

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Spring Hill Elementary School

Cluster 1

Roger Vanderhye, 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
Roger Vanderhye	Principal		
Holly McGuigan	Committee Chair		
Rick Tritle	Assistant Principal		
Mike Casey	Assistant Principal		
Donna Hoffman	PTO Treasurer - Parent		
William Phillips	Second Grade Teacher		
Merideth Fisher	Third Grade Teacher		
Linda Shaheen	PE Teacher		
Christine Fowler	Fifth Grade Teacher		
Mary Welch	PTO President		
Nancy Kenefick	Third Grade Teacher		
Marisa McCaffrey	ELL Teacher/Kindergarten		
Paul Gentile	Fourth Grade Teacher		
Courtenay Hamilton	PTO – Rep (next year’s President)		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

VISION STATEMENT

Spring Hill is...A neighborhood school committed to fostering the growth of the whole child.

MISSION STATEMENT Spring Hill believes in its “MISSION”:

Modeling respect and integrity

Increasing environmental involvement

Supporting a safe learning atmosphere

Sustaining superior academic expectations

Instilling individual creativity

Offering open lines of communication

Nurturing each child’s gifts

SPRING HILL SCHOOL’S BELIEFS are congruent with Fairfax County’s core values and 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.

SPECIAL PROGRAMS

Student Achievement Goal – Academics	Student Achievement Goal – Essential Life Skills	Student Achievement Goal – Responsibility to the Community
Global Awareness Project/Civil War Museum	Build A Better You – Nationally recognized character education program	School wide recycling program and composting program
Continental Math League/Math Olympiad	Family Fun Run 3k	Jump Rope for Heart/Hoops for Heart
Junior Great Books	Odyssey of the Mind – Science	Naturalist and Inventors Club
Letters About Literature Competition	Girls on the Run	Rising Stars – Community Service
Stock Market Game Banking Partner/Chain Bridge Bank	Student Ambassadors	Peace Pole – to promote peace/understanding
Panther Pride Program	Student Council Association	Save the Earth Initiative
Renzulli Learning	Student led TV morning show	Certified Monarch Way Station
Foreign Language Enrichment	Autism Center	Courtyard Habitat
Grade Level Activities - Colonial Day, Renaissance, Thanksgiving Feast	Technology focus – mobile labs and two PC computer labs	National Wildlife Federation Certified Outdoor Habitat
Cultural Arts Program	Great Thinkers Club	Tibet Children’s Book Drive
Kids Inquiry Conference – Finalist in Smithsonian Udvar Hazy museum	Partnership with Sunrise Assisted Living	Collections for those less fortunate: food, military, shoes, sports equipment, jackets, etc.
After school tutoring through Langley HS	After school programs: cup stacking, cheerleading, volleyball, baseball, cricket, drama club, clay animation, art, pottery, etc.	Recipient of \$1000 award from Virginia Dominion Power for compact fluorescent light bulb exchange
Family Science Night (Fifth Annual Event)	Parent Art Appreciation Program	Recognition from Channel 8 and Channel 21 (Red Apple) for greening initiatives
Award winning orchestra - Grades 4-6 Largest choir in Cluster I	Barnes and Noble Family Thinking Game Night	
Chess Club		
Robotics Club/Science Olympiad		
Gifted and Talented Center Program		
Math 24/Math Dice		
Successful Band program		
Spelling Bee/Geography Bee		
Local Art Display – McLean Community Center		
President’s Award for Educational Excellence		
Awesome Authors		
School Newspaper – Panther Press		

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 applies to this school improvement plan objective.

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

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

1.1. Students will improve their critical thinking skills which will be measured through formative assessments.

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

Data Sources:

Through Professional Learning Communities, teachers have evidenced that there is a need for additional emphasis on teaching the students critical thinking skills. There is a strong belief that students need to expand their ability to think and read critically. Parents have indicated through formal discussions during PTO meetings, the overall need for their children to continue to think critically.

While e-Cart and SOL scores do not necessarily indicate any real weaknesses in this area, due to lack of ability to disaggregate the data provided and the design of these assessments, our SOL scores for 2007-08 show that our student body as a whole is continually moving towards the category of Pass Advanced.

Third Grade Pass: Reading 93%, Math 98%, History 97%, Science 96%
Pass Advanced: Reading 68%, Math 78%, History 83%, Science 58%

Fourth Grade

Pass: Reading 98%, Math 98%, VA Studies 94%

Pass Advanced: Reading 78%, Math 74%, VA studies 61%

Fifth Grade:

Pass: Reading 99%, Math 100%, Science 97%, Writing 99%

Pass Advanced: Reading 75%, Math 86%, Science 45%, Writing 80%

Sixth Grade:

Pass: Reading 95%, Math 87%, History 91%

Pass Advanced: Reading 73%, Math 58%, History 54%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Perceived weaknesses:

- Teachers are continually developing sufficient data to reveal when and how students use critical thinking.
- Teachers are developing assessments available that can be evaluated and analyzed to measure critical thinking in students.
- Emphasis in curriculum is on mastering content and ensuring students can demonstrate mastery of the SOL and POS objectives.
- Assessing critical thinking skills requires more time and goes beyond what is typically measured in the SOL's and what is presented in the POS.

Strengths:

- Some teachers practice Socratic methods to demonstrate oral critical thinking skills.
- Junior Great Books is utilized in grades K – 6 which emphasizes analyzing texts and encourages critical thinking.
- Renzulli Program purchased by PTO – will assist with development of enrichment and remediation opportunities.
- Kagan Structures utilized by many staff members who have attended week long training sessions. These structures are being shared with other staff members.
- Banking partnership formed with Chain Bridge Bank.
- Pass Advanced rates are trending upwards annually.

Best Practice Research:

FCPS has endorsed the LEARN model which structures its practices about teaching students to think critically. Thus, Spring Hill has adopted this model to ensure that we routinely stretch the students toward this practice. The steps include the following:

Link the content by thinking critically about the content

Engage and Educate to develop an awareness of the content.

Active Learning which encourages students to think of possibilities.

Reflection to think creatively about a content area.

Now and Then provides the students time to connect their prior learning with what they have learned recently.

- Marzano teaching strategies have also proven to be highly effective in encouraging student growth in the area of critical thinking. The Marzano strategies also are endorsed through FCPS indicating that these proven strategies work to improve students' academic performance including critical thinking. In particular we would focus on the following strategies: Questions, Cues, and Advance Organizers, Summarizing and Note Taking, and Generating and Testing Hypotheses. Source: Adapted from [*Classroom Instruction That Works*](#) by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.1	Each grade level teacher will complete the attached Critical Thinking Assessment at the beginning of the school year and at the end of the school year that reflects the classroom's profile. A four point rubric will utilized for each level.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Faculty meeting held to discuss goal of critical thinking. Marzano teaching strategies and LEARN model revisited and are available on Teachers Shared Network. Response lessons utilizing these models also highlighted to teachers by GT resource.	Vanderhye, Tritle, Casey, McGuigan	Response and Model lesson plans distributed	X	X	X	X	Principal and APs will ensure each meeting has a critical thinking strategy. GT Resource will have all information to teachers by end of 1 st quarter.
2. Parent Focus Groups held with administration through PTO meetings, SIP meeting etc.	Vanderhye, Tritle, Casey, PTO leaders, parents	N/A	X				Completed at beginning of year.
3. PLC meetings are held and input is gathered from each grade level. Beginning of the year data collected and year end data collected.	Vanderhye, Tritle, Casey, grade level teachers, specialists	Critical thinking rubric, various assessments	X	X	X	X	Feedback given to Vanderhye,. Casey and Tritle from Team leaders.
4. Teachers from each grade level will complete a pre and post critical thinking assessment on behalf of their class. See attachment #2	Grade level meetings (PLC), students, teachers	Assessments	X	X	X	X	Feedback given to Vanderhye and Tritle from team leaders.
5. Socratic seminars will be highly encouraged from third grade through sixth grade. GT Specialist and GT teachers will conduct an in-service on Socratic method.	Grade level dissemination of information by GT Resource and GT Teachers.	Socratic Seminar information	X	X	X		Documentation from GT vertical staff indicating that all grade level teachers trained to Vanderhye, Tritle

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Junior Great Books will be continued in the classroom for grades 3 and 4 as a grade level. Grades 5 and 6 will also offer JGB – recruiting parent volunteers and other staff members to assist. Parents will continue to offer lessons in grade K – 2 on a voluntary basis – Holly McGuigan(GTS) will train volunteer Parents.	McGuigan (GTS) with Vanderhye, Tritle, Casey	Existing Junior Great Books. Possible additional ordering of materials as needed.	X	X	X	X	JGB will begin in October for grades 3 & 4. Grades 5 & 6 to integrate in curriculum in 1 st and 2 nd quarter.
7. Nonfiction material will be discussed with teachers to ensure that a variety of resources are incorporated in the curriculum such as current events (newspapers) and other media resources to encourage critical thinking skills.	McGuigan (GTS) with Noma Seme (Reading Teacher), Grade level teachers	Washington Post and other media where nonfiction is available.	X	X	X	X	PLC meetings will be conduit to ensure that nonfiction reading material is discussed.
8. Renzulli Learning Systems will be introduced to staff and to the students. Students will develop Learning Profiles and will be introduced to differentiated projects and lessons that will encourage or promote critical thinking.	Entire Staff + Parents + students	PTO Funded	X	X	X	X	Staff training and students are enrolled and create Learning Profiles. Teachers utilize for lessons and assignments. Parents are trained so Learning System can be utilized at home.
9. Kagan Cooperative Learning and Active Engagement Structures will be shared at each staff meeting to promote higher level thinking strategies, multiple intelligences, cooperation and discipline.	Entire Staff	FCPS Workshops	X	X	X	X	Staff training and modeling by specialists in classrooms to ensure that structures are utilized by classroom teachers.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
10. Global Awareness Project will be piloted this year providing another opportunity for critical thinking on a global basis. Fifth grade team, GT Specialist, Librarian will be determining timeline and criteria for rolling out the program to the students. Performance assessments will be reviewed at year end for data purposes.	Fifth Grade Team, Librarian, GT Specialist	N/A	X	X	X	X	Timeline will be created. Librarian and fifth grade team leader will ensure that students' progress is monitored and successfully completed.
11. Performance Review/Goal Setting – How will I, as an individual, specifically assist Spring Hill Elementary School in accomplishing our collective goal of instilling in all children the ability to think critically while attaining a 100% pass rate for every child in each SOL exam (or any other internal or external assessment)? Staff members who are on the review cycle will have this question above as their main goal. They will demonstrate critical thinking through formative assessments that will culminate in the year end summative assessment (SOL).	Administration and staff members under review.	N/A	X	X	X	X	Vanderhye, Tritle and Casey will manage and communicate with staff to ensure that the goal is met. They will observe staff during formal and informal lessons.
12. Creation of Panther Pride Program – an After School Intervention Program designed to work with identified students with academic needs in small groups or individually. Pre/post assessments will be utilized. Students in grade 3-6 will be targeted and recommended by classroom teachers during PLC times.	Vanderhye, DeVylde, James	Materials already at school	X	X	X	X	Vanderhye, Tritle and Casey meet with each team weekly during PLC meetings – help identify students in need. DeVylde and James will communicate progress regularly back to administration.

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 applies to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input 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)*

To continue to energize and rejuvenate our current character education program – Build A Better You with the overarching goal of student self-actualization demonstrating the characteristics exemplified in the Character Education Building Blocks.

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

Data Sources:

Anecdotal evidence and parent feedback from Parent Focus Groups indicate the need to elevate student awareness of character education. While there is little hard data to support the need for character education rejuvenation, this theme is recurrent among parents and teachers. Families and teachers are always striving to keep character education at the forefront of the students' lives stressing the need to educate the whole child. Spring Hill's building block character education program was introduced over 8 years ago and there is a general consensus that revitalization is important to the school and each student's current and future emotional growth and well-being.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Younger grades (K – 2) begin the year by incorporating books and morning messages supporting the Character Education Building Blocks. Upper grades (3 – 6) have posters and other character education information displayed in the room that is standardized in the

building. PTO continues to support character education through several programs: Community Service by Grade level, Student Ambassadors, Jump Rope for Heart, Wellness night, Hoops for Heart, and the Morning News Show. Students model some aspects of character education, but the primary grades place more emphasis on it than the older grade levels. Through FCPS, Positive Behavior Support has been implemented in various schools including Spring Hill this school year.

Best Practice Research:

In line with the Virginia Department of Education's Standards of Quality – character education graduation requirement, Spring Hill concurs that character education is vital for the education of the whole child and will be a stepping stone to prepare the students prior to high school and ultimately adulthood. Character education also aligns itself with the Essential Life Skills Student Achievement Goal set by the FCPS School Board.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	Staff climate survey will indicate that there has been a measurable improvement (nonstandard deviation) in student and teacher awareness.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Character education committee has embraced the new Positive Behavior Support initiative and will promote during staff meetings. Continued quarterly meetings.	Vanderhye, PTO President Mary Welch and selected parents.	N/A	X	X	X	X	Initial meeting prior to school and quarterly meeting thereafter.
2. Faculty staff meeting – committee members kick off the PBS initiative for school year 2008-09. Students have names for hallways and lunchroom behavior. Formal ‘stopping’ points are now formalized in the hallway. Straight, Single and Silent.	Fowler, DeVlyder, Henry (grade level teachers)	Chart paper, powerpoint	X				Initial meeting took place.
3. Classrooms all have character ed posters and stars (provided by the PTO) to support the program. One bulletin board must be dedicated to the program in the individual classrooms.	Grade level teachers, specialists, PTO (stars)	Bulletin board supplies, existing character education posters and stuffed animals.	X				Classroom check by administration will indicate that there is a dedicated bulletin board space with stars as appropriate.
4. Each class will choose one Community Service Rep. to help coordinate the PTO activities.	Grade level teachers, students	N/A	X				Community Service Representative names given to Character Education Committee.
5. Community Service Chair (PTO) will meet quarterly with student reps to plan and integrate activities to support the program.	Parent Chair(s) and student reps.	Beth Eames, Kerry Monahan, Trisha Markwood	X	X	X	X	Community Service Committee will report back to Character Education committee after each meeting with minutes.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. PTO will coordinate Community Service formerly Rising Stars activities – themes chosen this year: K- Thanking our Community Helpers 1 – Senior Citizens 2 – Caring for our School 3 – Armed Forces/Patriotism 4 – Homeless 5 – Feed the Hungry 6 – Helping those with Trauma/Illness There will be two activities per grade/year(one during school hours) and one drive	Michelle Reed, Trisha Markwood Parent Leaders, INOVA Fairfax Hospital, Liz Manning (Trauma/Illness connection)	Varies by event – costs not incurred by school	X	X	X	X	Year end meeting to determine if all grade levels met their goals with the Community Service chairs and the Character Education committee.
7. P.E. will continue to use building blocks in teaching/playing of sports and games.	PE Teachers, Shaheen and Minutoli	N/A	X	X	X	X	Vanderhye, Tritle, Casey will discuss with PE team during PLC times.
8. Change for Children sponsored INOVA and Panera Bread will be supported by numerous classrooms. It will benefit the children at INOVA – Spring Hill students will have the opportunity to raise money and track it to support the effort.	Gentile, INOVA team, and other participating teachers.	N/A	X	X	X	X	Gentile will monitor progress with the INOVA team.

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 applies to this school improvement plan objective.

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

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

Spring Hill ES staff, students and community will continue to seek opportunities to research and promote the ‘greening’ of our school, which will be achieved by education, conservation and collaboration.

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

Data Sources:

Spring Hill, like many other elementary schools, generates a great deal of waste which includes plastic containers, Styrofoam, paper products and other garbage. Anecdotal evidence also implies that students have a general lack of respect for the environment. One out of five Americans spend their day in a K-12 school as stated in the Green Schools Initiative. Thus, it is evident that the elementary school is the place to start to raise awareness and make changes in our everyday lives with regard to improving/conserving our natural environment.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Weaknesses:

- The cafeteria generates between forty and fifty 55 gallon bags of waste weekly. Other daily waste includes between eight and ten 55 gallons bags of classroom/office waste weekly.
- Not all rooms have light sensors in working condition.

- Students are not recycling cans or plastics at school.
- Plastic Styrofoam containers used as lunch trays in the cafeteria are thrown away daily generating a great deal of waste.

Strengths:

- School utilizes the most highly efficient available fluorescent light bulbs based on the ballasts that are installed.
- Teachers recycle aluminum products.
- Paper is recycled all year long.
- Students are beginning to recycle their plastic containers and teachers recycle both aluminum and plastic.
- Spring Hill was awarded \$1,000 prize for selling the most Compact Fluorescent Lights (CFLs) under the “Change a Light, Change a World” partnership with Dominion Virginia Power.
- Spring Hill spent the money on composting device and we are in the initial stages.

Best Practice Research:

Nationally, K-12 schools use 425 trillion BTUs annually or 7% of all energy used by commercial buildings according to the Department of Energy. Studies have indicated that a large amount of waste is generated daily in the school – both in the classroom and cafeteria. Making students and teachers aware that the volume of waste generated both individually and as a school will encourage this generation to become more environmentally conscious. In addition, there are many other ‘greening measures’ that can be implemented to help encourage each one to be an environmentally respectful citizen.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	By year end, students and teachers will continue to show a measurable increase in knowledge and practice of ‘greening’ that will be indicated by a survey as well as by comparing the amount of waste generated from beginning of the year to the end of the year and by the success of composting vegetable lunch waste. Goal is to have the waste reduced at least by 10%.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. PTO and staff will continue the “Green” committee. The committee will responsible for promoting student and staff awareness, and educating. There will be monthly meetings. They will attempt to establish a business alliance to promote and fund potential greening projects.	Mary Welch, PTO President, Mike Casey, Rick Tritle, Vanderhye, Bauer, Romeo, Swiers, Doyle, DeVylder, Papathanassiou	N/A	X	X	X	X	Monthly meetings will provide the opportunity to review progress and set new goals.
2. Each grade level will join together to reinforce awareness the need to recycle within our school and community. These are the recycling initiatives: paper, plastic, aluminum, print cartridges, batteries, and cell phones.	Classroom teachers and students	N/A		X			Each classroom will report their issue to the Green committee.
3. Implementation and evaluation of school wide composting of lunch waste in order to reduce cafeteria trash. Students will be led by Ms. Bauer in this initiative. Containers will be created for each classroom to collect vegetable waste for the composting device.	Students, Ms. Bauer		X	X	X	X	Ms. Bauer will monitor progress by meeting with each class and instructing them on proper methods of composting.
4. Classrooms will research issues independently to further define solutions and compile data in science lab and the classroom.	Ms. Bauer, classroom teachers and students				X		Each classroom will report their findings to the Green committee.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Study and collaboratively problem solve viable solutions and present to the class.	Ms. Bauer, classroom teachers and students					X	Each classroom will report their findings to the Green committee.
6. Possible implementation of the solution and presentation to the “Green” committee and solutions will be shared with the school via the Morning News.	Classroom teachers and students	N/A				X	Findings reported to the Green committee – prize winning solutions will be highlighted on the morning news show and shared with local newspaper.
7. Kids Inquiry Conference theme will be centered on the Environmental Issues. Udvar Hazy Smithsonian Institution participation by invitation where outstanding student scientists present their projects and findings.	Alison Bauer	Presentation boards		X	X	X	Alison Bauer will monitor progress and ensure that students participate on a timely basis.
8. Electronic Survey will be given at the beginning and end of the year to monitor the progress of student/parent/teacher awareness and contribution to the ‘greening’ of our community.	Alison Bauer, Amy Burk and Amy McFarlin (SBTSS)	Technology	X			X	Bauer, McFarlin and Burk will analyze results and ensure that results are communicated to administration and to the school at large.
9. Spring Hill Elementary School Bi-line is available on-line to reduce paper usage. Greening tips will be systematically included in the news.	Vanderhye/Office staff/SBSTs	Technology	X	X	X	X	Parents will be advised that Bi-Lines are available through Blackboard system. Teachers will post link on their Blackboard. SBTSSs will check teacher sites. PTO will gauge parent issues during monthly meetings.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
10. Trash will be weighed at beginning of school year and then weighed at year end to compare results. Students will measure trash levels weekly – graphing and other measurements will be taken and discussed routinely in classes. Ultimate goal to reduce waste.	Tritle, classroom teachers, and students	Weighing stations, recording sheets			X	X	Class weighing lists will be compiled by Greening committee.
11. Family Science Night to promote greening and science ideas. Various local scientists will present to small groups of students/parents information concerning their area of strength.	Bauer, Papathanassiou, Tritle, Casey	Scientists bring materials.	X				Bauer and Papathanassiou will ensure a variety of scientists will participate. Also communicate to students concerning evening to ensure participation.

SCHOOL/STAFF/ADMINISTRATIVE ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

SCHOOL/STAFF/ADMINISTRATIVE ACHIEVEMENT GOAL: All staff members and administrators will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that applies to this school improvement plan objective.

- | | | | |
|-------------------------------------|---|--------------------------|--|
| <input type="checkbox"/> | 2.1 Demonstrate sound moral character and ethical judgment. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> | 2.2 Be able to contribute effectively with a group dynamic. | <input type="checkbox"/> | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input 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)*

To promote positive collaboration amongst teachers/staff and administrators such that the school learning process becomes highly efficient and effective.

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

Data Sources:

Current Reality vs. Our Future Ideal survey administered to teachers and staff indicates that we can still improve. While every staff member and administrator has collaboration as a goal, there are teachers who are currently being reviewed on the FCPS evaluation cycle that need to demonstrate some growth in this area.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

- Formal weekly PLC meetings are held. Members understand the goal of the meeting – curriculum, students etc. Minutes are shared with administration, staff and appropriate resource teachers
- Hour of daily planning time given to each staff member that promotes further discussions.
- Vertical articulation meetings (CORE meetings) take place on Mondays to ensure that grade levels collaborate with each other. Minutes are shared with administration, staff and appropriate resource teachers.

- Perceived weakness is that some teachers could benefit from additional training in collaboration and teamwork.

Our goal is to have all teams work more effectively together thereby promoting optimal learning through collaboration.

Best Practice Research:

Dufour and Eaker state that in order for the school improvement plan to be effective, it must have at least some short term wins that include the following criteria – visibility, unambiguous and clearly related to the change effort. (Kotter, 1996) Thus, successful collaboration is a key component to ensuring efficient and effective learning. Collaboration is highlighted by Little in the following quote, “The conclusions that one draws from the experiences of closely orchestrated, task-oriented groups in schools are consistent with conclusions drawn from other studies of organization: The accomplishments of a proficient and well-organized group are widely considered to be greater than the accomplishments of isolated individuals (Little, 1987, p. 496).”

As stated in Professional Learning Communities at Work, Dufour states that collaboration time must be built in the school day, the school week and the school year. The purpose of collaboration must remain explicit. School personnel need training and support to be effective collaborators. Educators must accept their responsibility to work together as true professional colleagues.(Dufour and Eaker, 121)

As stated above, best practices indicate the need for effective collaboration in schools to ensure that the main goal remains student performance. Teachers will work together to strengthen their own professional growth and meet the students’ needs.

STAFF/ADMINISTRATION/ ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.2	Current Reality vs. Future Ideal survey results will improve measurably from beginning to the year end based on rankings by teachers.

ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will have the opportunity to visit other teachers' classrooms. Ultimately, this process will promote collaboration and have the opportunity for communication (sharing of ideas).	Vanderhye, Tritle, Casey, Grade level teachers, Instructional Assistants	Vanderhye, Casey, and Tritle will donate their time by subbing in the classroom or by setting up a team of subs to encourage teachers to rotate throughout the day.	X	X	X	X	Office staff will track which teams have participated in the Teacher Visitation.
2. Weekly PLC meeting with reports that are circulated to AP and Principal and Specialist – available to all on the server.	Grade level teams and specialists, Vanderhye, Casey, Tritle	N/A	X	X	X	X	Team meeting minutes permit Vanderhye and Tritle to monitor team progress.
3. Principal and Assistant Principals will gather staff and 'Kagan Structures' games will be played to ensure that all staff meets and greets each other at each staff meeting throughout the year.	Roger Vanderhye, Rick Tritle, Mike Casey	Vanderhye, Tritle, Casey, and staff	X	X	X	X	Vanderhye, Casey, and Tritle will ensure that collaboration is a part of each faculty meeting.
4. Ideal vs. Reality School Survey (see attachment #1)	Roger Vanderhye, Rick Tritle, Mike Casey, McGuigan	Technology	X			X	Vanderhye, Casey, and Tritle will review results and compare.
5. Social committee – generate teacher social gatherings on a quarterly basis which will be circulated via email. Bi-monthly breakfasts will be continued to ensure another opportunity to gather socially at school.	Social Committee chair will work with other teachers to ensure that social gatherings are communicated to all staff	Technology	X	X	X	X	Social committee chair will remit monthly reminders. Office staff will remind staff members of breakfast.
6. Staff will be trained and versed in FERPA and FOIA regulations.	Vanderhye, Tritle, Casey	N/A	X				Vanderhye to communicate to staff at a faculty meeting.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. All teachers will share common documents on Blackboard shared folder by grade level.	Teachers, SBTSs	Technology	X	X	X	X	Documents compared at year end with the number of documents from the beginning of the year.
8. Collaboration rubric will be completed by each individual teacher. They will also complete for the whole team. Data will be compiled and disaggregated by the administration for the individual, team and ultimately the school. Congruency will be analyzed by how one view's oneself and the group. Administration will meet with all teams, but will set goals for individual teams who need to improve goal setting. See attachment #3.	Vanderhye, Tritle, Casey, Staff	Technology	X	X	X	X	Vanderhye, Tritle, Casey to monitor teams that indicate a need for a more focused collaboration effort.
9. Administration, GT Specialist will facilitate discussion on the benefits of establishing team norms.	Vanderhye, Tritle, Casey, and McGuigan	N/A	X	X			Vanderhye, Tritle and Casey will ensure that team meetings run smoothly and team norms are established by monitoring each meeting through attendance.

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
Academics Objective:		Supported: Inhibited:	
Essential Life Skills Objective:		Supported: Inhibited:	
Responsibility to the Community Objective:		Supported: Inhibited:	

Staff Survey – Current Reality vs. Spring Hill’s Future Ideal

Attachment #1

As part of our School Improvement Plan, it is necessary to survey the staff on various items. Please assess the current reality of Spring Hill – please be honest! Use the scale below to rate each statement in terms of how well it describes conditions in Spring Hill. Please return the survey to Susan Chait – she has an envelope – just check off your name. This will be anonymous. Thanks

1-3 We are not like this at all.
4-7 We are somewhat like this.
8-10 We are very much like this.

I. Schools and Change

_____ Spring Hill is not organized to respond to the needs and interests of students. Spring Hill tends to be bureaucratic monopolies that rely on a captive audience for their customers. There are few incentives – and fewer rewards – to improve.

_____ The issue about change and Spring Hill is not that the individual teachers and school does not innovate and change all the time. They do. The problem is that the change tends to be unproductive, focusing on the margins of practice rather than on the core of teaching and learning.

_____ From your perspective(as a teacher), much of the school life is an endless cycle of first implementing and then abandoning new initiatives. Teachers are left with the impression that no one in the system really understands why change is occurring.

_____ For Spring Hill teachers, the concept of change becomes a matter of coping with management’s tendency to introduce and then abandon educational fads.

II. Teaching

_____ As teachers at Spring Hill, you believe that it is your job to teach and the student’s job to learn. Thus, teachers believe that they are responsible for teaching but not for student learning.

_____ Typical classroom instruction is dominated by “teacher talk” at Spring Hill. Most of the time, teachers work very hard, and students sit passively and watch them work.

_____ At Spring Hill, teachers work in isolation. There is little opportunity for serious professional interaction in which teachers share ideas, observe each other teaching, or assist each other in professional development activities.

III. Curriculum

_____ At Spring Hill, our typical school curriculum (SOL, POS) is overloaded with trivia. Spring Hill cannot do what they should be doing as long as they continue to do what they are doing.

_____ There is typically no uniform school curriculum in place. Students studying the same subject with different teachers in the same school and grade level often learn vastly different content and have very different experiences.

_____ Subject content is taught in isolation. Teachers make little effort to connect content from different subjects into a meaningful conceptual framework.

_____ Spring Hill does not have meaningful curricular goals. Spring Hill tends to focus on means (materials, program, instructional arrangements, etc.) rather than on ends – student outcomes.

_____ Because the outcomes are unclear which we are trying to achieve, Spring Hill finds itself unable to offer valid evidence that they are accomplishing their intended purpose (i.e. student learning).

_____ Teachers have not worked collectively to identify the criteria by which they will assess student work.

_____ The inability to establish a results orientation means that the procedures for continuous improvement does not exist in Spring Hill.

IV. Structure

_____ Spring Hill has no structure. It is simply a convenient location for a bunch of individual teachers, like independent contractors, to come together to teach discrete groups of students.

_____ Spring Hill has no infrastructure to support teacher collaboration in addressing school wide problems. Teachers, like their students, carry on side by side in similar, but essentially separate, activities.

_____ Spring Hill is structured as a top-down bureaucratic hierarchy that relies heavily on rules for teachers, who can ignore much of the top-down direction when they are behind their own classroom doors.

Thanks for completing this survey – think now about what type of school Spring Hill is.....

What is our purpose? How do we treat our students? How are we behaving/treating each other?

What makes our school a great place to work? Ponder these questions at your next team meeting!

Adapted from Professional Learning Communities at Work, Richard DuFour and Robert Eaker, pages 75, 76, and 77.

Critical Thinking Rubric Attachment #2

Teacher: _____

Date: _____

Number of students in classroom _____

Number of students at each level ____ level 4 ____ level 3 ____ level 2 ____ level 1

This rubric will be given at the beginning of the school year and at the end of the school year to evidence where students have progressed in their ability to think critically.

4 = High level excellence in evidence of critical thinking ability and performance at the elementary level

3 = Demonstrable, competent, expected evidence of critical thinking ability and performance at the elementary level

2 = Minimally acceptable, inconsistent evidence of critical thinking ability and performance at the elementary level

1 = Poor, unacceptable evidence of critical thinking ability and performance at the elementary level

4	<ul style="list-style-type: none"> A. Analyzes key information, questions, and problems clearly and precisely B. Evaluates material with insight C. Uses inference to reason carefully from clearly stated premises to important implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills consistently and with ease
3	<ul style="list-style-type: none"> A. Analyzes key information, questions, and problems competently B. Evaluates material competently C. Uses inference to reason competently from clearly stated premises to important implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills competently
2	<ul style="list-style-type: none"> A. Analyzes some key information, questions, and problems competently B. Evaluates material inconsistently C. Uses inference to reason inconsistently from clearly stated premises to implications and consequences D. Uses deductive and inductive reasoning and problem-solving skills inconsistently and weakly
1	<ul style="list-style-type: none"> A. Is unable to analyze information, questions, and problems or does so superficially B. Is unable to evaluate material or does so superficially C. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences D. Is unable to or infrequently uses deductive and inductive reasoning and problem-solving skills

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contributes					
Shares Ideas	Does not relay any ideas or information to teammates	Relays very few ideas or little information	Shares some ideas and basic information	Shares many ideas and a great deal of information	
Is Punctual	Late turning in all unit components	Hands in most unit components late	Hands in most unit components on time	Hands in all unit components on time	
Takes Responsibility					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role	Performs very few duties	Performs nearly all duties	Performs all duties of assigned team role	
Shares Equally	Always relies on others to do the work	Rarely does the assigned work--often needs reminding	Usually does the assigned work--rarely needs reminding	Always does the assigned work without having to be reminded	
Values Others' Viewpoints					
Listens to Other Teammates	Is always talking--never allows anyone else to speak	Usually doing most of the talking--rarely allows others to speak	Listens, but sometimes talks too much	Listens and speaks a fair amount	
Cooperates with Teammates	Usually argues with partner(s)	Sometimes argues with partner(s)	Rarely argues with partner(s)	Never argues with partner(s)	
Makes Fair Decisions	Usually wants to have things their way	Rarely considers options and alternatives	Usually considers options and alternatives	Always helps team to reach a fair decision	
				Total	