongoing professional development in the teaching of reading in grades 4-6.</p> <p>There’s a need to look beyond just the DRA level – need to look at and use the Focus for Instruction section of the DRA data form to inform instructional decisions.</p> <p>Need to maintain DRA records (Reading Specialist/ESOL teacher). Will include in online database for school staff.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>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:            Students in grades 1-6 new to FCPS in the fall of 2009 who failed to demonstrate grade level reading on the DRA fall 2009 will demonstrate a half year of growth as measured by the DRA given in January 2010.</p> <p>Quantitative/Qualitative Data:  <b>This data was not kept during transition between reading specialists last year. Only have end-of-year DRA data.</b></p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• DRA trained teachers</li> <li>• Small group and/or 1 on 1 support</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Need clarification on what constitutes a year's growth at this level where growth is more horizontal at each level rather than vertical</li> </ul>	<p>Continued need for ongoing professional development in the teaching of reading in grades 4-6.</p> <p>There's a need to look beyond just the DRA level – need to look at and use the Focus for Instruction section of the DRA data form to inform instructional decisions.</p> <p>Need to maintain DRA records (Reading Specialist/ESOL teacher). Will include in online database for school staff.</p>

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;"><b>MATH</b></p> <p><b>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.</b></p>	<p>Performance Indicator: Student pass rate on spring 2010 Math SOL in grades 3-6 will equal 100%.</p> <p>Quantitative/Qualitative Data:  Student pass rate of 96.57% exceeded the AMO of 83%, however we did not meet our goal of a 100% pass rate.</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>● Used Ecart to guide instruction</li> <li>● Identified “at risk” students</li> <li>● Practice SOL Books – students familiar with questions that would be asked on the SOL</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>● Varied achievement gaps in students</li> <li>● Student Retention</li> <li>● Parental Support/Guidance</li> </ul>	<p>We need to find as many ways as possible to engage students in math, and show them how they will be using math throughout their entire lives. The more real life examples we can use during lessons, the more, hopefully, they will understand the importance of mathematics in their lives.</p> <p>Engaging parents and families, and getting them excited and involved in math should also be a priority. Muffins for Moms and Doughnuts for Dads could be implemented to provide resources for math at home.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>MATH</b></p> <p><b>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.</b></p>	<p>Performance Indicator: Pass Advance rate on spring 2010 SOL for compacted math students will be 90% or greater in grades 3-6</p> <p>Quantitative/Qualitative Data: We did not meet our goal of 90% pass advance rate for grades 4 and 5, however, we did meet our goal of 90% pass advance rate for grades 3 and 6. Actual pass advance percentages for grades 3 – 6 are listed below: Grade 3 – 92.9% Grade 4 – 89.1% Grade 5 – 78% Grade 6 – 92.4%</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Groundwork resources</li> <li>• Use of higher level thinking problems/word problems</li> <li>• Ecart resources</li> <li>• Algebraic thinking professional development</li> <li>• Math Mondays professional development</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Varied achievement gaps in students</li> <li>• Student Retention</li> <li>• Parental Support/Guidance</li> </ul>	<p>We need to find as many ways as possible to engage students in math, and show them how they will be using math throughout their entire lives. The more real life examples we can use during lessons, the more, hopefully, they will understand the importance of mathematics in their lives.</p> <p>Engaging parents and families, and getting them excited and involved in math should also be a priority. Muffins for Moms and Doughnuts for Dads could be implemented to further push math at home.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p align="center"><b>MATH</b></p> <p><b>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.</b></p>	<p>Performance Indicator: Student pass rate on the spring 2010 SOL for the Black and Hispanic subgroups will equal or exceed 81%.</p> <p>Quantitative/Qualitative Data: We did not meet our goal of 81% for the Black subgroup, however, we did meet our goal of 81% for the Hispanic subgroup. Actual passing percentage results for the Black and Hispanic subgroups are below: Black: 80% Hispanic: 100%</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Vocabulary word walls with illustrations</li> <li>• Kagan grouping</li> <li>• Use of various manipulatives</li> <li>• 1 on 1 support – small groups</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Making math applicable to the students – “real world application”</li> <li>• Varied achievement gaps in students</li> <li>• Student Retention</li> <li>• Parental Support/Guidance</li> </ul>	<p>We need to find as many ways as possible to engage students in math, and show them how they will be using math throughout their entire lives. The more real life examples we can use during lessons, the more, hopefully, they will understand the importance of mathematics in their lives.</p> <p>Engaging parents and families, and getting them excited and involved in math should also be a priority. Muffins for Moms and Doughnuts for Dads could be implemented to further push math at home. Continue Family Math Nights.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>MATH</b></p> <p><b>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.</b></p>	<p>Performance Indicator: Pass Advance rate on spring 2010 SOL for general ed. math students will be 80% or greater in grades 3-6.</p> <p>Quantitative/Qualitative Data: We did not meet our goal of an 80% pass advance rate for general ed. Students. Our results are as follows: 64% - grade 3 72% - grade 4 78% - grade 5 58% - grade 6</p>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Use Ecart to guide instruction</li> <li>• Identified “at risk” students</li> <li>• Practice SOL Books – students familiar with question</li> <li>• Vocabulary word walls with illustrations</li> <li>• Kagan grouping</li> <li>• Use of various manipulatives</li> <li>• Ecart resources</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Making math applicable to the students</li> <li>• Math holes that kids come into the classroom with</li> <li>• Retention</li> <li>• Parental Support/Guidance</li> </ul>	<p>We need to find as many ways as possible to engage students in math, and show them how they will be using math throughout their entire lives. The more real life examples we can use during lessons, the more, hopefully, they will understand the importance of mathematics in their lives.</p> <p>Engaging parents and families, and getting them excited and involved in math should also be a priority. Muffins for Moms and Doughnuts for Dads could be implemented to further push math at home. Continue Family Math Nights.</p>

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

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Essential Life Skills - PBS</b></p> <p><b>Objective:</b> The PBS team will plan and deliver an activity to brainstorm an array of appropriate responses to teacher-managed minor behaviors. These suggestions will be shared through Blackboard and will be available for teacher consult throughout the year.</p>	<p>Performance Indicator:</p> <p>The 2009 FCPS Self Assessment score for # 23 (an array of appropriate responses to minor behaviors) was 75%.</p> <p>Quantitative/Qualitative Data:</p> <p>The 2010 Self Assessment score for #23 was 92%</p>	<p>Supported:</p> <p>Staff and PBS team collaborated to create list of appropriate responses to minor behaviors which was posted on Black Board.</p> <p>Inhibited:</p>	<p>This was successful so we are now focusing on providing PBS orientation materials for new staff and students. We will include the array of appropriate responses to minor behavior as part of the teacher materials.</p>
<p><b>Objective:</b> The PBS team will develop student “think sheets” to assist students in resolving conflicts and making safe life choices</p>	<p>Performance Indicator:</p> <p>The 2009 FCPS Self Assessment score for # 23 (an array of appropriate responses to minor behaviors) was 75%.</p> <p>Quantitative/Qualitative Data:</p> <p>The 2010 Self Assessment score for #23 was 92%</p>	<p>Supported:</p> <p>Accessible to staff, easy to use. The data was collected and analyzed at PBS meeting. The team followed up with teachers who had students with several Think Sheets and offered support.</p> <p>Inhibited:</p>	<p>This year we will expand Think Sheets into the cafeteria and offer them to families to use at home.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills - PBS</b></p> <p><b>Objective:</b> The PBS team will collaborate to develop a chart that defines levels of major/minor behaviors.</p>	<p>Performance Indicator:</p> <p>The 2009 Self Assessment score for #22 (behaviors are defined as major/minor) was 83%</p> <p>Quantitative/Qualitative Data:</p> <p>The 2010 Self Assessment score for #22 was 92%</p>	<p>Supported: PBS team collaborated with staff to create chart and provided a copy to every teacher.</p> <p>Inhibited:</p>	<p>The committee will continue to provide the staff with the chart and will particularly make sure any new staff members are comfortable with the information.</p>

**RESULTS AND REFLECTION ON THE 2009-10 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;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b></p> <p>Oak Hill Students will be stewards of their school, community, and their world through service learning projects focused on recycling.</p>	<p><b>Performance Indicator:</b></p> <p>Throughout the 2009-2010 school year, quantitative data will be gathered through quarterly surveys to reveal student participation in recycling at school and at home.</p> <p><b>Quantitative/Qualitative Data:</b></p> <p>Students responding to a recycling/service learning project survey given the first week of December, 2009 showed the following results:</p> <p>100% recycled at home 88% recycled at school 69% participated in one of the service learning projects</p> <p>June, 2010 survey results:</p> <p>98% recycled at home 96% recycled at school</p>	<p><b>Supported:</b></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><b>Inhibited:</b></p> <p>Data was not collected from 20 of the 35 classes given the survey the first week of December, 2009. Feedback from the classrooms was slow or nonexistent.</p>	<p>The recycling/service learning project survey will be given at the end of Q2 and Q4 via e-mail from the SCA faculty sponsor.</p>

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

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Continued</p>	<p><b>Performance Indicator:</b></p> <p>By June 2010, 100% of students in the SCA will participate in a service learning project.</p> <p><b>Quantitative/Qualitative Data:</b></p> <p>SCA students responding to a service learning project survey given the first week of June, 2010 showed the following results:</p> <p><b>100%</b> participated in one of the service learning projects</p>	<p><b>Supported:</b></p> <p>Service learning was at the forefront of SCA meetings. This led to a complete buy-in from the officers and representatives.</p> <p><b>Inhibited:</b></p> <p>Time constraints made it frequently difficult to get all of the SCA together outside of their designated meeting time.</p>	<p>Many of the current community outreach programs that the SCA sponsors could be adapted into service learning projects by working closer with these groups.</p> <p>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>Guest speakers will be brought in to present at designated SCA meetings. SCA Representatives will present what they learned to their classes following these meetings.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Continued</p>	<p><b>Performance Indicator:</b></p> <p>By June 2010, 75% of Oak Hill students will participate in school wide recycling and at least one service learning project.</p> <p><b>Quantitative/Qualitative Data:</b></p> <p>Students responding to a recycling/service learning project survey given the first week of June, 2010 showed the following results:</p> <p>96% recycled at school 83% participated in one of the service learning projects</p>	<p><b>Supported:</b></p> <p>Classroom teachers assigned recycling “jobs”.</p> <p>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>PTA sponsored the Kids Helping Kids community outreach program which gave K through 5<sup>th</sup> grade classrooms (29 classrooms and a total of 671 students participated) the opportunity to participate in a service learning project.</p> <p><b>Inhibited:</b></p> <p>Not all classrooms participated in school wide recycling on a consistent basis.</p> <p>Staff and students were not aware of all of the activities that constituted service learning.</p>	<p>Recycling Officer needs to set up a disposal schedule and ensure that containers continue to be accessible to students and staff.</p> <p>SCA faculty advisors need to work with the PTA to get parent assistance for recycling efforts that are not supported by FCPS (Capri Sun, cookie wrappers, printer cartridges, crocs, cell phones, etc.).</p> <p>SCA would like to partner with the PTA to expand the Kids Helping Kids program to all grade levels (this is planned for the fall).</p> <p>Classroom reps need to take a more proactive role in setting the example to the rest of the class in regard to school wide recycling.</p> <p>Staff and students need to be educated on what service learning is.</p> <p><b>6<sup>th</sup> grade students will be required to complete 5 hours of service learning over the school year (48% completion rate for the 2009-2010 school year) and participate in Volunteerism Day.</b></p>

## APPENDICES

- A: Oak Hill Instructional Schedule
- B: Grade Level CLT SMART Goals
- C: Summer SIP/CLT Schedule

APPENDIX A

Oak Hill Instructional Schedule

	K	1	2	3	4	5	6	6 AAP
<b>8:30-8:50</b>	Arrival/WOAK/Morning Work							
<b>8:50-10:00</b>	AM Learning Stations LA Math PAWS	Lang Arts 8:50-11:00	SS/Science 8:45-9:30	Math 9-10	<b>PAWS 8:50-9:15</b>	Math 8:45-9:30	<b>Specials 9-9:45 CLT Tuesdays</b>	
<b>10:00-11:00</b>		<b>PAWS 10-10:30</b>	LA	Lang Arts 10-11:30	Math	<b>Specials 9:30-10:30 CLT Wednesday</b>	Block 1 -Math / Science / SS	
<b>11:00-12:00</b>	<b>SPECIALS CLT Thursdays</b>	Lang Arts 8:50-11:00	Recess Lunch	Social Studies / Science	<b>PAWS 10:30-11</b>	Block 2 Math/ Science / SS		
	Closing Activities 12:00 Dismiss			Specials CLT Wednesday	LA			
<b>12:00-1:00</b>	PM 12:05-2:45 Learning Stations LA /Math PAWS	Science 12-12:45	Lunch/ Recess 11:25-12:20	<b>Specials / CLT Monday</b>	Lunch / Recess	Recess / Lunch	Block 3 Math/ Science / SS	
<b>1:00-2:00</b>		Math 12:45-1:45	<b>PAWS 12:30-1</b>	SS / Science / Chinese			LA	LA
			<b>Specials CLT 1-2 PM Thursdays / Extended SS /Science</b>	Lunch/Recess		LA	Recess / Lunch	
		<b>Specials CLT Thursdays</b>		SS/Science/Chinese	LA 1:45-3:15	SS/Science 1:10-3:15	LA / Chorus (Friday)	
<b>2:00-3:20</b>	2:30-3:00 Specials		Math	<b>PAWS 1:45-2:15</b>				
	Closing Activities	Social Studies Wrap Up Dismissal	Wrap Up/ Dismissal	SS/Science/Chinese			<b>PAWS 2:50-3:15</b>	<b>PAWS 2:50-3:15</b>

**Notes:** P.A.W.S. = Positive Actions With Students, Extended Learning Time. This time is 30 minutes daily Tuesday through Friday. Staff involved includes classroom teachers, I.A.s, Specialists (Reading, ESOL, AART, Counselors). Individual, small group intervention and enrichment activities are planned during this time. Recess is 20 minutes. CLTs meet weekly including a 90 minute extended CLT meeting the third Monday of each month.

APPENDIX B  
Oak Hill CLT  
SMART Goals 2010-11

**Kindergarten:**

Language Arts:

85% of kindergartners will know at least 25 out of 26 of their capital letters by the end of the first quarter.

Math:

At least 85% of students will receive passing scores on the 1<sup>st</sup> quarter KMRA assessment.

\*Remediation will be conducted during learning stations each week.

**Grade 1:**

Reading: 95% of first graders will achieve level 16 on the DRA test in the spring. (SIP goal: 30% will achieve level 28)

Writing: By 4<sup>th</sup> quarter, 90% will attain a 3 on the FCPS writing rubric.

Math:

85% of first graders will achieve or exceed the MRA benchmarks at end of spring test window.

**Grade 2:**

Language Arts:

Our goal is for 85% of second graders to be able to write five descriptive sentences using correct mechanics on a given topic

Math:

98% of students will receive passing scores on the end of year MRA assessment. This will be measured by teacher created end of unit common assessments and MRA window 2. Teachers will use PAWS blocks to remediate and enrich students' learning.

### **Grade 3:**

#### Language Arts:

Students will demonstrate growth in at least one category of the grade level writing rubric by the 2nd, 3rd, and 4th quarter

#### Math:

Students will demonstrate reasonable growth when completing a basic multiplication inventory test given each quarter

### **Grade 4:**

#### Reading:

100% of fourth grade students will pass the reading SOL test.

#### Math:

100% of fourth grade students will pass the math SOL test

### **Grade 5:**

#### Language Arts:

By the end of the 1<sup>st</sup> quarter, all students will show Proficient mastery of the fundamental writing skills (writing complete sentences, using correct verb tense, using correct end punctuation, using correct capitalization rules, and using correct format for paragraphs) as evidenced on an end-of quarter writing assessment.

#### Math:

By the end of the 1st quarter, all students will demonstrate master of number and number sense (1st quarter material) with at least 80% mastery on the end-of-quarter assessment.

### **Grade 6:**

#### LA:

By the end of 3<sup>rd</sup> quarter 100% of the sixth grade students will be writing at the “Basic” level according to the FCPS writing rubric

Math:

90% of students identified as at risk will demonstrate growth through passing grades and passing the SOL. (We will use eCart to create quarterly common assessments in math (both in general ed and GT) and we will use the data to identify kids for intervention).

APPENDIX C  
**Oak Hill Elementary School**  
**School Improvement Team**  
**Summer 2010—Results, Reflections, Data Analysis, and SIP Development**

Teams:

**Goal-1 Academics**

Math:

Jeff Bean, Grade 6, Math Lead  
 Christine Crawford, Grade 2  
 Nikki Wright, Grade 5 AA  
 Jessica Menge, Special Education  
 Tammy Ofano, SBTS

Language Arts:

Terri Morris, Reading Specialist  
 Lynn Carle, ESOL Specialist  
 Mary Swanson, Special Education (208 day)  
 Heidi Bowers, Grade 1  
 Alison Falkenhagen, Grade 3

**Goal 2-Life Skills**

Pam Bennett, Grade 4, PBS Team Leader  
 Mary More, Grade 4, PBS Coach  
 Jenny Henry, Librarian

**Goal 3-Service to the Community**

Jeanette O'Malley, Grade 6 AA, SCA sponsor  
 Tony Pane, Grade 3 AA, SCA sponsor  
 Nick Kokulis, Grade 6

**Committee Chairperson Meeting**

- Purpose: Review Results & Reflection with Co-Chairpersons, Begin data review
- **Tuesday, July 20th from 12:30-3:30 PM** (3 hours)

<b>Staff Member</b>	<b>Hours</b>	<b>Pay Band</b>	<b>Total</b>
Jeff Bean	3	\$30.78	\$92.34
Christine Crawford	3	\$30.78	\$92.34
Terri Morris	3	\$30.78	\$92.34
Lynn Carle	3	\$30.78	\$92.34
Tony Pane	3	\$30.78	\$92.34
Jeanette O'Malley	3	\$30.78	\$92.34
Pam Bennett	3	\$30.78	\$92.34

Mary More	3	\$30.78	\$92.34
		Total	<b>\$738.72</b>

**Goal 1-Academics**

- Goal 1-Academics Teams meet to complete: review of results & reflection, math and reading data analysis, and complete goal one portion of our School Plan
- **Wednesday, July 21st from 12:30-3:30 PM (3 hours)**
- 

Staff Member	Hours	Pay Band	Total
Bean	3	\$30.78	\$92.34
Crawford	3	\$30.78	\$92.34
Wright	3	\$30.78	\$92.34
Menge	3	\$30.78	\$92.34
Ofano	3	\$30.78	\$92.34
Kokulis	3	\$30.78	\$92.34
Morris	3	\$30.78	\$92.34
Carle	3	\$30.78	\$92.34
Swanson	0	208 day contract	0
Bowers	3	\$30.78	\$92.34
Falkenhagen	3	\$30.78	\$92.34
		Total:	<b>923.40</b>

**Goal 2-Life Skills**

- Goal 2-Life Skills Team Meeting to complete: review of results & reflection, citizenship and discipline data analysis, and complete goal 2 SIP portion of our School Plan
- **Thursday, July 22<sup>nd</sup> from 12:30-3:30 PM (3 hours)**

Staff Member	Hours	Pay Band	Total
Bennett	3	\$30.78	\$92.34
More	3	\$30.78	\$92.34
Henry	3	\$30.78	\$92.34
		<b>TOTAL</b>	<b>\$277.02</b>

**Goal 3-Service to the Community**

- Goal 3-Service to the Community Team Meeting to complete: review of results & reflection, review school-wide recycling, and student survey results, and begin goal 3 SIP portion of our School Plan
- **Thursday, July 22<sup>nd</sup> from 12:30-3:30 PM (3 hours)**
- 

Staff Member	Hours	Pay Band	Total
Pane	3	\$30.78	\$92.34
O'Malley	3	\$30.78	\$92.34

Kokulis	3	\$30.78	\$92.74
		Total	<b>\$184.68</b>

**Oak Hill Staff at Cluster VII SIP Overview / Final Draft Completion**

- SIP Co-Chairs from all three teams attend the Cluster VII SIP Overview meeting to hear updates and about exemplars. All SIP Members will review the DRAFT SIP and make final revisions to reflect information from the session during the afternoon.
- **Wednesday, August 25<sup>th</sup>**. The time (TBD) is normally 8:00 AM-3:00 PM at Fairfax Ridge Center. I will get information to you as soon as I receive it.

Staff Member	Hours	Pay Band	Total
Bean	6	\$30.78	\$184.68
Crawford	6	\$30.78	\$184.68
Morris	6	\$30.78	\$184.68
Carle	6	\$30.78	\$184.68
Pane	6	\$ 30.78	\$184.68
O'Malley	6	\$ 30.78	\$184.68
Bennett	6	\$ 30.78	\$184.68
More	6	\$ 30.78	\$184.68
Wright	3	\$ 30.78	92.34
Menge	3	\$ 30.78	92.34
Ofano	0	0	0
Kokulis	3	\$ 30.78	92.34
Wright	3	\$ 30.78	92.34
Menge	3	\$ 30.78	92.34
Bowers	3	\$ 30.78	92.34
Falkenhagen	3	\$ 30.78	92.34
Henry	3	\$ 30.78	92.34
Swanson	0	0	0
		<b>Total:</b>	<b>\$2216.16</b>

Starting Balance: \$7710 (after FICA)  
**Grand Total Amount: \$4339.98**  
**Balance: \$3370.02**

**Summer CLT Meetings:**

Grade:	Date(s):	Hours	Total Hours
Kindergarten	6/28 or 29	11-2	6 hours
First	8/3,5	11-2	18 hours
Second	7/27	12:45-3:45	12 hours
Third	8/23	8-12	20 hours
Fourth	8/16 (GE)	12-3	9 hours
	8/23 (AA)	9-3	12 hours
Fifth	8/25 (GE)	11-2	15 hours

	6/28 (AA)	9-1	8 hours
<b>Sixth</b>	6/25	10-1	18 hours
<b>Total</b>			<b>118 hours</b>

Starting Balance: \$3370.02  
**Grand Total Amount: \$3631.84**  
**Difference: -\$261.82 (Take this from staff development)**