

Fairfax County Public Schools

School Improvement Plan 2011 – 2012

Orange Hunt Elementary

Cluster VI



Orange Hunt Community
Working Together
Leading Every Child to
Success

Jason Pensler, Principal

Sarah Brooker and Cheri Fischer, SIP Co-Chairmen

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

| Name | Position | Name | Position |
|-------------------|--|--------------------|--|
| Jason Pensler | Principal | Sarah Brooker | Assistant Principal/ SIP Co-Chairman |
| Cheri Fischer | Reading Teacher/ SIP Co-Chairman | Donna Jones | 4 th Grade Teacher/ Math Lead Teacher/ Goal 1 Co-Chairman |
| Kristen Brechwald | 4 th Grade CLT Leader/ Goal 1 Co-Chairman | Christina DePorter | 1 st Grade Teacher/ Social Studies Lead Teacher (primary) |
| Jen Matthias | 6 th Grade Teacher/ Science Lead Teacher (Upper)/ Goal 3 Chairman | Jennifer Hansen | Special Education Lead Teacher |
| Meg Wagoner | ESOL Lead Teacher | Lynn Martin | School-Based Technology Specialist |
| Barb Saddler | 4th Grade Teacher/ Goal 2 Chairman | Abby Lutz | 6 th Grade Teacher/ Social Studies Lead Teacher (Upper) |
| Gertie Kessler | First Grade Teacher-German Immersion/ Science Lead Teacher (Primary) | Nancy Thompson | PTA President |

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.

ORANGE HUNT ELEMENTARY—VISION STATEMENT

Working collaboratively, Orange Hunt Elementary School dedicates itself to ensure success for every student by providing a well-rounded, rigorous, tailored, and technology-rich education that develops sophisticated problem-solvers, responsive to the needs of our global community.

ORANGE HUNT ELEMENTARY—MISSION STATEMENT

As a professional learning community, Orange Hunt will develop engaged, high-level learners equipped with the necessary tools to tackle the challenges and experiences they will encounter in our ever-changing world.

ORANGE HUNT ELEMENTARY—CORE VALUES/BELIEFS

At Orange Hunt Elementary, we value:

- **High Achievement**

Look-Fors: Use ongoing assessment to plan differentiated instruction
Strive for continuous improvement in self and students
Engage in staff development
Expect success for all students

- **Collaboration**

Look-Fors: Use the Seven Norms of Collaboration
Contribute to achievement of team and school goals
Impact the success of all students
Use common assessment data to drive grade-level instruction
Share expertise to build team capacity

- **Communication**

Look-Fors: Foster home/school partnerships
Provide timely, ongoing communication
Utilize available technology including OneNote and 24/7 Learning
Create opportunities for family participation at school

- **Citizenship**

Look-Fors: Facilitate a variety of student leadership opportunities
Model respect and responsibility
Integrate technology into student learning

SPECIAL PROGRAMS

Student Achievement Goal - Academics

Art and Literacy Night: An evening program with art and literacy activities revolving around a chosen theme. Parents and students participate together in a variety of creative experiences.

Beginning Literacy On Our Minds (BLOOM): This new summer reading program is for students entering grades 1-3 who did not achieve benchmark levels on the spring DRA. They come to school once a week throughout the summer to choose five take-home reading books at their instructional level and receive a packet of activities to maintain and strengthen their reading skills.

Challenge 24: Students in grades 4-6 strengthen number sense through a challenging and fun competition.

Chess Club: Students work with a chess master to develop problem solving strategies and higher level thinking skills.

Foreign Language Experience (FLEX) in Elementary School: Offered to students in grades 1-6, this is an after-school program offered through our PTA.

Geography Bee: Students in grades 4-6 strengthen their global geographic awareness through a challenging and fun competition.

German Club: Open to all Orange Hunt families, this organization helps build knowledge of the German culture by sponsoring events throughout the year such as a hiking/barbequing Grillfest in the fall, a school-wide St. Nikolas experience on December 6th, Karneval at Mardi Gras time, and German game days.

German Partial-Immersion Program: Grades 1-6 are taught mathematics, science, and health in German; they learn language arts, social studies, music, physical education, and art in English. Each year a new class of first graders is added.

Kinderchor: A Children's German Choir open to all students in grades 2-6 that strengthens knowledge of the German language and culture through traditional and modern German songs. Kinderchor meets weekly and performs at school and community events.

Literacy Is For Tomorrow (LIFT): Students entering grades 4-6 who meet certain criteria are given the opportunity to select six books to receive during the summer. Participating students read the six books, respond to each on a postcard and book log, and the books are theirs to keep.

Mathematics Club: Students have the opportunity to participate in a four-six week math club before and after school where they can play a variety of math games. The main goals of the math club are to help students discover that math is fun and to view math in a positive light.

Mathematics Night: Parents and students interact while exploring math concepts during an evening program.

Newbery Club: This club is sponsored by the librarian and is comprised of sixth grade students. The Newbery Club meets once a month before school to discuss a different Newbery book with a focus on setting, characterization, and plot. Of particular importance is trying to focus on why each book was chosen as a Newbery Award winner.

Odyssey of the Mind: This is a competitive, team program that provides creative, problem solving opportunities for students. It encourages students to analyze a situation, imagine all the possibilities, and synthesize the best qualities into a workable solution.

Orange Hunt Spelling Plan: As a result of collaborative research and development, Orange Hunt’s spelling program is unique, combining word study with learning a core group of frequently-used words and spelling strategies. Teachers use the county approved spelling textbook to identify concepts for word study along with other carefully chosen and created materials to implement the plan.

Promoting Learning Using Strategies (PLUS): Students in grades 3-6 are invited to participate in an after-school for six weeks to review test-taking strategies and practice strategy application to questions similar to those on the math and reading SOL tests.

PTA Reflections Contest: An opportunity for students to respond creatively to a given prompt through writing, fine, and performing arts.

SOL Remediation: This program takes place before or after school to give students in grades 4-6 who did not pass the reading or mathematics SOL test extra support to improve their performance.

Supporting the Progress of All “R” Children (SPARC): SPARC provides Orange Hunt students with the support for continual growth and documentation of these supports and outcomes. Components include Kid Watch, Student Monitoring, and a variety of academic and behavioral interventions.

Summer Literacy & Fitness Program: Sponsored by the Librarian, Reading Teacher, and P.E. Teacher, students in grades K-6 are offered the opportunity to record their summer reading, writing, and fitness activities on a form. Students who complete the form are invited to a celebration in September.

Student Achievement Goal – Essential Life Skills

Family Fitness Night: An evening family event sponsored by the P.E. Teachers that includes fun fitness activities and information about leading a healthy lifestyle.

Functional Fitness 4 Kids (FF4K): A fitness program providing a safe environment for workouts designed to increase self esteem, decrease body fat, increase strength and endurance, improve agility, balance and coordination, prevent sports related injuries, enhance cognitive ability, and build a sense of “team” through partner and group exercise.

Girls on the Run: For girls in grades 3-6; combines training for a 5K with self-esteem enhancing, uplifting workouts with lessons to encourage positive development and a healthy lifestyle.

Peer Mediation: A school-wide mediation program in which sixth grade students are trained and then mediate conflicts between students at the school. The mediators are trained using the FCPS conflict and mediation model. School counselors facilitate this program.

Positive Behavioral Interventions and Supports (PBIS): A school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behavior to create a positive school environment.

Presidential Active Lifestyle Award: The Presidential Active Lifestyle Award is an optional activity for all students that encourages 30-60 minutes of moderate-intensity physical activity such as taking a long walk, playing a sport, taking an aerobics class, even doing chores around the house.

Red Ribbon Week: Participation in the national campaign with the ultimate goal of a drug free America, the school emphasizes drug prevention and education and helps students make a personal commitment to live drug free lives.

Staff Mentoring Program: Staff members buddy with individual students to give support on a regular basis.

Town Meetings: An assembly each quarter recognizes individual student achievement in academics, the arts, and demonstration of positive character traits.

Student Achievement Goal – Responsibility to the Community

Business Partnership: Orange Hunt is a member of the West Springfield Pyramid Business/School Partnership.

Patrols: Students in grades five and six take on the leadership role to support student safety.

SCA: Students vote for SCA officers using electronic voting through FCPS 24/7 Learning in the classrooms or during computer lab time.

Veteran's Day Program: An annual program integrates technology, fine arts, and curriculum in a celebration to honor all military in our school community and includes all grade levels.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

The staff of Orange Hunt Elementary School will improve student achievement in **reading** and **mathematics** by exchanging successful strategies and implementing systematic interventions designed to increase student achievement among all sub-groups while working to increase our overall achievement.

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

Data Sources:

SOL English Performance results from 2010-2011 Adequate Yearly Progress (AYP) Detailed Report indicated a slight decrease in pass percentage rate from 95.84% in 2009-2010 to 95.52% among students in grades 3-6.

Among the subgroups (Black, Economically Disadvantaged, Hispanic, LEP, and Students with Disabilities) and the pass rates of White students in grades 3-6, an achievement gap in reading is present based on SOL English Performance results from 2010-2011 Adequate Yearly Progress (AYP) Detailed Report.

- White students = 96.83%
- Black students = 82.60%
- Economically Disadvantaged students = 89.65%
- Hispanic students = 90.00%
- LEP students = 93.10%
- Students with Disabilities = 83.63%

Orange Hunt Elementary students in grades 3-6 pass-advanced on the 2010-2011 English Performance SOL at a rate of 52.91%, a slight reduction from the 2009-2010 overall pass-advanced rate of 53.85%.

Developmental Reading Assessment (DRA) 2 results from 2010-2011 indicated a 4 percentage point increase in first grade students meeting or exceeding benchmark (77% to 81%) and a 3 percentage point decrease in second grade students meeting or exceeding benchmark (84% to 81%). The significant achievement gap for first and second grade students meeting or exceeding benchmark between the English Proficient students and the Limited English Proficient students in spring 2010 was closed in spring 2011, slightly in first grade and significantly in second grade.

- First Grade English Proficient and Limited English Proficient (LEP): 2010 Gap = 21.8%; 2011 Gap = 19% (2.8 percentage points)
- Second Grade English Proficient and Limited English Proficient (LEP): 2010 Gap = 22.3%; 2011 Gap = 10.9% (11.4 percentage points)

While closing the gap for the Limited English Proficient students, the gap for the Students with Disabilities (SWD) meeting or exceeding benchmark on the spring DRA2 administration continues to be significant.

- First grade Not Special Education and Students with Disabilities (SWD) = a 39.7 percentage point gap
- Second grade Not Special Education and Students with Disabilities (SWD) = a 58.4 percentage point gap

SOL Mathematics results from 2010-2011 Adequate Yearly Progress (AYP) Detailed Report indicated a slight increase in pass percentage rate from 93.54% in 2009-2010 to 94.24% among students in grades 3-6.

Among the subgroups (Black, Economically Disadvantaged, Hispanic, LEP and Students with Disabilities) and the pass rates of our White students in grades 3-6, an achievement gap in mathematics is present based on SOL Mathematics Performance results from 2010-2011 Adequate Yearly Progress (AYP) Detailed Report.

- White students = 95.67%
- Black students = 72.72%
- Economically Disadvantaged = 80.00%
- Hispanic students = 87.50%
- LEP students = 88.33%
- Students with Disabilities = 83.92%

Orange Hunt Elementary students in grades 3-6 pass-advanced on the 2010-2011 Mathematics SOL at a rate of 50.21%, a slight increase from the 2009-2010 overall pass-advanced rate of 48.62% (not including Grade 8 Mathematics SOL).

Math Reasoning Assessment (MRA) results from 2010-2011, indicated 96.4% of students in grade 2 scored at the proficient level or above. During Collaborative Learning Team (CLT) meetings, teachers analyzed FCPS' eCART assessments in mathematics and reading to plan instruction to meet student's individual academic needs. Grade-level common assessments, some from Horizons, are administered in an effort to monitor student achievement by grade/school and provide valuable data when planning remediation, intervention, and enrichment. Collaborative Learning Teams (CLT) analyze multiple sources of data such as division-wide tests, common assessments, and teacher observation/anecdotal information to meet the needs of all students.

At the end of the 2010-2011 school year, a survey was offered to all staff regarding staff development needs for the upcoming school year. Twenty-four teachers participated and noticeable patterns were discovered. The greatest areas of need (50% response rate) were identified as:

- Intervention materials and lessons in reading
- Wise Time models (grouping students, use of space, use of human resources, etc)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Observations performed by administrators and curriculum/resource specialists from the school site indicated areas of strength and weakness in reading and mathematics instruction. Teachers at Orange Hunt Elementary excel at meeting the needs of struggling, on grade level, and advanced students while delivering the curriculum necessary for their grade level. Teachers were observed teaching lessons that followed the FCPS Pacing Guides. Teachers draw on the available professional resources within the building, as well as use the community, to support and promote instruction. More teachers were using data from common reading assessments, such as eCART, Developmental Reading Assessment (DRA) 2, Mathematics Reasoning Assessment (MRA) to identify instructional implications for student learning. Supporting the Progress of All “R” Children (SPARC) is the new name that encompasses the variety of ways Orange Hunt discusses individual student needs, identifies at-risk students, documents interventions, and communicates information from teacher to teacher. In the primary grades, an abundance of evidence shows balanced literacy implementation and guided reading is a regular part of the reading workshop. A school focus on reading comprehension strategy instruction over the past several years, with an emphasis on increased levels of student application and use of common test language, may in part account for strong overall pass rates in Virginia Standards of Learning (SOL) reading results. The use of the SmartBoard for interactive lessons, building background knowledge, and identifying students for focus groups are among the strengths found at Orange Hunt. Many teachers at Orange Hunt Elementary are involved in curriculum and staff development at the county level. Curriculum lead teachers are accessible to staff and are leaders in analyzing data, planning staff development, and writing school-wide improvement goals.

Several staff members participated in eCART development during summer curriculum and can share information with colleagues about writing higher-level questions. There are staff members who consistently participate in professional growth opportunities and many have or are pursuing advanced degrees. Teachers will also be offering intensive intervention programs beginning this school year. Leveled Literacy Intervention, Fluency First, Language Reading Series, and Mathematics Explorers are just a few of the programs some of our staff members were trained on over the summer and fall.

Weaknesses: Although our overall pass rates on SOL Reading and Mathematics results are excellent, it is important for teachers in Collaborative Learning Teams (CLT) to analyze results from formative and summative common assessments to drive team discussions/decisions and planning of instruction. A balanced-literacy approach is not present in all classrooms, impacting progress of all students but especially those who are struggling. Since last year was the first in which an intervention block was built into the schedule, teachers will continue to improve the way this time is spent to meet the needs of all students. In addition, teachers will focus on utilizing FCPS’ Pacing Guides in Language Arts and Mathematics to guide discussion, planning, and implementation of instruction. Providing professional development workshops throughout the year, particularly in math and reading, will assist teachers in addressing our instructional needs.

Best Practice Research:

Professional Learning Community (PLC)/Collaborative Learning Teams (CLT)~

Over the last two decades, the term professional learning community has become quite commonplace in educational circles. Professional learning community describes a collegial group who are united in their commitment to an outcome. In the case of education, the commitment would be to student learning.

Based on the research of Richard Dufour, Rebecca Dufour, Robert Eaker, and Thomas Many in their Learning by Doing-A Handbook for Professional Learning Communities at Work, the authors state “Professional learning communities create an intensive focus on learning by clarifying exactly what students are to learn and by monitoring each student’s learning on a timely basis. (pg. 43)” They also feel that “the constant collective inquiry into “What is it we want our students to learn?” and “How will we know when each student has learned it?” is a professional responsibility of every faculty member. (pg. 46)” In addition, every professional in the building must engage with colleagues in the ongoing exploration of the third crucial question that drive the work of those within a professional learning community: How will we respond when a student experiences difficulty in learning?

Finally, Richard Dufour and his team of authors remind us that, “common assessments are:

- more efficient than assessments by individual teachers.
- more equitable for students.
- represent the most effective strategy for determining whether the guaranteed curriculum is being taught and, more importantly, learned.
- inform the practice of individual teachers.
- build a team’s capacity to improve its program.
- facilitate a systematic, collective response to students who are experiencing difficulty. (pg.56-57)”

Reading~

Reading is a complex act that requires both a visual process, as well as, the ability to comprehend what is read. In order for students to become independent readers, teachers need to incorporate opportunities for students to work with both fiction and nonfiction reading throughout their day. Research shows that students who are wide readers (read a variety of genres) comprehend better and have richer vocabularies. Wide reading also increases students’ ability to work with words in different contexts and provides background knowledge that students can build on throughout their academic career.

Reading is often taught only in the context of “Language Arts” and overlooked during content area reading tasks. As elementary school teachers we have the ability and knowledge to guide students through content rich text, to help them become independent readers and learners, and to begin preparing them for the demands of reading in the 21st century.

Reading comprehension strategies need to be explicitly taught AND practiced by students across a variety of contexts. Only teaching reading strategies during language arts does not guarantee that students will use them when reading social studies or science materials. When covering, social studies content teachers need to teach, model, guide, and provide independent use of the strategy with nonfiction text for mastery.

Vocabulary instruction is an essential component of reading comprehension. Research shows that a student's vocabulary knowledge greatly affects a student's ability to comprehend what they are reading. To develop students' knowledge and usage of content vocabulary, students should have an active, personal role in learning new words and be immersed in words through multiple exposures. Time spent on building students' knowledge of content vocabulary in social studies will improve their reading comprehension of the subject they are studying.

Math ~

In order for students to gain mathematical competency, literacy, fluency, and critical thinking skills, they must be engaged in investigation and making real world mathematical connections. Best practice research for mathematics indicates the need to differentiate instruction, build background knowledge, develop and understanding and application of math vocabulary, and incorporate the use of kinesthetic activities and real world problem-solving strategies. Teachers should assess learning an integral part of planning instruction and incorporate questioning strategies that stimulate open-ended mathematical thinking. While in focus groups, students are given the opportunity to explain and justify their own thinking, which then leads to a better understanding of the mathematical concept.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|-----------------|---|
| 1.1.1 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of students in grade 2 who meet or exceed benchmark on the Developmental Reading Assessment 2 from 81% to 91%, based on unadjusted data. |
| 1.1.1 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Black students in grades 3-6 who score 400 or above on the Reading Standards of Learning assessment to from 82.60% to 91%. |
| 1.1.1 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Hispanic students in grades 3-6 who score 400 or above on the Reading Standards of Learning assessment to from 90% to 93%. |
| 1.1.1 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Students with Disabilities in grades 3-6 who score 400 or above on the Reading Standards of Learning assessment to from 83.63% to 91%. |
| 1.1.1 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 500 (pass advanced) or above on the Reading Standards of Learning assessment from 53% to 60%. |
| 1.1.2 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Black students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment to from 72.72% to 90%. |
| 1.1.2 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Hispanic students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment to from 87.5% to 90%. |
| 1.1.2 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Limited English Proficient students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment to from 88.33% to 91%. |
| 1.1.2 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of Students with Disabilities in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment to from 83.92% to 90%. |
| 1.1.2 | By the end-of the 2011-2012 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 500 (pass advanced) or above on the Mathematics Standards of Learning assessment from 56%-60%. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Orange Hunt Elementary School will improve student achievement in **mathematics** and **reading** by exchanging successful strategies and implementing systematic interventions designed to increase student achievement among all sub groups while working to increase our overall achievement.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|--|--|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Collaborative Learning Teams (CLT) will use data driven dialogue to plan and provide appropriate enrichment and intervention to all students within the classroom and during Wise Time. | Jason Pensler Sarah Brooker Jennifer Choe Kaylyn Ackerman Maura Lensink Debbie Sherrill Kristen Brechwald Laura Laverdiere Ariane Thompson | Computers, LCD projector, instructional materials (no cost) | X | X | X | X | CLTs will use OneNote to: <ul style="list-style-type: none"> • collect data from common assessments • record shared instructional strategies • record plans for Wise Time based on data |
| 2. Collaborative Learning Teams will pace math and reading curriculum together to facilitate administration of common assessment and timely intervention. | Jason Pensler Sarah Brooker Jennifer Choe Kaylyn Ackerman Maura Lensink Debbie Sherrill Kristen Brechwald Laura Laverdiere Ariane Thompson | Electronic and paper calendars, pacing guides (no cost) | X | X | X | X | Team calendars will be posted in One Note with curriculum pacing and dates of common assessments documented |
| 3. Explicit learning goals will be posted in kid friendly language for reading and math instruction. | Jason Pensler Sarah Brooker | White boards and markers and/or SmartBoards in classrooms (no cost) | | X | X | X | Documentation of posted learning goals collected during administrator class visits |
| 4. A choice of staff development sessions as determined by the year-end staff development survey and SIP focus will be presented at each staff meeting by teachers for teachers. | Jason Pensler Sarah Brooker | Various materials as needed by each presenter (no cost) | X | X | X | X | Team reflection sheet at the end of each staff meeting End-of-year staff development survey |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Orange Hunt Elementary School will improve student achievement in **mathematics** and **reading** by exchanging successful strategies and implementing systematic interventions designed to increase student achievement among all sub groups while working to increase our overall achievement.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|---|---|--|---|-------------------------|-------------------------|-------------------------|---|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 5. Systematic interventions such as LLI, Fluency First, and Math Explorers will be conducted to focus on student needs in reading and math | Jason Pensler Sarah Brooker Cheri Fischer | Leveled Literacy Intervention Kits, Orange Kit from FCPS, Green Kit and materials ordered Sept. 2011 (\$3,340) Fluency First Kits from FCPS Math Explorers books from FCPS | X | X | X | X | Identified students will have folders where interventions and data are documented. A variety of assessments specific to each intervention will be used to throughout the year to monitor response and progress |
| 6. Identify students in grades 4-6 who almost scored at a pass advance level (470-500) on the Reading SOL to participate in groups focused on higher level thinking reading strategies. | Cheri Fischer Courtney Alt | Jacob's Ladder Assorted reading resources (no cost) | | X | X | | Pre – mid – post reading assessment |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | | | | | |
|-------------------------------------|-----|---|-------------------------------------|-----|--|
| <input checked="" type="checkbox"/> | 2.1 | Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 | Work effectively within a group dynamic. | <input checked="" type="checkbox"/> | 2.6 | Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> | 2.7 | Develop practical life skills. |
| <input type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict. | <input type="checkbox"/> | 2.8 | Make healthy and safe life choices. |

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

The staff of Orange Hunt Elementary School will continue to implement the Positive Behavioral Interventions and Supports Program (PBIS) into the instructional day; in addition we will focus on helping students become respectful and responsible citizens. Students will learn how to write effective academic and personal goals and reflect on their learning.

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

Data Sources:

A staff survey was given at the end of the 2010-2011 school year identifying areas of focus as we continue the 4th year of implementation of Positive Behavior Interventions and Supports (PBIS). The survey results indicated that the current PBIS information is available and is being used by the majority of staff members. They are satisfied with the cafeteria system's use of colored cups and fine dining, with the exception being that the marble system if not necessary to make it successful. The staff is happy with the current PBIS initiatives in place. A student survey was also given to grades 1-6. The survey showed that the fine dining was an effective reward and that the students understood that the reward was based on positive behavior in the cafeteria. The students knew the hallway expectations and their teachers followed through ensuring our hallways as red zones. Finally, a school-wide Benchmark of Quality Survey was completed by the PBIS Team at the end of the 2010-2011 school year. It showed that the team had a broad representation and had a clear focus that was linked to the School Improvement Plan. The procedures for dealing with discipline are in place and the expectations are in place, posted, and being used. The team will continue to collect additional behavior data and ensure that it is shared with the staff on a regular basis. The team will incorporate new incentives and lessons to our behavior program to incorporate more student involvement.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: At Orange Hunt ES, we are in the 4th year of implementation of a school-wide focus on PBIS. A Goal 2: Essential Life Skills Committed continues to create goals, monitor the PBIS implementation, and gather faculty/staff/student feedback to measure the impact to the program. Representative members have reviewed areas of strength and areas of need. Great success has been shown with our cafeteria incentive program, red zone implementation and our PBIS behavior lessons are imbedded in our teaching.

Weaknesses: Areas of focus this year will be consistent meetings and continual feedback to staff. In addition we will add new lessons to include essential life skills such as responsibility, respect and honesty. Students will share in this process and their involvement will be displayed throughout the school. In addition, we will expand our goal-setting to grades 1-6 and include a reflection piece.

Best Practice Research:

Positive Behavior Interventions and Supports Program (PBIS) was created to provide a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (www.pbis.org). Procedures and Routines are established, lessons are created and aligned with essential life skills, and teachers engage students in their learning and provide opportunities for feedback and revision of goals. (FCPS - Professional Learning Communities)

Research states *“a major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teach, and supporting appropriate student behaviors to create positive school environments.”*

-FCPS School-Wide Positive Behavior Support Manual.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|------------------------|--|
| 2.1 | During the 2011-2012 School year 100% of Orange Hunt teachers will connect the quarterly SR&R lessons to the OWL character traits and develop Look-Fors with their students. |
| 2.6 | During the 2011-2012 School Year, 100% of Orange Hunt students, grades 1-6, will develop one academic goal and one personal goal and complete a reflection for the 2 nd -4 th quarter. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Orange Hunt Elementary School will continue to implement the Positive Behavioral Interventions and Supports Program (PBIS) into the instructional day; in addition we will focus on helping students become respectful and responsible citizens. Students will learn how to write effective academic and personal goals and reflect on their learning.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|----------------------|----------------------|----------------------|---|
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 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. School counselors will implement the Bucket Fillers Challenge with students and teachers, including lessons about saying and doing things that make others feel good. | Julie Brannon Suzanne Sousa | Bucket Filling Posters (one per classroom – no cost) | X | X | X | X | School counselors will collect anecdotal evidence from students at the beginning of each monthly lesson, creating a list of examples |
| 2. Develop and use a common form for school wide academic and personal goals, to include a reflection piece. | Jason Pensler Sarah Brooker Barb Saddler Goal 2 Committee* | | X | X | X | X | Collect to monitor to ensure students are writing attainable goals, reaching goals and learning through reflection. |
| 3. The quarterly SR&R lessons will be used to reinforce OWL (Ownership/Willingness to Learn/Lending a Hand) character traits and lead students to develop Look-Fors for each trait. | Jason Pensler Sarah Brooker Barb Saddler Goal 2 Committee* | (no cost) | | X | X | X | A chart in OneNote will be used to record each teacher’s lessons taught for each quarter and each OWL trait |
| 4. Post OWL Look-Fors throughout the school to help students recognize the targeted traits in themselves and others. Students add a note to the bucket when a peer is “caught in the act” of showing the targeted trait (O-2 nd quarter, W-3 rd quarter, L-4 th quarter). | Jason Pensler Sarah Brooker Barb Saddler Goal 2 Committee* | (no cost) | | X | X | X | A bulletin board will graph compliments, show pictures of students who were “caught in the act”, and share quotes from student compliments. |
| 5. The system for tracking level 3 behavior will continue with the addition of sharing the data at monthly staff meetings. | Jason Pensler Sarah Brooker Barb Saddler Goal 2 Committee* | | X | X | X | X | Spread sheet will be updated monthly and shared at meetings for staff to see. |

***Goal 2 Committee Members:** Barb Saddler (Chair), Marilyn Facinoli, Molly McAlvanah, Becky Coleman, Jen Shaddrix, Alex Horton, Julie Brannon, Pam Beck, Joe DePorter, Sheryl Fisher, Jessica Meyer, Katy Trinh, Krista Skinner, Carol Garcia, Carrie Bruce, Colleen Becker, Eve Tschetter, Amy Wells, Suzanne Sousa

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

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

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

The staff of Orange Hunt Elementary School will increase student involvement in recycling a wider variety of materials and making decisions about allocating earned funds to meet different needs within the community.

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

Data Sources:

During the 2009-2010 school year, Orange Hunt implemented a school-wide recycling program. Although 137 bags of recycling were collected, 340 cases of copy paper were used that year. During 2010-2011, Orange Hunt expanded its focus to Recycle, Reduce, Reuse with a work plan strategy of reducing the amount of copy paper used from 340 cases to 306 cases, a 10% reduction. Orange Hunt proudly surpassed this goal by using only 242 cases of copy paper, equaling a reduction of 29% and a savings of \$3,430. The students and teachers were able to find ways to reduce paper use and reuse paper in new ways. This was also reflected in the reduction of paper recycling collected, from 137 bags in 2009-2010 to 124 bags in 2010-2011.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Programmatic strengths include students' active and enthusiastic involvement in collecting recyclable material found in their classrooms. The custodial team follows prescribed FCPS regulations for emptying recycling containers weekly. Each classroom is equipped with a medium-sized recycling bin and students are encouraged to recycle weekly within their classrooms. Students successfully recycle (e.g., plastic bottles and paper) at large-school events.

Weaknesses: Programmatic weaknesses include inconsistency amongst classrooms did not remember to send students to the large recycling bins with their classroom recycling on the designated day. In addition, recyclable items other than paper/plastic were placed in the classroom/school recycling bins. The school-wide recycling program was limited to collection of paper during the 2009-2010 school year with the focus expanded to Recycle, Reduce, Reuse in 2010-2011. Staff and students are ready and willing to continue to expand the school-wide efforts. While the recycling efforts are met with great enthusiasm, students are not involved in true service learning. Increasing student involvement in service learning is a focus for the 2011-2012 school year.

Best Practice Research:

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the roles and responsibilities of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism (Virginia Department of Education (VDOE), Leadership for the 21st Century, Student Expectations).

According to K. Pullen, a writer for *Green Living*, once children learn to recycle in school, they begin the practice at home, which raises the awareness of recycling in the community. *“As students embrace the recycling message..... they lead a more environmentally friendly lifestyle both now and in the future.”*

“Recycling reduces or prevents potentially harmful emissions to air and water, saves energy and natural resources and serves to protect the health of residents and the Fairfax County environment.” (www.cleanfairfaxcouncil.org/recycle.htm)

The recyclables collected from Orange Hunt go to the Materials Recovery Facility for Fairfax County. At this facility the recyclables are separated by machines, compacted into cubes and sold to companies to manufacture new products. By recycling paper, Orange Hunt helps contribute to these new products which consist of the following: boxes/cartons, business cards, envelopes, file folders, report covers, writing pads, napkins, facial tissue, toilet tissue, towels, wrapping paper. (www.fairfaxcounty.gov)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i> |
|------------------------|--|
| 3.4 | By the end of the 2011-2012 school year, 100% of K-6 students will participate in the collection of recyclable materials for TerraCycle. |
| 3.2 | By the end of the 2011-2012 school year, 100% of the K-6 classes will contribute to the decision-making process for distribution of earned funds through TerraCycle. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Orange Hunt Elementary School will increase student involvement in recycling a wider variety of materials and making decisions about allocating earned funds to meet different needs within the community.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|--|--|---|----------------------|----------------------|----------------------|--|
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. West Springfield High School students will share a citizenship presentation with students in grades K-6. | Jason Pensler Sarah Brooker | (no cost) | | X | | | Student reflections will show connections made between the message of the show and the school-wide focus of taking care of the environment and the community |
| 2. Orange Hunt will participate in TerraCycle by joining three brigades: Cheese Packaging Brigade, Elmers Glue Crew Brigade, and GoGo squeeZ Brigade. | Jen Matthias | (no cost) | X | X | X | X | Teams will make a creative “waste station” in the hall that includes a graph showing its collection totals for the three brigades. |
| 3. Vertical teams of K-6 classes will work together to create a waste collection station, advertise, collect and ship items, and graph collection amounts. | Jen Matthias | (no cost) | X | X | X | X | Teams will make a creative “waste station” in the hall that includes a graph showing its collection totals for the three brigades. |
| 4. Vertical teams of K-6 classes will work together to decide where to donate a portion of the total amount of points/funds earned. | Jen Matthias | (no cost) | X | X | X | X | Total amount of points/funds each team earns and information about the charities selected for donations will be posted in the halls. |
| 5. Teachers will use the TerraCycle curriculum/lesson materials in connection with grade-level science standards. | Jen Matthias | (no cost) | X | X | X | X | Student self-assessments will be used to determine understanding of personal impact on environment and community. |
| 6. By the end of the 2011-2012 school year, Orange Hunt will have a 10% reduction of copy paper use from 242 cases to 218 cases. | Janet Regan Lynn Martin | (no cost) | X | X | X | X | Signs posted at each copy machine will show the monthly count of cases of copy paper used and total reduction and cost savings to date. |

***Goal 3 Committee:** Jen Matthias (chair), Rob Shonberger, Brenda Patrick, Dan Hale, Katie Baer, Renee Keener, Tracy Resnick, Carolyn Kettler, Abby Owens, Courtney Alt, Eva Eckenrode, Martha Ruelle, Lacey Bowman, Micky Hazard, Teresa Smith, Yovhany Ortiz, Gertie Kessler, Tara Marcone, Jessica Templeman, Christina Bauman, Janet Micari

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

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|--|---|
| <p style="text-align: center;">Academics</p> <p>Objective: The staff of Orange Hunt Elementary School will improve student achievement in mathematics and reading with a specific focus of analyzing common assessments and FCPS’ instructional best practices during Collaborative Learning Team (CLT) meetings.</p> | <p style="text-align: center;">Performance Indicator - Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> 1. By the end-of the 2010-2011 school year, each Orange Hunt grade level Collaborative Learning Team (CLT) will administer at least one reading and one mathematics common formative assessment quarterly to plan classroom instruction and WISE TIME (intervention/enrichment). Met or exceeded expectations on every CLT 2. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 94% to 95%. Increased from 93.54% – 94.24%, minimal progress, did not meet 3. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 500 (pass advanced) or above on the Mathematics Standards of Learning assessment from 52% to 58%. 56.3% - great increase but did not meet indicator | <p>Supported:</p> <ul style="list-style-type: none"> • CLT work, many posted on OneNote • Training for and use of Horizons assessments • Wise Time used for math enrichment and extension groups contributed to pass advanced increase • Ongoing formative assessments used to plan targeted remediation for class instruction and Wise Time • Data discussions during CLT’s leading to increased use of data to plan instruction • All students who fully participated in the before-school remediation passed • PLUS test strategy program • Second grade analysis and common assessments focused on standards and the MRA and use of Wise Time to target identified needs <p>Inhibited:</p> <ul style="list-style-type: none"> • New math standards added to existing curriculum • Wise Time implementation was new and teams were experimenting with effective use of that time • Changes in IEP test accommodations for individual students reduced number of students qualifying for read-aloud and should have increased the use of the reading VGLA • No ESOL students eligible for VGLA this year | <ul style="list-style-type: none"> • Use Wise Time more effectively including scheduling, use of personnel, use of available resources, tied to identified needs • Earlier and more frequent practice with online testing • Increase professional development opportunities on use of Horizons • Increase use of reading VGLA for special education students • Implement test wiseness program for students scoring from 475-500 on the SOL earlier in the year • Implement PLUS earlier in the year • First grade implement successful math strategies used in second grade |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|----------------|--|--|--|
| | <p>4. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grade 2 who score Proficient or above on the Mathematics Reasoning Assessment from 85% to 87%. 96.4% - far exceeded indicator</p> <p>5. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 400 or above on the Reading Standards of Learning assessment from 96% to 97%. 95.5% - did not meet indicator</p> <p>6. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grades 3-6 who score 500 (pass advanced) or above on the Reading Standards of Learning assessment from 54% to 60%. 52.9% - did not meet indicator</p> <p>7. By the end-of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grade 2 who meet or exceed benchmark on the Developmental Reading Assessment 2 from 84% to 88%, based on unadjusted data. 81.5% - did not meet indicator</p> | <ul style="list-style-type: none"> ● Late implementation of lessons for students scoring from 475-500 – start earlier in the year next year ● Limited practice of online test format | |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|--|---|--|
| <p>Essential Life Skills</p> <p>Objective: The staff of Orange Hunt Elementary School will continue to implement the Positive Behavior Support Program (PBS) into the instructional day, focusing on assisting students to make responsible, safe choices and set personal goals.</p> | <p>Performance Indicator - Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> 1. By the end of the 2010-2011 school year, Orange Hunt will decrease the number of students in grades 1-6 receiving level 3 Office Referral Forms from 7 to 4. this indicator isn't measurable due to inaccurate data 2. By the end of the 2010-2011 school year, Orange Hunt will increase the percentage of students in grades 1-6 who understand and teach Positive Behavioral Intervention and Support Program (PBIS) expectation from 91% to 93%. 98% - exceeded indicator 3. By the end of the second quarter during the 2010-2011 school year, 100% of Orange Hunt families will receive our Positive Behavioral Intervention and Support Program (PBIS) informational flyer explaining the program. 100% - met indicator 4. By the end of the 2010-2011 school year, all students in grade 6 will develop and implement <u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound (SMART) goals. 100% - met indicator | <p>Supported:</p> <ul style="list-style-type: none"> • PBIS lessons used in classrooms • OWLS posters throughout school • PBIS behavior expectations have become a norm • Brochure created and sent home to every family, and is posted on school website • PBIS folder updated and distributed school-wide • Parent survey/response form to ensure those who have not seen the brochure received a new one stapled into student planner • Sixth grade instruction for writing and meeting SMART goals <p>Inhibited:</p> <ul style="list-style-type: none"> • Did not use correct data for the indicator that was written | <ul style="list-style-type: none"> • Write indicators using accurate, current data • Expand Goal 2 beyond focus on the positive behavior program • Formation of a behavioral support team |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|--|--|---|
| <p>Responsibility to the Community</p> <p>Objective: The staff of Orange Hunt Elementary School will increase student awareness of their role and responsibility for taking care of their school and community environments.</p> | <p>Performance Indicator - Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> 1. By the end of the 2010-2011 school year, 90% of all students in grades K-5 at Orange Hunt will have participated in a Community Clean Up Day. 62.5% - did not meet indicator 2. By the end of 2010-2011 school year, 100% of the students in grade 6 will have participated in a community service learning project. 97% - did not meet indicator 3. By the end of the 2010-2011 school year, 100% of all classrooms will have participated in the weekly recycling program of paper and plastics. 100% - met indicator 4. By the end of the 2010-2011 school year, 100% of all students will communicate their role in Reducing, Reusing, and Recycling and its impact at Orange Hunt Elementary and the community. not measured 5. By the end of the 2010-2011 school year, Orange Hunt will decrease the total number of bags of paper collected from 137 to 123 (10% reduction). 124 bags collected – did not meet but show a strong reduction in paper use | <p>Supported:</p> <ul style="list-style-type: none"> • Clean Up Day materials easily available • Easy online sign up for times on Clean Up Day • Student enthusiasm for Clean Up Day • Predesigned Clean Up Day reflection sheets available for teacher use • Early parent communication about grade 6 community service project, beginning at Back-to-School Night • Community service project integrated with grade 6 goal setting • Recycling announcements • Consistent placement of recycling containers • Reduction in paper use supported by use of technology: SmartBoards, scanning, projectors, Get IEP and SEA-STARs, OneNote, Blackboard • Ongoing monitoring of total paper use each month posted by each copier <p>Inhibited:</p> <ul style="list-style-type: none"> • 20 out of 28 classrooms participated in the school-wide clean up days • Lack of publicity for clean up days • Not enough advance notice for planning • Inability to leave property for walking field trip to clean up broader area of community • Morning classes left nothing for afternoon classes to pick up • Mandatory grade 6 community service new this year • Over-enthusiasm for recycling caused extra materials in recycling bins • A survey created for indicator 4 did not reflect the intent of the indicator | <p>Advanced planning to facilitate walking field trips to clean up community</p> <p>Possibly allow teachers to choose day a day that works for them, maybe by grade level</p> <p>Spread out times each class/grade level cleans up the community so there is more for students to do when participating in a Clean Up Day</p> <p>Article in Spotlight on Learning could provide families with information about the grade 6 community service project</p> <p>Tie reduce-reuse-recycle into existing curriculum to increase student awareness of their role and their impact</p> |

SIP APPENDICES

- Appendix A:** Revised Orange Hunt Elementary School Value Statement/Look-For Chart
- Appendix B:** Staff Development Survey, June 2011
- Appendix C:** Staff Development Survey, Question 1 Results
- Appendix D:** Staff News Post – Bucket Fillers Challenge
- Appendix E:** Bucket Fillers Challenge Hall Poster
- Appendix F:** PBA – Orange Hunt Elementary
- Appendix G:** TerraCycle Web Site

APPENDIX A

| At Orange Hunt Elementary School, we value: | | | |
|---|---|---|--|
| High Achievement | Collaboration | Communication | Citizenship |
| <ul style="list-style-type: none"> • Use ongoing assessment to plan differentiated instruction • Strive for continuous improvement in self and others • Engage in staff development • Expect success for all students | <ul style="list-style-type: none"> • Use the Seven Norms of Collaboration • Contribute to achievement of team and school goals • Impact the success of all students • Use common assessment data to drive grade-level instruction • Share expertise to build team capacity | <ul style="list-style-type: none"> • Foster home/school partnerships • Provide timely, ongoing communication • Utilize available technology including OneNote and 24/7 Learning • Create opportunities for family participation at school | <ul style="list-style-type: none"> • Facilitate a variety of student leadership opportunities • Model respect and responsibility • Integrate technology into student learning |

APPENDIX B

Orange Hunt Staff Development 2011/2012

1. What topics for staff development would you like offered next year? (Check as many as you would like)

- | | |
|---|--|
| <input type="checkbox"/> Intervention materials & lessons in reading | <input type="checkbox"/> Differentiation in math |
| <input type="checkbox"/> Intervention materials & lessons in math | <input type="checkbox"/> Using the new math pacing guide |
| <input type="checkbox"/> Enrichment materials & lessons in reading | <input type="checkbox"/> Discourse in the math classroom |
| <input type="checkbox"/> Enrichment materials & lessons in math | <input type="checkbox"/> Use of 24/7 |
| <input type="checkbox"/> Wise Time models (grouping students, use of space, use of human resources, etc.) | <input type="checkbox"/> Outlook |
| <input type="checkbox"/> Student self-assessment, goal setting, monitoring own learning | <input type="checkbox"/> Word |
| <input type="checkbox"/> Differentiated assessments | <input type="checkbox"/> Excel |
| <input type="checkbox"/> Standards-based assessments | <input type="checkbox"/> PowerPoint |
| <input type="checkbox"/> Performance assessment tasks | <input type="checkbox"/> Publisher |
| <input type="checkbox"/> Higher-level thinking skills: resources & lessons | <input type="checkbox"/> Imagination Suite: Pixie, Imageblender, Share (new in the fall) |
| <input type="checkbox"/> Thinking strategies across the curriculum | <input type="checkbox"/> Audacity |
| <input type="checkbox"/> Questioning across the curriculum | <input type="checkbox"/> Google Earth |
| <input type="checkbox"/> Inquiry learning | <input type="checkbox"/> Inspiration/Kidspiration |
| <input type="checkbox"/> Thinking strategies across the curriculum | <input type="checkbox"/> Edgestone 3 |
| <input type="checkbox"/> Questioning across the curriculum | <input type="checkbox"/> Google Earth |
| <input type="checkbox"/> Inquiry learning | <input type="checkbox"/> Inspiration/Kidspiration |
| <input type="checkbox"/> Science notebook | <input type="checkbox"/> Phantasm 3 |

2. Is there something a colleague does that you think he or she should share with others in a staff development session? Who is it and what should be shared?

3. Is there something you do that you would like to share with others in a staff development session?

Please type your name and what you'd like to share!

4. Would you be willing to participate in a Teachers-as-Readers group next year?

- Yes No Maybe

5. If participating in a Teachers-as-Readers group, what type of discussion do you prefer?

- Face-to-face meetings Blogging A mixture of the two

6. Would you be interested in choosing a book to read and discuss in your CLT?

- Yes No Maybe

Done

APPENDIX C

Response Summary

Total Started Survey: 24
Total Completed Survey: 24 (100%)

PAGE: 1

1. What topics for staff development would you like offered next year?
(Check as many as you would like)

[Create Chart](#)

[Download](#)

| | Response Percent | Response Count |
|--|-------------------|----------------|
| Intervention materials & lessons in reading | 50.0% | 12 |
| Intervention materials & lessons in math | 20.8% | 5 |
| Enrichment materials & lessons in reading | 25.0% | 6 |
| Enrichment materials & lessons in math | 20.8% | 5 |
| Wise Time models (grouping students, use of space, use of human resources, etc.) | 50.0% | 12 |
| Student self-assessment, goal setting, monitoring own learning | 25.0% | 6 |
| Differentiated assessments | 20.8% | 5 |
| Standards-based assessments | 16.7% | 4 |
| Performance assessment tasks | 8.3% | 2 |
| Higher-level thinking skills: resources & lessons | 12.5% | 3 |
| Thinking strategies across the curriculum | 12.5% | 3 |
| Questioning across the curriculum | 4.2% | 1 |
| Inquiry learning | 16.7% | 4 |
| Science notebooks | 12.5% | 3 |
| Vocabulary instruction | 33.3% | 8 |
| Guided math | 29.2% | 7 |
| Differentiation in math | 20.8% | 5 |
| Using the new math pacing guide | 20.8% | 5 |
| Discourse in the math classroom | 0.0% | 0 |
| Use of 24/7 | 25.0% | 6 |
| Outlook | 8.3% | 2 |
| Word | 4.2% | 1 |
| Excel | 29.2% | 7 |
| PowerPoint | 20.8% | 5 |
| Publisher | 29.2% | 7 |
| Imagination Suite: Pixto, ImageTender, Share (new in the fall) | 45.8% | 11 |
| Audacity | 16.7% | 4 |
| Google Earth | 8.3% | 2 |
| Inspiration/Kidspiration | 29.2% | 7 |
| Photostory 3 | 20.8% | 5 |
| Mapmaker's Toolkit | 8.3% | 2 |
| | answered question | 24 |
| | skipped question | 0 |

Appendix D

From: Sousa, Suzanne B.
Posted At: Wednesday, September 14, 2011 2:14 PM
Conversation: Have you filled a bucket today?
Posted To: Staff News
Subject: Have you filled a bucket today?



All Orange Hunt students are receiving a challenge during the first month of school. We are asking them to become BUCKET FILLERS! A bucket filler says or does things to make others feel good about themselves.

The challenge doesn't have to stop with our students. We'd like to extend the challenge to YOU as well by asking, "have you filled someone's bucket today"?

Here are examples of how you can fill someone's bucket:

Pass along a compliment to a student or adult

Flash someone a smile

Catch someone doing something good

Say good morning when someone enters your class

Sound easy? Just by doing things to show someone that you care you have filled someone's bucket and in return your bucket will be filled as well!

We have already heard feedback that students are using the bucket filling language on the playground and at home. Classroom teachers, soon we will provide you with a bucket filling poster that can hang in your room to remind students about the challenge. We anticipate bucket filling behavior will be contagious and help promote positive peer interactions and good choices.

Here's to a year of full buckets!
Julie Brannon & Suzanne Sousa
School Counselors

APPENDIX E

**Have you filled someone's
bucket today?**



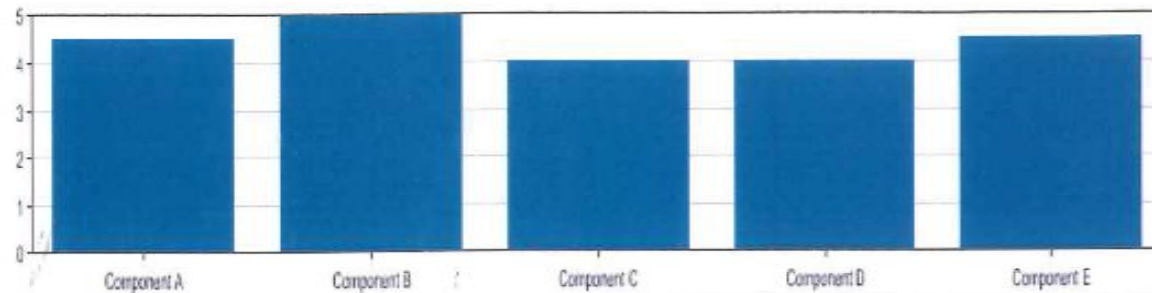
APPENDIX F

PBA - Orange Hunt Elem

[Go To Incomplete Assessment...](#)

The following graph shows how your school has performed on saved assessments.

[Log Out](#)



| Date -- Click on the date of the completed assessment to see details of the result. | Total | A - Leadership | B - Assessment, Action Planning, and Continuous Improvement | C - Evidence-Based Practices in a Continuum of Support | D - Professional Development | E - Instruction and Integration | F - Beliefs |
|---|-------|----------------|---|--|------------------------------|---------------------------------|-------------|
| Sep 27, 2011 | 4.4 | 4.5 | 5.0 | 4.0 | 4.0 | 4.5 | 4.0 |

APPENDIX G

OUTSMART WASTE

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How TerraCycle Works

TerraCycle's goal is to help eliminate the idea of waste. We do this by creating collection and solution programs for all kinds of typically non-recyclable waste. In essence turning the non-recyclable recyclable. We do this by creating waste collection programs, "brigades," and turning the collected waste into new products, ranging from recycled park benches to upcycled backpacks. TerraCycle operates all around the world so please check out if we are available in your country.

To start collecting please [sign up and join a brigade](#). There are brigades for many different waste streams ranging from candy wrappers to pens. While some brigades have a cost many are free, where we pay the shipping and for every unit of waste you send to us and at least \$0.02 to a charity or school of your choice. If you have already signed up, or are interested in signing up, you can download our free [Collection Kit](#) to get started.

