

Fairfax County Public Schools

**School Improvement Plan
2009-2010**

Poe Middle School

Cluster III

Sonya Y. Swansbrough, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

| Name | Position | Name | Position |
|----------------------|-------------------------------------|----------------------|---------------------------------|
| Sonya Y. Swansbrough | Principal | L. Kristen Gillespie | Grade 6 Math Lead |
| Joseph Graczyk | Committee Chair | Amanda McCormick | Grade 6 English Lead |
| Paula Meoli | Assistant Principal | Jennifer Omartian | Grade 6 Social Studies Lead |
| Bob Allen | Administrator | Rachelle Ashour | Grade 6 Science Lead |
| Colleen Noone | Assistant Principal | Jan Haymore | Grade 7 Math Lead |
| Joseph Sheare | Director of Student Services | Laura Borell | Grade 7 English Lead |
| Nora Oney | Instructional Coach | Tiffany Graczyk | Grade 7 Social Studies Lead |
| Nancy Hoskins | SBTS | Erica Yu | Grade 7 Science Lead |
| Nancy Brice | Reading Specialist | Bill Smith | Grade 8 Math Lead |
| David Horak | IBMYP Coordinator | Rachele Romasco | Grade 8 Social Studies Lead |
| Bailey Triplett | AVID Coordinator | Joseph Berret | Special Needs Chair |
| John Wineberg | Librarian | Jeff Lorenz | Physical Education Chair |
| Niki Lachica | LD/ED Chair | Lucy Freeman | Family & Consumer Science Chair |
| Emily Maksymonko | ESOL Chair | Sylvie Rosenbaum | Foreign Language Chair |
| Anita Lockett | Math Chair | Pat Pion | Music Chair |
| Darcy Hood | English Chair, Grade 8 English Lead | Melissa Runyon | Drama Chair |
| Richard MacDonald | Social Studies Chair | Bruce O'Loughlin | Technology Chair |
| Christine Bane | Science Chair, Grade 8 Science Lead | Janet Lundeen | Art Chair |
| | | Peggy Morrison | Parent |

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

Poe Middle School is an environment where all levels of learners are academically challenged, feel safe and are socially enriched.

SCHOOL—MISSION STATEMENT

Poe Middle School community acknowledges and brings equity to all levels of learners through the integration of differentiated instruction, extensions and remediation to encourage lifelong student learning.

SCHOOL—CORE VALUES/BELIEFS

We believe that all students can be successful academically, emotionally and socially.

We believe that it is the responsibility of the school community to foster an environment where all students can learn, be safe, and be happy.

SPECIAL PROGRAMS

| Goal 1 – Academics | Goal 2 – Essential Life Skills | Goal 3 – Responsibility to Community |
|---|---|---|
| Algebra Readiness | TJ Partnership | Mentor Program |
| Read 180 | College Partnership | Parent Resource Center |
| Action Literacy | Annandale Coalition | Annandale Coalition |
| Mentor Program | Tobacco Awareness | Tobacco Awareness |
| College Partnership | Annandale High School Student Leadership | IB Middle Years Program |
| Summer Intervention program/Literacy and Numeracy 6 th , 7 th , 8 th | Poe Ambassador Program | Goal Setting and Reflection Program |
| AVID | Leadership Group | Leadership Group |
| FLEX program | PBS | Poe Ambassador Program |
| TJ tutors and student assistants | Mentor Program | Heritage Festival |
| Academic Boot Camp Algebra Boot Camp (end of the year) for LEP, Minority, Poverty Level, or those who were unsuccessful on the SOL tests | IB Middle Years Program | Homeless Awareness |
| Jump Start Program for rising 6 th , 7 th students | STRETCH Homework Program | National Junior Honor Society |
| Building Wide Reading Initiatives | School-wide Avid Binder | SCA (Student Council Association) |
| Afterschool Academic Clubs in partnership with Thomas Jefferson | Culture Camp | |
| Staff Development on Best Practices and the IBMYP Learner Profile | | |
| George Mason Library Club | | |
| Math Around Poe | | |
| IB Middle Years Program | | |
| LIFT Program | | |
| National Junior Honor Society | | |
| Boys/Girls Reading Club | | |
| Collaboration with the REC-PAC for extensions (field trips) | | |
| Minority Academic Outreach Initiative | | |
| | | |

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.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1.1 English language arts <input type="checkbox"/> 1.1.2 Mathematics <input type="checkbox"/> 1.1.3 Science <input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. <input type="checkbox"/> 1.4 Understand the interrelationships and interdependence of the countries and cultures of the world. <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, apply knowledge and foster creativity. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in reading in grades 6-8 through the use of the FCPS Best Practices and the IB Learner Profile in all content areas.

RATIONALE FOR OBJECTIVE:

Data Sources: The AYP data indicates there are weaknesses in reading performances in our Black student subgroup.

| Subgroups | Current AYP Reading Pass Rate |
|------------|-------------------------------|
| Blacks | 78% |
| Hispanics | 86% |
| Special Ed | 87% |
| LEP | 86% |

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include the use of pacing guides, common planning, common assessments, and unpacking of standards. PLC's are identifying students for support programs and FLEX remediation/enrichment. Based on Department Learning Walks and PLC discussions, weaknesses include instructional inconsistencies in differentiation, active learning, and the analysis of data from common assessments.

Best Practice Research:

The instructional coach, department chair, and reading specialist conduct research in using the FCPS Best Practices and the IB Learner Profile.

Books instrumental in this exploration are Poverty is NOT a Learning Disability by Tish Howard et. al., A Repair Kit for Grading; 15 Fixes for Broken Grades by Ken O'Connor, Instruction For All Students by Paula Rutherford, Classroom Instruction That Works and Building Background Knowledge for Academic Achievement by Robert Marzano.

Assessment Coach compiles and uses data to identify enrichment and remediation needs.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i> | |
|------------------------|--|--|
| 1.1.1 | During the 2009 - 2010 school year, at least 95% of students in grades 6-8 will be proficient in reading as determined by the Virginia Assessment Program in May 2009. | |
| | Grade Level | Current AYP Reading Pass Rate |
| | 6 th | Students will increase from 85% to 95% |
| | 7 th | Students will increase from 90% to 95% |
| | 8 th | Students will increase from 93% to 95% |

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> | | | |
|---------------------------|--|---|--------------|--------------|
| | 1.1.1 | By June 2010, students will be proficient in reading as determined by the Virginia Assessment Program by achieving the 95% passing rate in all grades levels, but no lower than the 85% in any specific subgroup. | | |
| Subgroups: Overall | | Current AYP Reading Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 73% | 81% | 78% |
| | Hispanics | 68% | 79% | 86% |
| | Special Ed | 56% | 62% | 87% |
| | LEP | 66% | 78% | 86% |
| Subgroups: 6th | | Current AYP Reading Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 69% | 78% | 88% |
| | Hispanics | 74% | 74% | 78% |
| | Special Ed | 65% | 52% | 76% |
| | LEP | 76% | 77% | 80% |
| Subgroups: 7th | | Current AYP Reading Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 86% | 81% | 62% |
| | Hispanics | 72% | 81% | 87% |
| | Special Ed | 63% | 68% | 88% |
| | LEP | 70% | 81% | 88% |
| Subgroups: 8th | | Current AYP Reading Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 59% | 84% | 85% |
| | Hispanics | 57% | 82% | 92% |
| | Special Ed | 44% | 65% | 96% |
| | LEP | 48% | 77% | 90% |

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> | | | |
|------------------------|--|---|-----|-----|
| 1.1.1 | During the 2009-2010 school year, the percentage of students with advanced proficiency will increase from the current level to 50% with no subgroup being lower than 35% as determined by the Virginia Assessment Program in May 2009. | | | |
| Grade Level | | Current Advanced Proficiency Level Reading | | |
| 6 th | | 34% | | |
| 7 th | | 42% | | |
| 8 th | | 47% | | |
| Subgroups: 6th | | Current Advanced Proficiency Level Reading 06-07 07-08 08-09 | | |
| Blacks | | 19% | 22% | 22% |
| Hispanics | | 12% | 26% | 30% |
| Special Ed | | 13% | 34% | 41% |
| LEP | | 17% | 31% | 34% |
| Subgroups: 7th | | Current Advanced Proficiency Level Reading 06-07 07-08 08-09 | | |
| Blacks | | 24% | 21% | 18% |
| Hispanics | | 20% | 15% | 41% |
| Special Ed | | 20% | 15% | 64% |
| LEP | | 17% | 15% | 34% |
| Subgroups: 8th | | Current Advanced Proficiency Level Reading 06-07 07-08 08-09 | | |
| Blacks | | 12% | 18% | 43% |
| Hispanics | | 15% | 24% | 34% |
| Special Ed | | 8% | 25% | 60% |
| LEP | | 8% | 20% | 33% |

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> | | | |
|------------------------|--|-----------------------------------|------------------------|-------------|
| 1.1.1 | During the 2009-2010 school year, 100% of students who participate in the VGLA Assessment in grades 6-8 will be proficient in reading as determined by the Virginia Standards of Learning assessment in May 2010 and informal assessments for Special Education. | | | |
| | Grade Level | Current VGLA Reading Score | | |
| | | Pass Advance | Pass Proficient | Fail |
| | 6 th | 66.7% | 28.9% | 4.4% |
| | 7 th | 71.2% | 28.9% | 0% |
| 8 th | 57.4% | 42.6% | 0% | |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading for all content areas in grades 6-8 using Best Practices and the IB Learner Profile. | | | | | | | |
|--|---|--|---|-------------------------|-------------------------|-------------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Teachers are receiving and implementing training in the use of Kagan strategies. | Sonya Swansbrough, Principal Colleen Noone, Assistant Principal Paula Meoli, Assistant Principal Nora Oney, Instructional Coach Darcy Hood, Department Chair Nancy Brice, Reading Specialist | Bring Kagan Trainer to Poe - TBD | X | X | X | X | Departmental Learning Walks and discussions within the PLC's One Kagan Strategy per class per quarter Kagan Self- Reflection form |
| 2. Teachers are observing one class per quarter to identify Best Practices and components of the LEARN Model. Teachers will share observations at the PLC. | Sonya Swansbrough, Principal Andrew Chudy, 6 th Grade Teacher Laura Borell, 7 th Grade Teacher Darcy Hood, 8 th Grade Teacher Nora Oney, Instructional Coach | \$0 | X | X | X | X | Learn Observation form PLC Summary Notes |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading for all content areas in grades 6-8 using Best Practices and the IB Learner Profile.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. | 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. | |
| 3. Effective teaching of Tier Two and Tier Three vocabulary, including context strategies and testing language, will be discussed at department and PLC meetings. | Colleen Noone, Assistant Principal, Darcy Hood Department Chair Amanda McCormick, 6 th Grade Lead Laura Borell, 8 th Grade Lead | \$0 | X | X | X | X | The vocabulary section of the PLC discussion form. |
| 4. Common assessments will be developed and implemented on a bi-weekly basis to inform instruction. Analysis of these assessments will identify students and their specific areas in need of immediate intervention. | Michelle McIsaac, 6 th Grade Teacher Laura Borell, 7 th Grade Teacher Jolie Fleming, 8 th Grade Special Ed Teacher Beth Bailey, 8 th Grade, Special Ed Teacher | \$0 | X | X | X | X | On-going discussion within PLC's of assessment data. |
| 5. Develop strategies to help Black Students achieve in English/Language Arts. | Sonya Swansbrough, Principal, Nora Oney, Instructional Coach, Darcy Hood, English Department Chair | Claudia Thomas and Burnette Scarboro, Minority Achievement OutReach Albert Jones, Coach | X | X | X | X | Performance on formative and summative assessments. |

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.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in mathematics in grades 6-8 through the use of FCPS Best Practices and the IB Learner Profile.

RATIONALE FOR OBJECTIVE:

Data Sources: The AYP data indicates there are weaknesses in all but one subgroup area.

| Subgroups | Current AYP Mathematics Pass Rate |
|---------------|-----------------------------------|
| Overall | 78% |
| Blacks | 75% |
| Hispanics | 68% |
| Special Ed | 80% |
| LEP | 71% |
| Disadvantaged | 71% |

| Grade Level | D/F Rate |
|-------------|----------|
| Math 6 | 15% |
| Math 7 | 24% |
| Math 8 | 26 % |

| Grade Level | Current AYP Mathematics Pass Rate |
|--------------------|--|
| Math 6 | 70% |
| Math 7 | 65% |
| Math 8 | 86% |

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include the use of pacing guides, the creation of common assessments, graphic organizers and an emphasis on Tier Three vocabulary. As discussed in department meetings with Instructional Services, weaknesses include instructional inconsistencies in differentiation, active learning, analysis of common assessments and unpacking the standards.

Best Practice Research:

PLC teams have identified a need for more student drill and review of basic facts and concepts through daily class work and student observation. The implementation of FLEX for remediation/enrichment to provide support has been created.

| Effective Strategies in Place at Poe |
|---|
| FLEX |
| Jump Start |
| Algebra Boot Camp |
| Thomas Jefferson Tutors |
| E-Cart |
| National Junior Honor Society |
| AVID |
| SOL Practice Websites |

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <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 | <p>During the 2009-2010 school year, at least 83% of students in grades 6-8 will be proficient in mathematics as determined by the Virginia Assessment Program in May 2010.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">Current AYP Mathematics Pass Rate</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6th</td> <td style="text-align: center;">69%</td> </tr> <tr> <td style="text-align: center;">7th</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: center;">8th</td> <td style="text-align: center;">76%</td> </tr> </tbody> </table> | Grade Level | Current AYP Mathematics Pass Rate | 6 th | 69% | 7 th | 60% | 8 th | 76% |
| Grade Level | Current AYP Mathematics Pass Rate | | | | | | | | |
| 6 th | 69% | | | | | | | | |
| 7 th | 60% | | | | | | | | |
| 8 th | 76% | | | | | | | | |

| Sub-Goal Number | Performance Indicators (<i>Specific Measurable Attainable Results-Oriented and Time-Bound</i>) | | | |
|----------------------------------|---|---|--------------|--------------|
| | 1.1.2 | By June 2010, students will be proficient in math as determined by the Virginia Assessment Program by achieving the 83% passing rate in all grades levels an subgroups. | | |
| Subgroups: Overall | | Current AYP Mathematics Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 49% | 63% | 75% |
| | Hispanics | 53% | 59% | 68% |
| | Special Ed | 38% | 44% | 80% |
| | LEP | 56% | 62% | 71% |
| Subgroups: 6th | | Current AYP Mathematics Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 47% | 55% | 87% |
| | Hispanics | 51% | 65% | 62% |
| | Special Ed | 38% | 56% | 78% |
| | LEP | 51% | 65% | 63% |
| Subgroups: 7th | | Current AYP Mathematics Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 45% | 57% | 44% |
| | Hispanics | 46% | 47% | 60% |
| | Special Ed | 29% | 28% | 71% |
| | LEP | 51% | 48% | 64% |
| Subgroups: 8th | | Current AYP Mathematics Pass Rate | | |
| | | 06-07 | 07-08 | 08-09 |
| | Blacks | 53% | 65% | 83% |
| | Hispanics | 55% | 61% | 75% |
| | Special Ed | 45% | 50% | 91% |
| | LEP | 60% | 66% | 78% |

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> | | | |
|------------------------|---|---|-----|-----|
| 1.1.2 | During the 2009-2010 school year, the percentage of students with advanced proficiency increases from the current level to 50% with no subgroup lower than 35 % as determined by the Virginia Assessment in May 2010. | | | |
| Grade Level | | Current Advanced Proficiency Level Mathematics | | |
| 6 th | | 28% | | |
| 7 th | | 25% | | |
| 8 th | | 46% | | |
| Subgroups: 6th | | Current Advanced Proficiency Level Mathematics 06-07 07-08 08-09 | | |
| Blacks | | 7% | 16% | 32% |
| Hispanics | | 12% | 23% | 20% |
| Special Ed | | 18% | 30% | 54% |
| LEP | | 13% | 22% | 22% |
| Subgroups: 7th | | Current Advanced Proficiency Level Mathematics 06-07 07-08 08-09 | | |
| Blacks | | 11% | 9% | 13% |
| Hispanics | | 10% | 7% | 24% |
| Special Ed | | 16% | 14% | 49% |
| LEP | | 16% | 8% | 22% |
| Subgroups: 8th | | Current Advanced Proficiency Level Mathematics 06-07 07-08 08-09 | | |
| Blacks | | 21% | 26% | 36% |
| Hispanics | | 19% | 23% | 28% |
| Special Ed | | 18% | 28% | 29% |
| LEP | | 26% | 27% | 37% |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics in grades 6-8 through differentiation of instruction. | | | | | | | |
|--|--|--|---|-------------------------|-------------------------|-------------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Teachers are observing one class per quarter to identify Best Practices and components of the LEARN Model. Teachers will share observations at the PLC. | Sonya Swansbrough, Principal L.Gillespie, 6 th Grade Teacher Anita Lockett, 7 th Grade Teacher Sarah Albamonte, 8 th Grade Teacher Nora Oney, Instructional Coach | \$0 | X | X | X | X | Learn Observation form PLC Summary Notes |
| 2. Common assessments will be developed and implemented on a bi-weekly basis to inform instruction. Analysis of these assessments will identify students and their specific areas in need of immediate intervention. | Joe Graczyk, Administrative Intern, L.Gillespie, 6 th Grade Teacher Anita Lockett, 7 th Grade Teacher Sarah Albamonte, 8 th Grade Teacher Nora Oney, Instructional Coach | \$0 | X | X | X | X | On-going discussion within PLC's of assessment data. |
| 3. ESOL teachers team teach in general education classes to provide the support necessary for inclusion. | Anita Lockett, Math Chair, Emily Maksymonko, ESOL chair | \$0 | X | X | X | X | PLC planning and posted lesson discussion Assessment Results |

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.

- | | |
|--|---|
| <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 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 checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |
-
-

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Continue to implement the PBS program Ravens Respect Poe.

RATIONALE FOR OBJECTIVE:

Data Sources:

Using the Positive Behavior Report (PBS) data base which tracks all discipline data and anecdotal teacher reports, the PBS committee members analyze the data monthly to find an area of focus for each month.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: We are acknowledging positive behavior to increase the frequency of that behavior occurring again. Our public acknowledgement of these behaviors creates a positive environment. This focus of Ravens Respecting POE provides more time on task for instruction and learning in order to increase student achievement. We have expanded our rewards to include recognizing students who demonstrate the attributes of the IB Learner Profile.

Weaknesses: We are not acknowledging enough positive behaviors through the distribution of Raven Rewards tickets.

Best Practice Research:

Through the PBS Referral Database, we establish a positive behavioral focus by grade level each month.

“Most experts in the field agree that school wide PBS is in its infancy (Dunlap, 2006). However, the early results of PBS interventions implemented at the indicated level and the growing body of support for implementation at the universal and selective levels for children who have emotional/behavioral problems is very promising.” (pg. 32)

Kutash, K., Duchnowski, A., & Lynn, N. (2006). *School-based Mental Health: An empirical guide for decision-makers*. The Research And Training Center for Children’s Mental Health, Florida Mental Health Institute, University of South Florida.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i> |
|------------------------|---|
| 2.1 | Increase the recognition of positive achievement through Raven’s Reward tickets from 5 out of 10 per teacher weekly rewards to 7 out of 10 each week using the IB learner profile themes for the school year 2009-2010. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: The PBS program is the framework that teaches our students “Ravens Respect POE” (Property/ Ourselves/ Each Other). This focus of Ravens Respecting POE provides more time on task for instruction and learning in order to increase student 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. | |
| Teachers distribute 7 Raven’s Reward tickets each week. | Paula Meoli Sonya Swansbrough Colleen Noone Bob Allen | Cost of prizes | X | X | X | X | Tickets are counted weekly. |
| The effectiveness of Culture Camp lessons is determined through an analysis of PBS behavior data. | Paula Meoli Rita Jacobovits | \$0 | X | X | X | X | PBS monthly data analysis |
| Continue to use Character Education based on the values identified in the survey completed by staff, students and parents. | Stacie Shaffer Nora Oney Sonya Swansbrough | \$0 | X | X | X | X | Survey Monkey |
| PBS team analyzes monthly data and creates lessons based on the findings. | Luz Laguna Paula Meoli Rita Jacobovits | \$0 | X | X | X | X | PBS monthly data analysis |
| A representative from the Office of Safety and Security presents information to each grade level on bullying and cyber bullying. | Stacie Shaffer | \$0 | X | X | X | X | Survey Monkey and PBS monthly data analysis |

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.

- 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:

Students' respectful behavior and contributions to the community will increase through implementation of a community service project.

RATIONALE FOR OBJECTIVE:

Data Sources: As part of our IBMYP mandated program, we provide community service and awareness opportunities for students at all grade levels.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: The 8th grade Books of Hope project connects to content and creates high participation and student enthusiasm.

Weaknesses: We have not established an effective method of tracking community service hours. We have not found an effective way to improve participation levels. We need to connect the community service projects and awareness to content in 6th and 7th grade. We are integrating the Books of Hope into a seventh grade math and English service project.

Best Practice Research:

“Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live. Giving importance to the sense of community throughout the programme encourages responsible citizenship as it seeks to deepen the adolescent’s developing community awareness and concern, and the skill needed to make an effective contribution to society.”

International Baccalaureate Organization, 2005-2006

“Three large and diverse data sets were used to study the relations among 6th-12th grade students' community service and service-learning experiences, academic success, and socioeconomic status (SES). Principals in high-poverty, urban, and majority nonwhite schools were more likely to judge service-learning's impact on student attendance, engagement, and academic achievement as very positive. Students with higher levels of service/service-learning reported higher grades, attendance, and other academic success outcomes. Low-SES students with service/service-learning scored better on most academic success variables than their low-SES peers with less or no service or service-learning. Service-learning may be especially attractive to principals of low-SES schools, in part because it may be related to higher achievement generally and to smaller achievement gaps between higher- and lower-income students.”

Reducing Academic Achievement Gaps: The Role of Community Service and Service Learning
Journal of Experiential Education, v29 n1 p38-60 June 2006

Scales, Peter C.; Roehlkenpartain, Eugene C.; Neal Marybeth; Kieldmeir, James C.; Benson, Peter L.

Lewis, Barbara A., The Kids Guide to Service Projects

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i> |
|------------------------|---|
| 3.2 | Increase the student participation of community and service for the whole school. |
| 3.2 | Increase the number of Community Outreach opportunities from 2 to 3. |
| 3.2 | Every Poe student will record and reflect on at least one genuine community and service experience by May 2010. |
| 3.2 | Increase the participation in student-led conferences to school wide each semester. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students' respectful behavior and contributions to the community will increase through implementation of a community service project. | | | | | | | | | |
|---|------------------|-----------------|--|--|---|-------------------------|-------------------------|-------------------------|---|
| Strategies | | | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. | | | 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. Each grade level creates and implements an effective and meaningful service project. | | | Colleen Noone Bob Allen Paula Meoli Nora Oney Darcy Hood Michelle Augustyn Allison Machmer Rachel Mahon Catherine Hawkins Kristen Everett Carrie Leestma | \$0 | | X | X | X | 8 th : Through English classes-teacher designed rubric 7 th : Participation through TA – reflection journal 6 th :Participation through TA- rubric |
| Grade Level | Service Project | Time Table | | | | | | | |
| 8 th | Books of Hope | September-March | | | | | | | |
| 7 th | Books of Hope | January - March | | | | | | | |
| 6 th | Homeless Project | December-March | | | | | | | |
| 2. Increase and improve weekly Hot Topics at Poe's local community center. | | | Victor Mogollon Soon Kim Anne Doan Wafika Albani Sonya Swansbrough | \$0 | X | X | X | X | Walkthroughs Observations Parent Survey |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students' respectful behavior and contributions to the community will increase through implementation of a community service project.

| Strategies | | | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|------------------|-----------------------|--|--|---|----------------------|----------------------|----------------------|---|
| What we will do to achieve the objective. | | | 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. | |
| 3. Every student will write a reflection making a real-life connection to their service project. | | | Colleen Noone Bob Allen Darcy Hood MaryAnn Ericson Rachel Mahon Catherine Hawkins Kristen Everett Carrie Leestma | \$0 | | | X | X | Buddy Checks Rubrics Journals |
| Grade Level | Service Project | Reflective Activity | | | | | | | |
| 8 th | Books of Hope | Narrative | | | | | | | |
| 7 th | Books of Hope | Solving Word Problems | | | | | | | |
| 6 th | Homeless Project | Journal Entry | | | | | | | |
| 4. Students will reflect their goals at a student-led conference by the end of third quarter. | | | Rachel Mahon Alex Shideler Andrew Chudy Carrie Leestma Catherine Hawkins Kristen Everett Michelle Augustyn Darcy Hood Deb Dornemann Christine Kulaszewicz | \$0 | | | X | X | Goal Reflection Sheet Goal Setting Pacing Guide Observation |

RESULTS AND REFLECTION
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: Increase student achievement in all content areas in grades 6-8 through differentiation of instruction.</p> | Increased participation Improved retention of content materials Improved grades Improved attendance Increased confidence Decreased discipline issues | <p>Supported: Tiered level differentiation Department level differentiation training PLC that are truly analyzing and reflecting on common assessment- Ex: 7th grade English Grants for tiered level differentiation Services for differentiation training Walk-through data</p> <p>Inhibited: Observations by departments are lacking Lack of adherence and use of common assessments Lack of reflection and analysis of common assessments by many PLCs</p> | Improved SOL scores Improved grades Improved attendance Fewer tardies |
| <p style="text-align: center;">Essential Life Skills</p> <p>Objective: Continue and refine the implementation of the PBS program with an emphasis on the Student Best Practices and the IB Learner Profile</p> | Fewer referrals to Stretch and behavioral referrals | <p>Supported: Stretch Culture Camp</p> <p>Inhibited: New Integration of IBMYP focus to Poe</p> | A school climate that supports and develops a set of lifelong skills and principles that become innately established within each child |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|---|--|
| <p data-bbox="195 175 474 245">Responsibility to the Community</p> <p data-bbox="128 285 516 464">Objective: Create an awareness of community and service and how it impacts us individually and as a community</p> | <p data-bbox="569 175 947 207">Become more globally aware</p> | <p data-bbox="989 175 1297 315">Supported: Books of Hope Program Heritage Festival Journal Entries</p> <p data-bbox="989 358 1108 428">Inhibited: Funding</p> | <p data-bbox="1543 175 1959 354">Students understand their role as a contributing member of the community and have a self-awareness of their personal actions that make a difference</p> |