

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

Terraset Elementary School

Cluster 8

Ellen Cury, 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
Ellen Cury	Principal		
Joan Carter	Assistant Principal/ Committee Chair		
Julie Damon	6 th Grade		
Ann Donovan	Special Education		
Marty Hey	Special Education		
Margie Henry	Second Grade		
MaryAnne Capets	Instructional Coach		
Maria Newman	Special Education		
Liz Sasson	Second Grade		
Bettina Forman	Reading Teacher		

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.

TERRASET'S VISION STATEMENT

Terraset's vision is to provide a dynamic program, which identifies the strengths and needs of the whole child and helps each child realize his or her greatest potential.

TERRASET'S MISSION STATEMENT

Demonstrate a personal commitment to achieve academic excellence for all students

Foster a school community that respects diversity and provides a safe learning environment

Unite staff, students and parents through collaboration and cooperation

Assess, differentiate, and monitor to ensure student achievement

Teach students to be Ready, Respectful, and Responsible citizens

SPECIAL PROGRAMS

Student Achievement Goal – ACADEMICS

FLES (Foreign Language in the Elementary School)
Full-day Kindergarten
The Principal's Spotlight on Excellence
Honor Roll (grades 4 – 6)
Math Night
Language Arts/ Social Studies/Tech Night
Reading Recovery
Reading Together (peer tutoring)
Science Fair
Hadassah Reading Tutors
GEMS (Girls Excelling in Math and Science)
Virginia Young Readers
Young Scholars (early identification program for gifted minority students)
Challenge 24
Spelling Bee
Grade Level Book Clubs
Math Superstars
Grace Art
Creative Kids
Mad Scientist Club
Geography Bee
Global Awareness
Tiger Tails

Student Achievement Goal – ESSENTIAL LIFE SKILLS

Peer mediation
PBS
Weather Bug School (Channel 7/ABC)
Lego Club
Lunchtime Literacy Baskets
Creative Dance
Ultra Sports

Student Achievement Goal – RESPONSIBILITY TO THE COMMUNITY

AWS Worldwide School Weather Station sponsored by NBC 4-WINDS Program and member of the Homeland Security Weather Network

Canned Food Drive for FISH

Mitten Tree and Coat Exchange for needy families

WTER Student-organized daily morning TV show

Outback Steak House (Business Partner)

National Council for Teachers of Mathematics (Business Partner)

Nature Club

SCA Talent Show

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)*

Terraset Elementary school teachers will improve students' academic performance on standardized and summative assessments through robust and explicit teaching of vocabulary in all content areas. Terraset teachers will work to expand all students' speaking, reading, writing and listening vocabularies to effect improvements in reading comprehension and measureable academic performance on SOL tests and summative assessments.

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

Data Sources:

- Percent of passing SOL test for third grade were 81% in reading and 80% in math on the 2008-2009 exam
- Percent of passing SOL tests for African American students were 75% in reading and 76% in math on the 2008-2009 exam

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- 33 % of second grade DRA scores were above benchmark, a significant improvement from the previous year. 68% of second grade DRA scores were at or above benchmark.
- 37% of first grade DRA scores were above benchmark. 74% of first grade DRA scores were at or above benchmark
- SOL scores in Reading for grades 4, 5 and 6 exceeded AYP goals and showed improvement from the previous year.
- Students from grades two, three, five and six participated in the peer tutoring program, Reading Together, which concentrates on improved reading comprehension skills and fluency.
- Sixth grade SOL pass rates, and percentage of pass advanced scores increased in math and Social Studies, and remained stable (90% pass rate) in Reading
- Significant increases in SOL pass rates for Hispanic students in Reading and Math. From a 3 year previous average 77.46% pass rate improved to a 92% pass rate in English performance for 2008-2009. From a 3 year previous average of 73.97% pass rate improved to 85.91% pass rate in Math performance for 2008-2009.

Weaknesses:

- Declines in African American students' SOL pass rates in reading in 2008-2009 from the previous year from 81.82% to 75%.
- Declines in SOL pass rates in third grade students in math in 2008-2009 from the previous year from 81% to 75.6%.

Best Practice Research:

- Vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general. (Beck and McKeown, 2002)
- By kindergarten, a gap of 32 million words heard already separates some children in linguistically impoverished homes from their more stimulated peers. (Wolf, 2007)
- By the third grade, students who suffer from “word poverty” are often at a million word reading deficit. (Gallagher, 2009)
- In a study of fifth graders, there was found to be a strong correlation between time spent reading and performance on standardized reading tests. (Anderson, Wilson and Fielding, 1998)

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>
1.1.1 (a)	Third grade SOL reading scores will improve from 81% to 89 %
1.1.1 (b)	African American SOL reading scores will improve from 75% to 89 %
1.1.1 (c)	First grade spring DRA scores at or above benchmark will increase from 68% to 70%.
1.1.1 (d)	Second grade spring DRA scores at or above benchmark will increase from 74% to 76%.
1.1.2 (a)	Third grade SOL math scores will improve from 80% to 87%
1.1.2 (b)	African American SOL math scores will improve from 76% to 87%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Terraset Elementary school teachers will improve students’ academic performance on standardized and summative assessments through robust and explicit teaching of vocabulary in all content areas. Terraset teachers will work to expand all students’ speaking, reading, writing and listening vocabularies to effect improvements in reading comprehension and measureable academic performance on SOL tests and summative assessments.							
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. Vocabulary bulletin boards will be created to display academic vocabulary from all content areas. Terraset teachers will use the boards for direct vocabulary instruction.	Curriculum Lead Teachers and Classroom Teachers	School Bulletin Boards and materials for posting	X	X	X	X	Reflections on uses of vocabulary bulletin boards during professional development sessions
2. Quarterly staff development on effective vocabulary instruction.	Leadership Team	Professional Texts such as <i>Bringing Words to Life</i> by Beck, McKeown and Kucan and <i>Building Background Knowledge for Academic Achievement</i> by Marzano	X	X	X	X	Entrance and Exit Tickets completed by instructional staff during staff development sessions Teacher projects completed during development sessions
3. Terraset Instructional Staff will participate in <i>Public Displays of Vocabulary</i> such as vivid vocabulary walls, vocabulary notebooks, additional displays, inclusion of vocabulary in class newsletters, school Terragram,, and WTER presentations	Terraset Instructional Staff and Administration	Classroom Supplies	X	X	X	X	Surveys given to instructional staff on vocabulary strategies used in response to staff development
4.							
5.							
6.							
7.							
8.							

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 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 checked="" 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 faculty and staff will continue to support the PBS program by promoting a two step initiative.

First, new vocabulary will be introduced to further advance the student understanding and practice of the three R's (Ready, Respectful and Responsible.)

Second, the faculty and staff will promote school connectedness through the use of common vocabulary.

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

Data Sources:

PBS data sources from 2008-09 shows that there were 70 incidents of disrespect and defiance.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

4th year as a PBS School

Meet and Greet

Tiger Pride Slips

Decline in the number of office referrals

Weaknesses:

Teacher Consistency in implementation of PBS practices.

The faculty and staff of Terraset Elementary will further support the PBS program by continuing to recognize positive behavior in the school as it relates to the 3 R's (Ready, Responsible, Respectful) and continuing a Meet and Greet system which is conducted by teachers upon the arrival of their students in the morning and at dismissal in the afternoon.

Best Practice Research:

*A shared vision and vocabulary should be included in designing and implementing a program for school connectedness

(www.schoolclimate.org, 2009)

*Vocabulary acquisition is essential to students' academic and social growth (Itoi, 2008).

*Robust vocabulary instruction includes providing opportunities for students to experience meaningful and multiple exposures to words across disciplines (Beck, McKeown, & Kucan, 2002).

*School connectedness has been found to positively influence social confidence and behavior control in elementary students (Rice, Kang, Weaver & Howell, 2008).

*"Children must be taught content in ways that motivate, engage and involve them in their learning so they enjoy learning and develop a stake in achievement. Doing this requires a focus on social and emotional competence as well as cognitive competence." (Catalano et al Journal of School Health, 2004 vol74).

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>
2.3a	The percentage of discipline referrals for disrespect and defiance that occur will decrease from by 10%.
2.3b	Teachers will report an increase of at least 10% between the pre and post test survey in their relationship with children in the areas of respect, courtesy, and responsiveness.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The faculty and staff will continue to support the PBS program by promoting a two step initiative							
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. 1.New vocabulary will be taught to reinforce the 3 R's. (Ready, Responsible and Respectful)	PBS committee	Bulletin board materials Pre and post student survey in select classes		x	x	x	Tracking of the number of disrespect and defiance slips.
2. 2.Teachers will attend an in-service regarding school connectedness and the power of teacher language.	PBS	In service article on the "Power of Language" Pre and post teacher survey.			x	x	Pre and post survey results will be compared.
3. Create and administer a survey in order to assess understanding of vocabulary related to the 3 R's.	Maria	N/A		X	X	X	Pre and post survey results will be compared.
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 Terraset Elementary will provide opportunities for students to participate in activities designed to foster respectful and active contribution to the stewardship of the school environment.

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

Data Sources:

2007-2008- 75% of the fifth grade participated in community service projects (13% of school population)

2008-2009- 100% of kindergarten, first, second, third and sixth grade students participated in a community service project. (77% of school population)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Enthusiastic staff and neighborhood community where needs are easily identified.

Weaknesses:

Time constraints to plan activities and perhaps lack of understanding of process.

Best Practice Research:

- (Furco, 2007)
A review of research indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.

- (Scales & Roehlkepartain, 2005)
This research report offers evidence that service-learning may have particular educational benefits for low-income students and schools.
 - Involvement in service appears to contribute to lessening the achievement gap, with low-income students who serve doing better academically than students who do not serve.

Reported on The Learn and Serve Clearing house ([www. Servicelearning.org](http://www.Servicelearning.org))
RMC Research Corporation , May 2007

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	100% of the students will participate in a service learning lesson during the 2009-2010 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Terraset Elementary will provide opportunities for students to participate in activities designed to foster respectful and active contribution to the stewardship of the school environment.							
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. Communicate project mission, objectives and opportunities to all staff.	Marty Hey, Julie Damon	N/A	X	X	X	X	Attendance from presentation meeting.
2. Offer opportunities to staff, sign up for dates to work in garden and complete POS objective.	All classroom teachers, specialists and PTA	Cameras, journals, colored pencils, garden gloves, trash bags	X				Post calendar with PTA support of activities to ensure each class signs up for at least one time.
3. Implement service learning projects	All classroom teachers, specialists and PTA	Garden tools, cameras, photo paper, book binding, printer ink, journals, colored pencils, garden gloves, trash bags	X	X	X	X	Classes will share service projects on WTER
4. Teachers will assess POS knowledge after service project is complete	Classroom teachers	N/A		X	X	X	On going as classes complete project results conveyed to Ms. Hey or Mrs. Damon.
5.							
6.							
7.							
8.							
9.							

**RESULTS AND REFLECTION ON THE 2008-2009 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: Terraset Elementary school teachers will improve students' reading comprehension of grade level text through explicit teaching of comprehension strategies based on best practices research and the principles of balanced literacy.</p> <p>The faculty and staff of Terraset Elementary will differentiate instruction in the SOL strands of number and number sense as well as computation and estimation with the focus on problem solving to increase student achievement in mathematics for African American students in grades K to 6.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data: Improvements demonstrated on E-Cart assessments.</p> <p>Improvements in DRA spring scores, especially regarding comprehension.</p> <p>Improvements noted during Reading Together program (anecdotal)</p>	<p>Supported: Reading Together program was enhanced with the addition of SOL type questions in addition to comprehension activities and questions. E-Cart assessments provided teachers with specific information on what students had and hadn't learned re: comprehension</p> <p>Inhibited: Reading Together would better serve upper grade students as a double dip and occur outside of the LA block. Teachers can learn more about differentiating based on assessment results.</p> <p>Supported: We felt that our two strategies were completed and supported by the staff.</p> <p>Inhibited: We felt that the in-process measures were not met even though we know that the strategies were met and discussed (according to Math Committee Members and the Instructional Coach) they were not necessarily written on the CLT notes.</p>	<p>Consider an activities block during which Reading Together could occur outside of core learning blocks.</p> <p>Provide additional professional development on differentiation.</p> <p>Our strategies for next year will include a piece to make the in-process measures more successful.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>The faculty and staff of Terraset will utilize available school and county resources to extend the students' understanding of science.</p>	<p>Improvements demonstrated on E-Cart assessments</p> <p>Increase the use of differentiated science trade books integrated in the language arts program</p> <p>All K-3 teachers will take the 3rd grade released SOL test, and 4-6 teachers will take the 5th grade released SOL test.</p>	<p>Supported: E-Cart assessments were done in third, fifth, and sixth grade. They provide direct feedback to the teacher on what students understand/ do not understand.</p> <p>Science committee made sure that every teacher had direct access to differentiated science trade books. They are available in the bookroom for anyone to check out.</p> <p>Inhibited: The science committee did not give the released SOL test to all teachers, although some teachers did voluntarily take the test.</p>	<p>Next year, we will have to ask for a time slot at a staff meeting to give the test. This year we left it too open, and we were not able to follow through with it. Next year we will have a specific plan on how/when to give it.</p>
<p>The faculty and staff of Terraset Elementary will build student's background knowledge and implement hands on activities in order to increase student achievement in the SOL strands of geography and economics.</p>	<p>Teachers in grades K-6 indicated that technology was being used to enhance their social studies instruction. They are very comfortable in using graphic organizers in order to introduce new topics to students and support students in applying and connecting various areas of the social studies curriculum.</p> <p>Social Studies leads introduced the inaugural Geography Bee to Terraset Elementary which all students in grades 4-6 were participants.</p>	<p>Supported: After school workshops, diverse programs introduced to the staff, weekly scheduled computer lab ensured that technology was being used in the curriculum.</p> <p>Inhibited: Overall lack of knowledge program usage. Difficulty initiating new projects involving technology.</p> <p>Supported: Staff is familiar and comfortable with a number of different graphic organizer such as Venn Diagrams, KWL charts, and Frayer Model.</p>	<p>Continuing staff development for new programs available</p> <p>SBTS continuing to support teachers in the classrooms</p> <p>Staff continuing to accumulate online resources for social studies instruction.</p> <p>Introduce additional graphic organizers that work to support the varying levels of our student population.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
		<p>Supported: Classroom teachers were supportive in finding their classroom finalists following the set guidelines. Social Studies leads organized and research methods for effective geography study.</p> <p>Inhibitors: Inexperience with the timeline and format of the Geography Bee.</p>	<p>Increase staff's knowledge of combining graphic organizers and technology.</p> <p>Social Studies leads will continue to implement the Geography Bee at Terraset next year. We increase the involvement of Terraset faculty in the implementation of the Bee.</p>
<p>Essential Life Skills</p> <p>Objective: The faculty and staff of Terraset Elementary will further support the PBS program by continuing to recognize positive behavior in the school as it relates to the 3 R's (Ready, Responsible, Respectful) and instituting a Meet and Greet system which will be conducted by teachers upon arrival of their students in the morning and at dismissal in the afternoon.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Discipline referrals in the classroom showed a decrease of 73% during the 08-09 school year compared to 07-08. Discipline referrals that occurred in the morning hours decreased 54% during the 08-09 school year compared to 07-08. We far exceeded our expected 10% decrease in classroom referrals and 5% decrease during the morning hours.</p>	<p>Supported: Total participation of teachers. Consistency Enthusiasm Reminders sent out on e-mails Children looked forward to it.</p> <p>Inhibited: Unexpected changes in arrival or dismissal at times hurried or changed opportunities to greet or say goodbye.</p>	<p>The PBS program has proved successful and should be continued .The Meet and Greet system has proved successful in reducing negative behaviors and appears to be a worthwhile component of the program and should be continued.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="195 175 474 240">Responsibility to the Community</p> <p data-bbox="128 284 537 605">Objective: The staff of Terraset Elementary will provide opportunities for students to participate in activities designed to foster respectful and active contributions to their school, neighborhood, country and world communities.</p>	<p data-bbox="569 175 894 204">Performance Indicator:</p> <p data-bbox="569 280 932 423">K, 1st, 2nd, 3rd, 6th have completed project, 5th grade completed half and 4th grade did not get to finish.</p> <p data-bbox="569 467 953 496">Quantitative/Qualitative Data:</p> <p data-bbox="569 540 932 605">77% of students participated in grade level projects.</p>	<p data-bbox="989 175 1461 240">Supported: early planning, linked to POS, projects manageable</p> <p data-bbox="989 321 1493 386">Inhibited : projects too ambitious, lack of communication, time</p>	<p data-bbox="1543 175 1965 529">Consider school wide project, Perhaps on an ongoing basis, use existing community connections, (like VFW), increase communication between committee and teachers, ensure teachers know they must be the leaders of their project, committee members help facilitate.</p>

FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 8

TERRASET ELEMENTARY

Category	June 2007		June 2008		June 2009	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	27	6.80	27	6.91	26	6.40
BLACK (NOT OF HISPANIC ORIGIN)	103	25.94	80	20.46	75	18.47
HISPANIC	84	21.16	102	26.09	110	27.09
WHITE (NOT OF HISPANIC ORIGIN)	156	39.29	151	38.62	165	40.64
OTHER	27	6.80	31	7.93	30	7.39
	397		391		406	
GENDER						
FEMALE	187	47.10	187	47.83	188	46.31
MALE	210	52.90	204	52.17	218	53.69
	397		391		406	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	329	82.87	310	79.28	320	78.82
LIMITED ENGLISH PROFICIENT**	68	17.13	81	20.72	86	21.18
	397		391		406	
LEP LEVELS						
01-BEGINNING	14	20.59	16	19.75	15	17.44
02-INTERMEDIATE	26	38.24	22	27.16	16	18.60
03-LOWER ADVANCED	12	17.65	21	25.93	21	24.42
04-HIGHER ADVANCED	5	7.35	5	6.17	8	9.30
LEP MONITOR (STATUS 2 AND 3)	11	16.18	17	20.99	26	30.23
	68		81		86	
ESOL SERVICES***	48	12.09	59	15.09	55	13.55
FEE WAIVER						
NO FEE WAIVER	256	64.48	243	62.15	239	58.87
FREE OR REDUCED FEES	141	35.52	148	37.85	167	41.13
	397		391		406	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	238	59.95	238	60.87	259	63.79
GIFTED SCHOOL-BASED	87	21.91	86	21.99	85	20.94
SPECIAL EDUCATION LEVEL 1	40	10.08	51	13.04	39	9.61
SPECIAL EDUCATION LEVEL 2	33	8.31	23	5.88	29	7.14
SPECIAL EDUCATION SERVICE****						
AUTISM	5	6.85	5	6.76	7	10.29
DEAF/HARD OF HEARING	0	0.00	1	1.35	1	1.47
EMOTIONAL DISABILITIES	2	2.74	4	5.41	5	7.35
LEARNING DISABILITIES	41	56.16	35	47.30	33	48.53
NONCATEGORICAL	8	10.96	9	12.16	8	11.76
SPEECH/LANGUAGE IMPAIRMENT	17	23.29	20	27.03	14	20.59

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

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

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

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



Terraset Elementary School

11411 Ridge Heights Rd, Reston, VA 20191-1399

Grade Span: PK-06

Fairfax County Public Schools

<p>Principal: Ms. Ellen Cury (703) 390-5600</p> <p>Superintendent: Dr. Jack D. Dale (571) 423-1010</p> <p>School's Designation: Not In Improvement</p>	<p>The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.</p> <p>AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.</p> <p>This School's Focus Area(s): English as a Second Language, General Education, Magnet/Specialty Center, Remedial Program, Special Education, Talented/Gifted Program</p>
<p>This School - Made AYP</p> <p>This School Division - Made AYP</p> <p>The State - Made AYP</p>	<p>Annual Measurable Objective for Mathematics is 79</p> <p>Annual Measurable Objective for Reading/Language Arts is 81</p>

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2007-2008	2008-2009	2009-2010
Student Population	393	402	*
AYP Status	Made AYP	Did Not Make AYP	Made AYP
Accreditation Status	Fully Accredited	Fully Accredited	Fully Accredited
Open Status	Open	Open	Open
School Improvement	Not in Improvement	Not in Improvement	Not in Improvement
English Improvement	Not in Improvement	Not in Improvement	Not in Improvement
Mathematics Improvement	Not in Improvement	Not in Improvement	Not in Improvement
LEP Reading Exempt	<	<	-

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2007-2008	2008-2009	2009-2010
Grade 3 - 5 English	93	88	87
English	83	94	92
Mathematics	83	85	89
Grade 3 History	92	88	74
History	72	84	87
Grade 3 Science	76	83	79
Science	93	87	79

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

