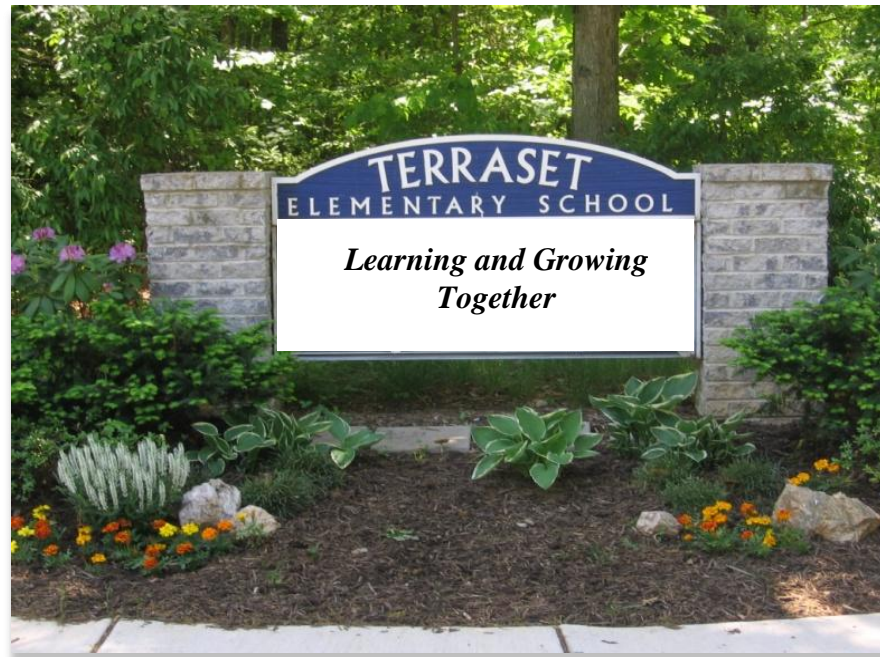


**Fairfax County Public Schools
School Improvement Plan
2010 – 2011**

**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/ Committee Chair
Julie Damon	5 th Grade Teacher
Ann Donovan	Special Education Teacher
Maria Newman	Special Education Teacher Parent
Heather Dix	SBTS
Melanie Bukartek	Instructional Coach
Kimberley Mathews	ESOL Teacher
Liz Sasson	First Grade Teacher
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/Tiger Tales Publishing Party

Reading Recovery

Reading Together (peer tutoring)

Math Together

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

Leveled Literacy Intervention (K-2)

Spelling Bee

Grade Level Book Clubs

Math Superstars

Grace Art

Creative Kids

Mad Scientist Club

Geography Bee

Global Awareness

Tiger Tales

Student Achievement Goal – ESSENTIAL LIFE SKILLS

Peer mediation

PBIS

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)*

As a Professional Learning Community, Terraset teachers will increase student achievement for all learners in language arts and mathematics and close the achievement gap for identified sub groups, through a standardized use of best practices within grade level PLC meetings.

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

- SOL Data
- DRA
- PLC notes
- VGLA/VAAP
- eCART
- PLC Survey
- MRA data

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

At Terraset we observed that the PLC's that employed the best practices of collaborative learning teams (consistently analyze data, formulate common assessments, engage in student talk) demonstrated the highest level of student achievement as measured by the DRA and SOL scores and PLC notes. Other strengths include our early intervention programs: Reading Recovery, LLI (Leveled Literacy Intervention), Reading Together, Activity Period in master schedule to decrease the pull out of students for extracurricular activities, and use of staff as mentors for some of our At-Risk children. Activity Period has been restructured for the 2010-2011 school year to now be an Intervention/Enrichment block.

Weaknesses:

At Terraset we observed that some PLC's were in the beginning stages of implementation of best practices for their collaborative learning teams. PLC's met once a week. Due to scheduling conflicts special education teachers could not attend any grade level PLC's, interventions for some children were not started early enough in the school year. A system was not in place to identify if the daily learning targets matched the Program of Studies or to measure student engagement.

Best Practice Research:

*Sustained school improvement efforts also have been attributed to PLCs (DuFour & Eaker, 1998).

*An explicit focus on instructional improvement is necessary for PLCs to have a positive impact on improving teaching and learning. (Supovitz, 2002)

* The most successful learning occurs when teachers teach effectively in their own classrooms but also find solutions **together**. In such schools, teachers operate as team members, with shared goals and **time routinely designated** for professional collaboration. (Boyer, 1995)

All six studies (Berry *et al.*, 2005; Hollins *et al.*, 2004; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) that examined the relationship between teachers' participation in professional learning communities and student achievement found that student learning improved as a result of the participation.

It is important to note, however, that in the communities where teachers worked together but did not engage in structured work that was highly focused around student learning, similar gains were not evident.

A focus on student learning is the key to increased achievement.

A Review of the Research on Professional Learning Communities (Adams, Ross, Vescio, 2006)
http://www.nsrharmony.org/research.vescio_ross_adams.pdf

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	<p>The percentage of 5th grade students (based on 4th grade data) passing the English Performance SOL will increase as follows:</p> <ul style="list-style-type: none"> • Economically Disadvantaged from 80% to 89% • Blacks from 60% to 89% • Hispanics from 80% to 89% • LEP from 80% to 89%
1.1.1	<p>The percentage of 6th grade students (based on 5th grade data) passing the English Performance SOL will increase as follows:</p> <ul style="list-style-type: none"> • Economically Disadvantaged from 75% to 89% • Hispanics from 60% to 89% • LEP from 71% to 89%
1.1.2	<p>The percentage of 5th grade students (based on 4th grade data) passing the Mathematics SOL will increase as follows:</p> <ul style="list-style-type: none"> • Economically Disadvantaged from 73% to 87% • Blacks from 60% to 87% • Hispanics from 73% to 87% • LEP from 55% to 87% • SWD from 75% to 87%
1.1.2	<p>The percentage of 6th grade students (based on 5th grade data) passing the Mathematics Performance SOL will increase as follows:</p> <ul style="list-style-type: none"> • Economically Disadvantaged from 77% to 87% • Hispanics from 73% to 87%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: As a Professional Learning Community, Terraset teachers will increase student achievement in language arts and math by a standardized use of best practices within grade level PLC meetings to differentiate instruction based on the Program Of Studies.

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. Create a Master Schedule that allows for two PLC meetings per grade level each week (one language arts, one math)	Joan Carter		X	X	X	X	Completed Master Schedule Through the agenda and minutes submitted for posting on 24/7 site.
2. 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	Joan Carter		X	X	X	X	Agenda was created and is posted on 24/7 site. Teams post agenda prior to meeting and afterwards the notes from the meeting
3. Staff development on leading productive PLC meetings and developing Smart goals	Ellen Cury Joan Carter	Tu Phillips from Professional Learning and Development	X				Sign in sheets from the training sessions. PLC minutes and Smart goals.
4. Staff Development training on unpacking standards and developing student learning targets.	SIP Team Members		X	X	X		Sign in sheets from training session.
5. Teachers will post daily learning targets that will be developed in PLC's.	All Teachers		X	X	X	X	Weekly Walkthroughs and PLC minutes
6. Teachers will consistently plan lessons which link to /or build prior knowledge, engage students and incorporate formative assessments	All Teachers, Melanie Bukartek Ellen Cury Joan Carter		X	X	X	X	Peer and Admin Walkthroughs, observations, minutes from PLCs
7. Staff development and use of student engagement strategies	SIP team All teachers		X	X	X	X	PLC minutes, classroom observations, walkthrough sheets

SCHOOL IMPROVEMENT PLAN OBJECTIVE: As a Professional Learning Community, Terraset teachers will increase student achievement in language arts and math by a standardized use of best practices within grade level PLC meetings to differentiate instruction based on the Program Of Studies.

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.	
8. Staff development and implementation of best practices of intervention and enrichment	SIP team All teachers		X	X	X	X	Sign –in sheets from staff development ,PLC minutes, classroom observations, walkthrough sheets
9. School wide grade level data sheets incorporating past data with current assessment information.	Melanie, Heather	In house training on excel	X	X			Regularly reviewing the data sheets.
10. Visits with highly effective PLC teams in FCPS	Some grade level teams	Substitutes funded by Cluster VIII		X	X		Sub days, notes from school visits
11. The following intervention programs will be implemented and monitored: Reading Together, Math Together and Leveled Literacy Instruction (LLI)	Bettina Forman Maryanne Cornell Kimberley Mathews Melanie Bukartek Ellen Cury Joan Carter Leslie Sogandares Laura Wineland	Student Kits = 149.95 (RT) Student Kits = 199.95 (MT) LLI kits have already been purchased.	X	X	X	X	Beginning, middle and end of year assessments.

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 checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

Terraset Elementary School teachers will model appropriate goal-setting processes and instruct students in creating, monitoring, revising, and reflecting upon personal school-based goals.

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

Data Sources:

- School-wide demographics including ethnicity, economic status, and mobility rate
- Reading goal component of the DRA assessments (Grades 3-6)
- Individualized positive behavior reinforcement systems
- Attendance record
- PBIS data

Due to the diverse nature of the student population at Terraset Elementary School it is imperative for each student to formulate individual school-based goals and to learn how to utilize those goals for school-based success.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Students in grades 3-6 currently develop reading goals as dictated by the DRA
- 2009-2010 Terraset attendance rate was above 95% across all subgroups
- Student success with individualized positive behavior reinforcement systems
- Positive outcomes through use of common behavioral PBIS goals (3 R's)
- Teachers are posting class-wide learning targets

Weaknesses:

- Goals are currently targeted to students who exhibit problematic behaviors and/or learning difficulties
- There is no current consistent, common goal-setting lesson expectation of teachers for student learning
- Posted learning targets may lack a reflection component

Best Practice Research:

“When students assume responsibility for their own learning, they reflect on their accomplishments, evaluate their work, decide on where changes are needed, define goals, and identify sound strategies for attaining them. If students are to become thoughtful individuals who can assume responsibility for learning, they must be taught how to analyze and evaluate their work. Teachers must help them define realistic yet challenging goals for their continued learning and show them appropriate strategies to attain those goals” (Martin-Kniep, G. O., 2000).

“Allowing students to become involved in setting learning goals and choosing activities that are of interest to them is one way of increasing their motivation” during literacy activities (Peterson, 2008).

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>
2.6a	100% of classroom teachers in grades K-2 will provide written evidence to the administration that they have modeled and developed a class-wide, school-based goal in the 2 nd quarter and have monitored and revised and visibly displayed class progress toward achievement of the goal (including reflection) in the 3 rd and 4 th quarters.
2.6b	100% of classroom teachers in grades 3-6 will provide written evidence to the administration that they have led the students in establishing individual school-based goals in the 2 nd quarter; have met with students regarding appropriateness and progress monitoring; and helped students to reflect on achievement of individual goals in the 3 rd and 4 th quarters.

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. Create and provide goal-setting forms to teachers	SIP Committee Members	Paper; word processing software—no cost	X				Forms reviewed and completed
2. Staff development to introduce goal-setting (break-out groups by grade)	SIP Committee Members	N/A		X			Presentation scheduled and completed
3. Monitor class/student progress	Classroom Teachers	Forms (already created)—no cost		X	X	X	Forms completed and provided to administration by due dates
4. Review goal-setting forms	Administration	N/A		X	X	X	Forms completed and provided to administration by due dates; content of forms is examined for evidence of understanding
5.							

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 contributions to their school, neighborhood, county and/ or world communities.

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

Data Sources:

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Enthusiastic staff, students, and neighborhood community where needs are easily identified.
Many activities already in place.

Weaknesses:

Time constraints to plan and participate in activities.

Best Practice Research:

Research Supporting Service Learning

Furco (2002) found that the young people in his California study who had the strongest outcomes were those who engaged in meaningful service activities that challenged them, interested them, or gave them the highest levels of responsibility. When they were challenged to adopt “adult” roles, young people were more likely to want to prove that they could do the job well, both to others and to themselves. Outcomes were greatest when young people had more control over their service activities, felt a sense of efficacy, and were committed to the cause that their service activities addressed. Outcomes were also better when young people experienced positive relationships with each other, with teachers, and with community agency representatives. Billig, Root, and Jesse (2005) similarly showed that when students perceived their service to be meaningful, they were more likely to be committed to the service-learning project, to acquire more knowledge and skills, and to develop both their own project ideas and a greater sense of efficacy. Catalano, Haggerty, Oesterle, Fleming, and Hawkins (2004) found that outcomes were greatest when youth interacted with others, acquired new skills, and felt rewarded upon project completion. In a study of African American youth, Youniss, McLellan, Su, and Yates (1999) found that outcomes were highest when the service activity addressed meaningful problems within their own community.

Learn and Serve Clearinghouse

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/standards

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	100% of the students will participate in a service learning project during the 2010-2011 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, objective, and opportunities to all staff	SIP committee	None	X	X	X	X	Attendance at meeting
2. 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.	Heather Dix Josie Stanmyre	None	X	X	X	X	Observation of student progress over time.
3. 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.	Bettina Forman (RT) Marianne Cornell (RT) Sue Palatucci (PM) Kimberley Mathews (MT)	None	X	X	X	X	DRA and SOL scores where applicable. (RT) SOL scores Horizon assessments (MT) Observation of student progress in communication and conflict resolution skills (PM)
4. 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.	Marisol Calvache-Vu (FLES) PTA (Terracycle) Classroom teachers	Recycle bins (~\$30)	X	X	X	X	Data results from PTA program Participation and observation for FLES recycling program including checklists.

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.	
5. Provide programs and opportunities for students to embrace their sense of patriotism such as honoring Veterans. Community members are involved in helping us teach students about military service and patriotism. Individual grade levels participate in the program of their choice.	Classroom teachers	General School supplies (\$0)	X	X	X	X	Feedback from classroom teachers who chose to participate in selected activities. Product examples as applicable.
6.							

**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="195 175 474 245">Responsibility to the Community</p> <p data-bbox="128 285 537 607">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="569 175 894 207">Performance Indicator:</p> <p data-bbox="569 280 932 427">K, 1st, 2nd, 3rd, 6th have completed project, 5th grade completed half and 4th grade did not get to finish.</p> <p data-bbox="569 467 953 500">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 245">Supported: early planning, linked to POS, projects manageable</p> <p data-bbox="989 321 1493 391">Inhibited : projects too ambitious, lack of communication, time</p>	<p data-bbox="1545 175 1965 532">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

