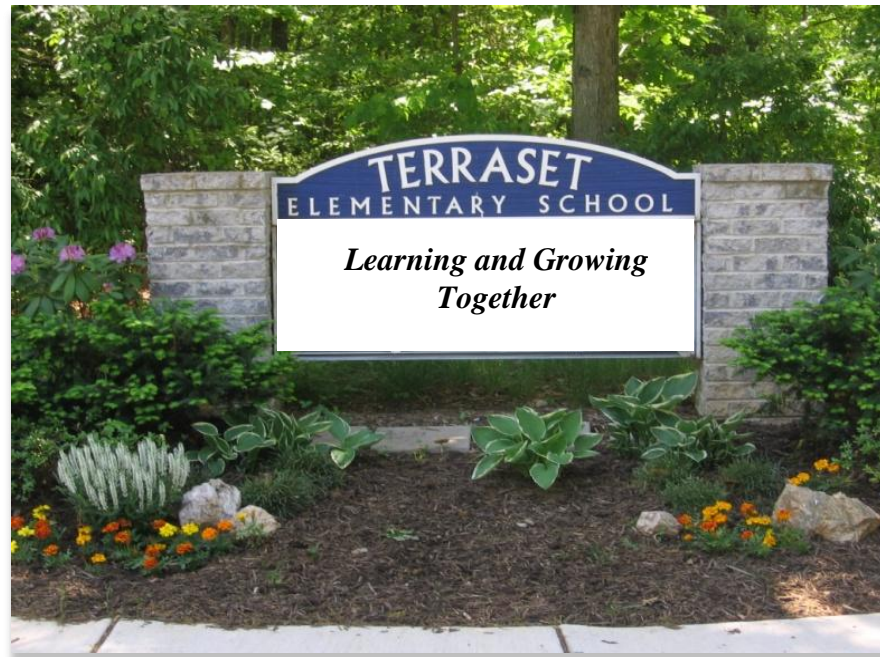


**Fairfax County Public Schools
School Improvement Plan
2011 – 2012**

**Terraset Elementary School
Cluster VIII**



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
Ellen Cury	Principal
Joan Carter	Assistant Principal
Melanie Bukartek	Instructional Coach/ SIP Committee Chair
Seth Alberts	3 rd Grade Classroom Teacher
Jonathan Andert	Music Teacher
Tony Bland	6 th Grade Teacher
Marisol Calvache Vu	FLES Teacher
Julie Damon	5 th Grade Classroom Teacher
Ann Donovan	Special Education Teacher
James Grumbach	Special Education Teacher
Lora Hirshberg	SBTS
Jessica Kakar	2 nd Grade Classroom Teacher
Kathy Maly	1 st Grade Classroom Teacher
Evan Millar	5 th Grade Classroom Teacher
Sue Palatucci	Guidance Counselor
Melanie Regan	Special Education Teacher
Lindsay Scott	Kindergarten Classroom Teacher
Josie Stanmyre	Media Specialist
Angeli Tempel	Math Resource Teacher
Suzanne White	4 th Grade Classroom 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

ACADEMICS

FLES (Foreign Language in the Elementary School)
Full-day Kindergarten
The Principal's Spotlight on Excellence
Honor Roll (grades 4 – 6)
Young Scholars
Math Night
Challenge 24
Math Superstars
Language Arts/ Social Studies/Tiger Tales Publishing Party
Reading Recovery
Reading Together
Leveled Literacy Intervention
Virginia Young Readers
Tiger Tales
Lunchtime Literacy Baskets
Spelling Bee
Newspaper Writers
Science Fair
GEMS (Girls Excelling in Math and Science)
Grace Art
Creative Kids
Mad Scientist Club
Global Awareness
Chess Club

ESSENTIAL LIFE SKILLS

Peer mediation
Positive Behavior Approach (PBA)
Student Council Association (SCA)
Weather Bug School (Channel 7/ABC)
Lego Club
Creative Dance
Step 1 Lacrosse
Sports & Agility
Lego Club
Kids Zumba
Yoga
Sports Spectacular
Team Makers

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)
SCA Talent Show
Eco Club

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

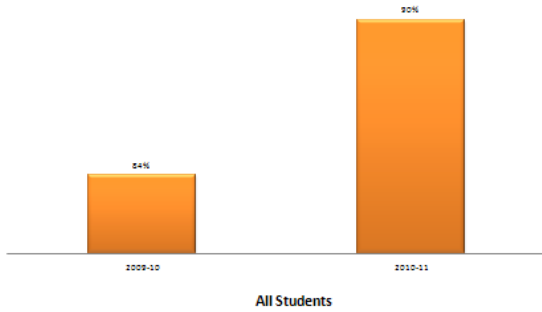
Teachers will use the writing workshop instructional model to improve student reading scores overall and in each subgroup.

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

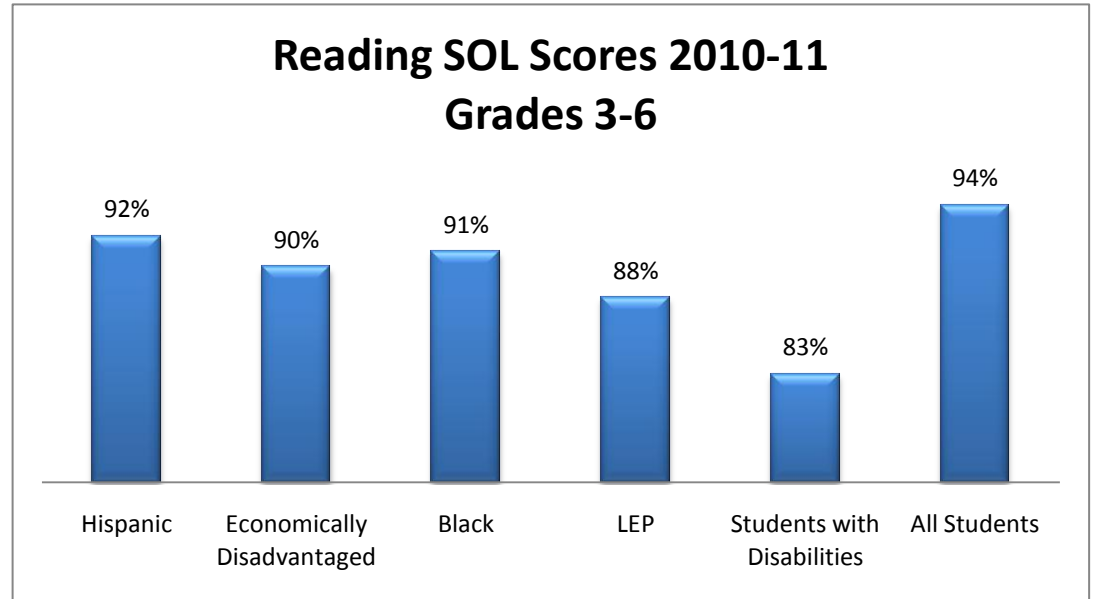
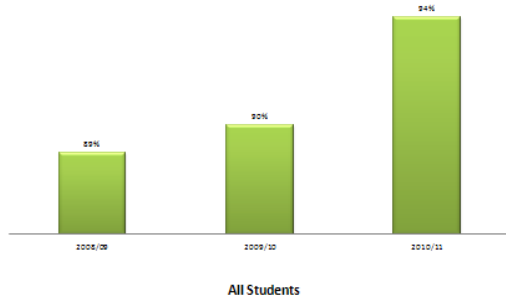
Data Sources:

DRA scores, eCART assessments, monthly language arts assessments, DRA-Word Analysis, SOL scores, anecdotal records, running records

K, 1, 2 DRA2
On or Above Grade Level



Grades 3-6 SOL Test Scores
READING



Knowledge of Programmatic/Instructional Strengths and Areas of Opportunity:

Strengths:

Rising scores; positive comparison within pyramid, cluster, and county; LLI reading recovery; guided reading instruction; CLTs; individual writing kits for each teacher

Areas of opportunity:

Writing workshop instructional model is new to the staff.

Best Practice Research:

“A student who can’t read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer.”

Sparks, Sarah D. "Study: Third Grade Reading Predicts Later High School Graduation." *Education Week* (2011): 1. Print.

“Better writers tend to be better readers (of their own writing as well as of other reading material), better writers tend to read more than poorer writers, and better readers tend to produce more syntactically mature writing than poorer readers” (p. 636).

Stotsky, S. (1983). Research on Reading/Writing Relationships: A Synthesis and Suggested Directions. *Languages Arts*, 627-642.

“Reading and writing are connected, as they draw upon common knowledge and cognitive processes (Shanahan, 2006). Consequently, improving students’ writing skills should result in improved reading skills. Reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts (Tierney and Shanahan, 1991), leading to better comprehension of texts produced by others.”

Graham, S., and Hebert, M.A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.

“We’ve come to understand just how central a role writing, in all of its manifestations, has in the development of early reading. Increasingly, we see the synergistic relationship between learning to write and learning to read. As the most rudimentary level, when kids are encouraged to write and they’re encouraged to spell words as they sound them, [...] they develop phonemic awareness in precisely the way that the advocates of direct phonemic instruction intend for it to be learned and tested. But with writing, they do it, I would argue, in a much more incidental, less laborious, and more natural way.”

NWP Staff. "Thinking About the Reading/Writing Connection with David Pearson." *The Voice* 7.2 (2002): 1-2. Print.

“In a review of nine studies, Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found that sustained and intensive professional development was related to student achievement. The three studies of professional development lasting 14 or fewer hours showed no effects on student learning, whereas other studies of programs offering more than 14 hours of sustained teacher learning opportunities showed significant positive effects. The largest effects were found for programs offering between 30 and 100 hours spread out over 6-12 months.”

Garet, Michael S., Andrew C. Porter, Laura Desimone, Beatrice F. Birman, and Kwang S. Yoon. "What Makes Professional Development Effective? Results from a National Sample of Teachers." *American Educational Research Journal* 38.4 (2001): 915-45. *JSTOR*. American Educational Research Association. Web. <<http://www.jstor.org/stable3202507>>.

“Professional development that focuses on academic subject matter (content), gives teachers opportunities for ‘hands-on’ work (active learning), and is integrated into the daily life of the school (coherence), is more likely to produce enhanced knowledge and skills.”

Darling-Hammond, Linda, and Nikole Richardson. “Research Review/ Teacher Learning: What Matters?” *How Teachers Learn* 66.5 (2009): 46-53. Print.

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	The percentage of students identified in the Hispanic sub-group passing the reading SOL test will maintain or exceed 92%.
2	The percentage of students identified in the Economically Disadvantaged passing the reading SOL test will increase from 90% to 91%.
3	The percentage of students identified in the black sub-group passing the reading SOL test will maintain or exceed 91%.
4	The percentage of students identified in the LEP sub-group passing the reading SOL test will increase from 88% to 91%.
5	The percentage of students with disabilities passing the language arts SOL will increase from 83% to 91%.
6	The percentage of students overall passing the reading SOL test will maintain or exceed 94%.
7	The percentage of students in grades K, 1, and 2 passing their grade level benchmark DRA and DRA-WA will increase from 90% to 91%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Teachers will use the writing workshop instructional model to improve student reading scores overall and in each subgroup.							
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. Eleven hours of staff development on writing workshop.	Bettina Forman Melanie Bukartek	Calkins Units of Study Kits, Calkins and Anderson DVDs	x	x	x	x	Exit tickets School master calendar
2. Create a master schedule that ensures ESOL and Special educators are able to attend at least one grade-level Language Arts CLT meeting per month.	Joan Carter	Paper	x	x	x	x	OneNote Attendance
3. A minimum of 3 hours per week will be spent using a writing workshop instructional model in all language arts classroom settings.	Bettina Forman Ellen Cury Joan Carter Classroom Teachers	Lucy Calkins teacher kits, Ralph Fletcher books, <i>Handwriting Without Tears</i> supplies, Carl Anderson books and DVDs	x	x	x	x	OneNote Question: “Are you finding it a challenge to teach writing workshop for a minimum of 3 hours a week? If you are, how might we support you?” Increased submissions to Tiger Tales
4. Parents/guardians will be encouraged monthly to work with their children on a writing activity.	Melanie Bukartek Josie Stanmyre Bettina Forman Marianne Cornell	Terragram Teacher newsletters School website	x	x	x	x	Terragram publication dates. Teacher newsletters Website updated monthly

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will use the writing workshop instructional model to improve student reading scores overall and in each subgroup.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Personalized e-mails informing staff of Academy Courses directly tied to writing workshop instruction.	Bettina Forman Marianne Cornell	E-mail	x	x	x	x	The date the e-mails are disseminated advertising the Fall, Spring, and Summer Academy Courses specifically tied to writing workshop.
6. Students will be encouraged to participate in a school wide Read-a-Thon to further strengthen their writing skills through reading.	PTA	Read-a-Thon supplies Book Fair	x				PTA will count and advertise the number of total minutes read by Terraset students.

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: <ul style="list-style-type: none"> <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"/> 1.3 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. |
| <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)*

Teachers will utilize a differentiated instructional approach to increase students’ mathematics achievement.

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

Data Sources:

- Standards of Learning (SOL) Assessment Data

	Black	Hispanic	White	SWD	LEP	Fee Waiver
2009	70	77	91	79	92	76
2010	77	85	97	88	84	83
2011	84	83	97	88	86	81
2012	85	94	95	90	94	86

- Mathematical Reasoning Assessment (MRA) Data

Grade 1			
	Terraset	Cluster	Division
2010	81	85	84
2011	80	85	83

Grade 2			
	Terraset	Cluster	Division
2010	81	85	84
2011	82	88	86

Knowledge of Programmatic/Instructional Strengths and Areas of Opportunity:

Strengths:

Materials, specifically books and manipulatives
 Elementary Mathematics Instructional Sequence (EMIS)
 13 Terraset teachers attended the Math Summer Institute, including special educators and ESOL
 Meaningful/ productive CLT meetings where teachers leave with ideas and activities to take directly to the classroom
 Support from NCTM

Areas of Opportunity:

Different levels of understanding of differentiation
 EMIS
 How and when to use manipulatives to differentiate

Best Practice Research:

Differentiation is an individual-focused approach to teaching. It is the manifestation of a conviction that *every* student is both unique and of prime importance as a learner and as a human being. It is an affirmation that human differences are normal and desirable, and that excellent teachers plan, teach, and reflect with those differences in mind (37).

Planning differentiated lessons with grade-level or subject-matter peers is much more efficient than “every-man-for-himself” planning. It also allows teachers to contribute to their areas of greatest strength while they learn from others who have different strengths (66).

In differentiated classrooms, a teacher leads students to craft a common vision of a class in which there is room for everyone and individuals make a commitment to support one another in learning (84).

Tomlinson, Carol A., and Marcia B. Imbeau. *Leading and Managing a Differentiated Classroom*. Alexandria, VA: ASCD, 2011. Print.

The goal of equity is to offer all students access to important mathematics. For example, if a teacher does not build in opportunities for student-to-student interaction in a lesson, he or she may not be addressing the needs of girls, who are often social learners, or English language learners, who need opportunities to talk, listen, and write in small-group situations. It takes more than just wanting to be fair or equitable; it takes knowing the strategies that accommodate each type of learner and making every effort to incorporate those strategies into your teaching.

Van De Walle, John A. *Elementary and Middle School Mathematics: Teaching Developmentally*. Boston ; Toronto: Pearson/Allyn and Bacon, 2007. Print.

According to the Principles and Standards for School Mathematics, “the foundation for children’s mathematical development is established in the early years” (Seefeldt & Wasik, 2006,p. 249). It is important for children to have a variety of materials to manipulate and the opportunity to sort, classify, weigh, stack and explore if they are to construct mathematical knowledge. “In order to have opportunities to learn math, children need firsthand experiences related to math, interaction with other children and adults concerning these experiences and time to reflect on the experiences” (Seefeldt & Wasik, 2006, p. 250). Educational research indicated that the most valuable learning occurs when students actively construct their own mathematical understanding, which is often accomplished through the use of manipulatives.

Seefeldt, C., & Wasik, B.A. (2006). Early education: three-, four-, and five-year-olds go to School (2nd ed.). Upper Saddle River: Pearson Education.

Becoming aware of the learning characteristics of special needs students and instructional strategies that directly impact these learning characteristics is an important first step in effectively teaching mathematics to these students. These strategies can also be helpful for scaffolding the learning of the general education student who is unaccustomed to mathematics instruction aligned with the current reform. With these suggestions for differentiation, teachers can provide opportunities for *all* students to learn mathematics in meaningful ways.

Lovin, LouAnn, Maggie Kyger, and David Allsopp. "Differentiation for Special Needs Learners." *Teaching Children Mathematics* Octobr (2004): 158-67. Print.

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	The percentage of students identified in the Hispanic sub-group passing the mathematics SOL test will maintain or exceed 94%.
2	The percentage of students identified in the Economically Disadvantaged passing the mathematics SOL test will increase from 86% to 90%.
3	The percentage of students identified in the black sub-group passing the mathematics SOL test will increase from 85% to 90%.
4	The percentage of students identified in the LEP sub-group passing the mathematics SOL test will maintain or exceed 94%.
5	The percentage of students with disabilities passing the mathematics SOL will maintain or exceed 90%.
6	The percentage of white students passing the mathematics SOL test will maintain or exceed 95%.
7	The percentage of students in grades K, 1, and 2 passing their grade level Mathematics Reasoning Assessment (MRA) will be equal to or exceed the district average pass rate.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will utilize a differentiated instructional approach to increase students' mathematics achievement.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Determine the students who would have taken the VGLA and create an individual plan to remediate (for example, double dip).	Special Education teachers Classroom teachers	Test data, time, in house materials	X	X			List will be created at Special Education CLT. Individualized action plans will be created by the end of October.
2. Determine the students who did not pass the 2010-11 Mathematics SOL test and create appropriate action plans for each child.	Classroom teachers TAP committee	TAP meeting time	X	X	X		Individualized action plans will be created by the end of November.
3. Teachers will develop their understanding of the 2011 Standards of Learning and Elementary Mathematics Instructional Sequence (EMIS), by unpacking standards at CLT meetings.	Classroom and special education teachers Angeli Tempel	Pacing guide, resource guide, CLT notes	X	X	X	X	OneNote CLT notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will utilize a differentiated instructional approach to increase students’ mathematics 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.	
4. Teachers will analyze pre and post unit test data to determine students who need reteaching.	Classroom and special education teachers	Horizon assessments, data tracker	X	X	X	X	OneNote CLT notes Horizon assessments Data tracker
5. Teachers will investigate how to support students’ mathematical thinking with manipulatives and differentiated strategies by attending trainings.	NCTM Angeli Tempel Math Committee	Manipulatives and intervention kits	X	X	X	X	Quarterly attendance at NCTM grade level in-services Attendance at two Math Committee run Tuesday morning staff development meetings
6. MRA in service with first and second grade.	Melanie Bukartek Jessica Matthews	FCPS provided training video	X				Teachers determine a plan specific to their classroom as to how they will administer the MRA.
7. EMIS online training.	Angeli Tempel Melanie Bukartek		X				MyPLT attendance

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input 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 checked="" 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)*

School staff and students will collaborate to define and reinforce what it means to be ready, respectful and responsible, showing how demonstrating those skills is essential to a productive community.

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

Data Sources:

There were 69 behavior referrals recorded in SASI during the 2010-11 school year.

- 54% of the recorded referrals occurred in the classroom.
- The highest by volume occurred in March (22%), February (17%), and May (16%).
- Inappropriate language/ gesture was the top discipline descriptor at 38%.

93% of the staff acknowledges that 3-5 positively stated school-wide expectations are posted around the school.

Knowledge of Programmatic/Instructional Strengths and Areas of Opportunity:

Strengths:

Terraset is a Positive Behavior Approach (PBA) school.
Tiger Pride slips

Areas of Opportunity:

Not all behavior referrals are put into SASI; leaving a lack of internal tracking system for behavior referrals
Terraset has a 17.23% student mobility rate; therefore, not all students know the 3 Rs.

Best Practice Research:

All students can benefit from a PBA. In schools implementing PBIS, a school-wide approach is offered where all students receive the universal/core curriculum. For those students demonstrating more significant behavioral/social-emotional needs, additional instruction and/or supports are provided. In schools implementing RC practices, teachers report increases in student investment, responsibility and learning, as well as decreases in problem behaviors. A general outcome of each approach is an overall increase in academic learning time.

"Positive Behavior Approach (PBA) Program Profile." *fcps.edu*. Fairfax County Public Schools. Web. 27 Sept. 2011.
<<http://commweb.fcps.edu/programprofile/pdfThisNew.cfm?ProgramID=122>>.

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>
1	Each quarter, there will be a decrease in behavior referrals (blue slips) as recorded in Terraset’s internal monitoring system in the primary grades.
2	Each quarter, there will be a decrease in behavior referrals (blue slips) as recorded in Terraset’s internal monitoring system in the upper grades.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
School staff and students will collaborate to define and reinforce what it means to be ready, respectful and responsible, showing how demonstrating those skills is essential to a productive community.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Picture representation of the 3 Rs on posters in the classrooms.	Classroom teachers LC 1 – Tony Bland LC 2 – Amber Kirk LC 3 – Seth Alberts LC 4 – Lindsay Scott	Camera, printer, poster board, construction paper, laminator		X	X	X	PBA committee member in each pod will check and encourage all teachers to have picture representations on display by the end of the second quarter.
2. PBA staff development sessions	PBA committee	PowerPoints, Handouts	X				Master calendar
3. Tip of the month related to the 3 R's shown on WTER.	Melanie Regan Lora Hirshberg Essential Life Skills subSIP committee	Camera, WTER students	X	X	X	X	Date that WTER videos air
4. PBA will input and analyze behavior referrals (blue slips) using an excel data base.	PBA committee Melanie Bukartek Jan Jenkins	Excel, blue slips	X	X	X	X	Colored charts
5. Plan an assembly for the 2012-13 school years, focusing on skits showing the 3 Rs and consequences.	Evan Millar Essential Life Skills subSIP committee	Time, students to participate, camera, props				X	Outlook appointment to meet with Ellen and present ideas for assembly.

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 and students of Terraset Elementary will understand and participate in a school wide recycling program.

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

Data Sources:

At this time, we do not have definitive data to represent the current recycling program. Our perceptual data is based on opinion. It is the opinion of the Terraset Staff that recycling is not happening on a daily basis at school.

Knowledge of Programmatic/Instructional Strengths and Areas of Opportunity:

Strengths:

An active Student Council Association (SCA) and Parent Teacher Association (PTA).

FLES environment curriculum across all grade levels.

School wide communication (School website, WTER, Terragram, FCPS 24-7/Blackboard, PTA website, etc.)

Areas of Opportunity:

Difficulty for staff to stay involved.

Lack of data gathering tools.

Lack of interest in program.

Best Practice Research:

School administration, teachers, students and parents should make a contribution for the achievement of recycling activities in the schools (407).

Institutions as well as individuals have tasks and responsibilities in creating a clean, healthy and organized environment and maintaining the continuation of this system. As for elementary school, it is the place where basic environment education should be given since they are both the surrounding where basic education is given and institutions regarded as good examples for the society (409).

Akbasli, Sait, and Ali Meydan. "An Evaluation of the Problems of Solid Wastes at Elementary Schools Depending on the Views of School Administrators." *Education* 131.2 (2010): 407-18. Print.

“FCPS supports recycling! As citizens of the earth and stewards of our environment, we recognize that recycling has many benefits to our community. Our recycling program serves several purposes.

Paper recycling in 2007 prevented an estimated 3,144 tons of recyclable materials from entering the waste stream. This waste avoidance saved FCPS an estimated \$173,958 in disposal fees.”

"FCPS - Department of Facilities and Transportation Services-Office of Facilities Management-Recycling Program." *FCPS Home Page Redirect Page*. Fairfax County Public Schools, 03 Oct. 2010. Web. 27 Sept. 2011.
<<http://www.fcps.edu/fts/facmanagement/recycle.htm>>.

I. Purpose

To require all FCPS facilities to recycle to the maximum extent possible and to recognize that FCPS must be a good steward of the environment.

II. Paper, Glass, Metal and Plastic Recycling

1. The principal or program manager shall appoint a liaison to administer and implement the recycling program within each school or building.
2. Indoor recycling containers for paper and cardboard will be supplied to all facilities during the 2007-08 school year. The containers should be placed in all classrooms, workroom, and office areas.
3. Once containers are placed throughout the school, the liaison shall advertise and promote the program to the faculty and students.

6. Custodial staff members at each school are responsible for emptying the recycling containers.

Regulation 8541.1 Recycling Requirements for All Fairfax County Public Schools Facilities: Facilities and Transportation Services Facilities Management Effective 01/17/2008.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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 Goals)</i>
3.2	100% of classrooms will understand and participate in Terraset's recycling program during the 2011-2012 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
The staff and students of Terraset Elementary will understand and participate in a school wide recycling program.							
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 recycling procedures to all staff (including office and custodians), teachers, and students.	Responsibility to the Community subSIP committee	Staff: Small blue bins, large bins, non-paper handout, e-mail.	x	x	x	x	End of the year Survey Monkey
		Students: Flip Cams, Movies on WTER, United Streaming, Earth Club Protectors badges and activities, FLES teaching materials, and books.	x	x	x	x	Date that WTER videos air Library checkout list of books specific to recycling
		Custodians: small blue bins, large blue bins, procedure list	x	x	x	x	Contact Rodney quarterly to check in on the recycle program.
2. FLES recycling program	Marisol Calvache Vu	Earth Club Protectors badges and activities, FLES teaching materials, and books.	x	x	x	x	Grade level assessments in FLES.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The staff and students of Terraset Elementary will understand and participate in a school wide recycling program.

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.	
3. Teachers implement recycling procedures in the classroom.	Classroom teachers	Library books related to recycling, Movies & Video clips	x	x	x	x	Library checkout list of books specific to recycling WTER quarterly interview: "What is your classroom doing to recycle?"
4. Media Specialist will read aloud books related to recycling.	Josie Stanmyre	Library books related to recycling	x	x	x	x	Titles of books written on the monthly schedule.

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

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Academics Objective: Create a Master Schedule that allows for two PLC meetings per grade level each week (one language arts, one math)</p> <p>Create and use a standardized agenda for teams that incorporates the following requirements into the discussions and actions of the team: learning, assessments, intervention and enrichment</p> <p>Staff development on leading productive PLC meetings and developing Smart goals</p> <p>Staff Development training on unpacking standards and developing student learning targets.</p> <p>Teachers will post daily learning targets that will be developed in PLC's.</p> <p>Teachers will consistently plan lessons which link to /or build</p>	<p>Performance Indicator: Met this objective Quantitative/Qualitative Data: Met this objective.</p> <p>Met part 1. Tu Phillips lead two staff development sessions first quarter. PLC lead teachers attended a training meeting.</p> <p>3-6 attended math institute summer 2010. Terraset team presented on this for language arts.</p> <p>By end of first quarter, majority of teachers were posting targets.</p> <p>In process.</p>	<p>Supported: Clear non-negotiables of what needed to be in the plan</p> <p>Supported: Every team utilized this and made it easy to obtain information</p> <p>Inhibited: A slight learning curve in the beginning.</p> <p>Supported: Tuesday morning sessions provided the time to have this training.</p> <p>Inhibited: Time was a factor. Not ready for Smart goals.</p> <p>Supported: Terraset had a number of teachers already well versed in unpacking standards that enabled us to do turn around training.</p> <p>Supported: Clear expectations were shared as far as wanting these developed and posted in every class.</p> <p>Inhibited: Some targets were not daily. They were more unit type targets.</p>	<p>.Continue with a master schedule w/2 CLT times. Need to look at music /band/strings configuration.</p> <p>Continue using this agenda. Perhaps quarterly review of notes to determine balanced CLT goals.</p> <p>Continue to develop our CLTs into high performing teams.</p> <p>Important to have as many staff members as possible attend the Math Matters summer 2011.</p> <p>Teachers need more development in using the targets in their instruction.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>prior knowledge, engage students and incorporate formative assessments</p> <p>Staff development and use of student engagement strategies</p> <p>School wide grade level data sheets incorporating past data with current assessment information.</p> <p>Visits with highly effective PLC teams in FCPS</p>	<p>Session presented to staff on using technology to engage students. Senteos, Smart Notebook, blogging,</p> <p>Instructional Coach, SBTS and Tspec worked to create this excel sheet for us. Presentations were done in grade level CLTs.</p> <p>Did not meet</p>	<p>Supported: At CLTs these 3 components were consistently addressed.</p> <p>Supported: Two expert staff members were available to present on this topic. Inhibited: SBTS was promoted and left school around time this was to be presented. Also had difficulties finding staff to present.</p> <p>Supported: Design and set up was user friendly and color coded, that assisted in quick analyses of data. Teachers trained to enter own data was helpful. Inhibited: Slight glitches to merging the data to the Terraset All. Instructional Coach on maternity leave and spreadsheet was her creation, when issues arose difficult to get them corrected. Some concerns with consistency in labeling of categories.</p> <p>Inhibited: Time constraints did not allow for this to occur.</p>	<p>More session to highlight and focus on best practices of student engagement.</p> <p>Staff quickly saw the benefit of having one central location for all of our student achievement data. We plan to continue exploring the best method by which to collect, store and access our data. Working with Cluster on this too.</p> <p>Our CLT teams experienced measurable growth this year. We will assess in the fall if our CLT teams would benefit from observing teams outside of our school.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: Create and provide goal-setting forms to teachers</p> <p>Staff development to introduce goal-setting (break-out groups by grade)</p> <p>Monitor class/student progress</p> <p>Review goal-setting forms</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Met</p> <p>Met-Revised</p> <p>Met-Revised</p> <p>In progress</p>	<p>Supported: Met with grade levels at team or PLC meetings to review expectations/distribute goal-setting forms; PBIS-identified need for cafeteria program which became class goals.</p> <p>Inhibited: Not all upper level grades were ready for individual student goal-setting—revised to have goal-setting for whole classes only; Scheduled staff development for other areas led to meeting with teams separately.</p>	<p>Continue class goals through PBIS; continue to develop individual goal-setting lessons for upper grade students.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: Communicate project mission, objective, and opportunities to all staff</p> <p>Invite students to participate in the daily live news program, WTER. Staff meets with students for an hour every day to work on the show. This involves parental involvement with some aspects of the program.</p> <p>Select students to participate in peer /mentoring intervention programs including Math Together (MT), Reading Together (RT), and Peer Mediation (PM). Professional development included in training teachers to run the program. Staff meets with tutors on a weekly basis for training and with tutors and tutees to implement instruction.</p> <p>Include students in school-wide recycling programs: FLES recycle program, and PTA-sponsored Terracycle. FLES teacher meets with students to teach them about recycling and its importance</p> <p>Provide programs, opportunities for students to embrace their sense of patriotism i.e. honoring Veterans. Community members involved in teaching students about military service/patriotism. Individual grade levels participate in the program of their choice.</p>	<p>Performance Indicator:</p> <p>Completed</p> <p>Daily news show</p> <p>Multiple peer mediation meetings, reading together for four grade levels meeting weekly(approximately 54 students)</p> <p>Terracycle was started, all classes recycle, FLES made recycled art to raise awareness, and students collected recycled materials from all classrooms.</p> <p>Veterans of different ages visited Terraset in November, met with all students. Hand out Poppies to all students.</p>	<p>Supported: Dedicated teacher leaders and enthusiastic students.</p> <p>Supported: Dedicated teachers, funding for training activities for reading together and peer mediators.</p> <p>Inhibitors: Math together was not a productive program for our students.</p> <p>Supported: Enthusiastic leadership by Ms. Clavache-Vu for recycling program.</p> <p>Supported: Veteran visit arranged by Josie Stanmyre and music supported by Jonathan Andert.</p>	

