

**Fairfax County Public Schools**

**School Improvement Plan  
2008 – 2009**

*Terraset ES*

**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	(AP) Committee Chair		
MaryAnne Capets	Instructional Coach		
Bettina Forman	Reading Specialist		
Jessica Matthews	Math Co-Lead (Kindergarten)		
Ann Donovan	Math Co-Lead (Special Ed)		
Julie Damon	Responsibility to Community (6 <sup>th</sup> grade)		
Tony Bland	Science Co-Lead (6 <sup>th</sup> grade)		
Caryn Zambrano	Science Co-Lead (1 <sup>st</sup> grade)		
Seth Alberts	Social Studies Co-Lead (5 <sup>th</sup> grade)		
Liz Sasson	Social Studies Co-Lead (2 <sup>nd</sup> grade)		
Margie Henry	Student Support Team (2 <sup>nd</sup> grade)		
Heather Dix	SBTS		
Mary Lou Sybert	Essential Life Skills (1 <sup>st</sup> grade)		

# 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 Elementary Vision and Mission 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 is to:**

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**

### **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

Learning Buddies

Math Night Language Arts/ Social Studies/Tech Night

Reading Recovery

Reading Together (peer tutoring)

Science Fair

Hadassah- Reading Tutors – Business Partner

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

Recorder Club

espanol club

5<sup>th</sup> and 6<sup>th</sup> Musical

Global Awareness

#### **Student Achievement Goal – Essential Life Skills**

Peer mediation

PBS

Weather Bug School (Ch. 7/ABC)

Lego Club

Lunchtime Literacy Baskets

**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

Student-organized daily morning TV show on “WTER”

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 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   |   |

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

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.

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

Data Sources:

- SOL scores for third grade reading showed weaknesses in reading comprehension.
- DRA scores for second grade showed significant numbers of students reading below grade.
- No students in second grade were reading above grade level according to second grade DRA.

### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

#### **Strengths:**

- 97% of first grade DRA scores were on or above grade level.
- SOL scores in Reading for grades 4, 5 and 6 exceeded AYP goals and showed improvement from the previous year with strong gains in comprehension of printed material.
- All teachers in grades one and two took the DRA 2 update training which focused on comprehension.
- Four teachers took the Guided Reading Academy Class conducted by Fairfax County.
- Six teachers took the Exploring Word Study Class conducted by Fairfax County, taught at Terraset.
- Terraset teachers participated in an in-service on assessing student writing using common rubrics.
- Students from grades two and five participated in a peer tutoring program, Reading Together, which concentrates on improved reading comprehension skills and fluency.

#### **Weaknesses:**

- Second grade DRA scores showed 32.3 % of second grade students were not on-grade level. Many of these students had difficulty with reading comprehension such as retellings, and answering inferential questions.
- The Performance by Question of the SOL results shows a weakness in third grade students in identifying important details in text. The total passing rate declined on the 2008 SOL compared to the previous year, with weakness in comprehension of printed materials in particular.

### Best Practice Research:

Research in best practices in reading is revealed throughout the curriculum through the following strategies:

- The need to allow students significant time to practice what they've learned. Richard Allington, 2002. Kelley and Clausen-Grace, 2006.
- The need to implement consistent and explicit reading comprehension strategy instruction. Duke and Pearson, 2002.
- The need to use common assessments to drive instruction. Taylor and Pearson, 2002.
- The need to increase students' vocabulary through building background knowledge and direct teaching. Beck and McKeown, 2002
- The need to teach by comparing and contrasting concepts. Bear, Invernizzi, Templeton and Johnston, 2004. Bear and Barone, 2006, Marzano, 2002.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <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)	<ul style="list-style-type: none"><li>• Third grade SOL reading scores will improve from 68% to 81%.</li></ul>
1.1.1 (b)	<ul style="list-style-type: none"><li>• Second grade DRA reading scores will improve from 67.6% to 80% of students reading on or above grade level.</li></ul>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN 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.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
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. Continue and expand the Reading Together peer tutoring program to include grades three and six and grades two and five	Extended contract teachers; reading specialists.	Reading Together kits Terraset Common Assessments DRA	X		X	X	Reading Assessments.
2. Make use of eCart Resources (Pacing Guides, Lesson Plans, Graphic Organizers, Inspire) to create plans for reading comprehension lessons	All teachers Instructional Coach Reading Teachers Administrators	eCart	X	X	X	X	<ul style="list-style-type: none"> <li>• Pacing Guides posted on Blackboard</li> <li>• Observations/walkthroughs</li> <li>• Written reflections on the use of eCart resources.</li> <li>• Sharing of a teacher created assessment.</li> </ul>

## 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 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   |   |

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

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.

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

Data Sources:

AYP achievement scores will go from 69.64% to 79%.

Three year school/division/state AYP detail report indicates slight improvement (68.23% to 69.64%) for African Americans.

SOL scores reveal that the strand of number and number sense fluctuated over the last three years. The scaled scores:

- in 3<sup>rd</sup> grade dropped from 38.4 to 36.8 to 35.6;
- in 4<sup>th</sup> grade they improved from 37.8 to 37.8 to 38.5
- in 5<sup>th</sup> grade they fluctuated from 38.0 to 38.8 to 37.6

- in 6th grade they fluctuated from 34.3 to 37.4 to 32.5.

As did the SOL strand of computation estimation. The scaled scores:

- in 3<sup>rd</sup> grade dropped from 40.2 to 36.3 to 35.6
- in 4<sup>th</sup> grade they fluctuated from 35.8 to 38.9 to 38.4
- in 5<sup>th</sup> grade they fluctuated from 41.1 to 36.4 to 40.3
- in 6<sup>th</sup> grade they improved from 33.6 to 35.4 to 35.9.

#### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

##### **Strengths:**

- Seven teachers are trained in and are using Calendar Math
- Teachers are utilizing county resources; (pacing guide, Nimble with Numbers, Investigations, Fundamentals, eCart, BART )
- Math Night
- Integrating literature with Math
- Math Superstars

##### **Weaknesses:**

- Inconsistent use of:
  - manipulatives across all grade levels.
  - allocating enough time to problem solving strategies.
  - making use of problem solving resources such as Math Superstars and SBG Daily Practice Books.
  - Presenting and instructing of math questions in SOL format.
  - Building of the math manipulative closet to support math instruction. This is happening, but slowly due to finances.

#### Best Practice Research:

Research in best practices in mathematics is revealed throughout the curriculum through the following strategies:

- \*The need to provide opportunities for problem solving as a means of as well as a goal of instruction.
- \*The need to recognize that learning mathematics requires construction, not passive reception.
- \*The need to use a variety of instructional formats (small groups, individual explorations, peer instruction, whole-class discussions, and project work).
- \*The need to use calculators and computers to aid in the learning and doing of mathematics.
- \*The need to focus discussions and the tone of the classroom towards understanding mathematics.
- \*The need to have a learning environment support and encourage mathematical reasoning.
- \*The need to use a range of assessment procedures to reflect the approaches to teaching and learning.

*“Underachievement among gifted students of color: implications for educators” James L. Moore,III*  
<http://www.its-abouttime.com/html/mc/mcbestpractices.html>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	African American AYP scores will increase from 69.64% to 79%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** 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.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. On a weekly basis teachers in grades K-6 will teach problem solving strategies in the SOL strands of number and number sense and computation and estimation to increase comprehension and understanding of word problems.	Administrators, Classroom Teachers, Instructional Coach and Resource Teachers	eCART, Math Superstars and SBG Daily Practice for the Virginia SOL	X	X	X	X	<ul style="list-style-type: none"> <li>• K-2 teachers will analyze results of the MRA (Math Reasoning Assessment) by strand at PLC meetings and document discussions in PLC meeting notes at least once a month.</li> <li>• 3-6 Teachers will analyze eCart tests administered 2 times by the county and 2 times by the school using only the strands of number and number sense and estimation and computation at PLC meetings and document discussions in PLC meeting notes at least once a month.</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** 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.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be used to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
<p>2. Teachers and resource staff will give additional support to identified African American students who are struggling in Math specifically in the SOL strands of number and number sense as well as computation and estimation.</p>	<p>Administrators, Classroom Teachers, Resource Teachers, Volunteers and the Math Committee</p>	<p>eCART, Math Superstars, SBG Daily Practice for the Virginia SOL, Partner Games and materials from the Math Closet.</p>	<p>1<sup>st</sup> Qtr.</p>	<p>2<sup>nd</sup> Qtr.</p>	<p>3<sup>rd</sup> Qtr.</p>	<p>4<sup>th</sup> Qtr.</p>	<ul style="list-style-type: none"> <li>Teachers will discuss and analyze the progress of the identified students using the eCart or MRA and document discussions in PLC meeting notes at least once a month.</li> <li>The Math Committee will also discuss at monthly meeting and work in conjunction with the SST Team to come up with additional strategies and materials.</li> </ul>

## 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 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 checked="" 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   |   |

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

The faculty and staff of Terraset will utilize available school and county resources to extend the students' understanding of science.

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

Data Sources:

- School/Division/State AYP Detail Report
- Virginia SOL Assessments Multiple Year Test Results Comparison
- Virginia SOL Assessments category results

## Knowledge of Programmatic/Instructional Strengths and Weaknesses:

### **Strengths:**

- Participation in Science Fair
- Teachers utilizing United Streaming videos
- Integrating reading and science using trade books
- Cooperative learning in small groups
- Kinesthetic approach used in instruction
- ECART training in science curriculum kindergarten through sixth grade
- FCPS training for the science kits

### **Weaknesses:**

- The SOL test data shows a weakness in the Earth, Space, Systems, and Cycles section of the SOL test.
- Students identified as disadvantaged scored lower than students in other subgroups

### Best Practice Research:

Students learn best when:

- A variety of presentation modes are used to accommodate different learning styles, and students are given opportunities to interact and share ideas with their peers. (Board of Directors. NSTA Position Statement; Elementary Science. July 2002)
- Other subject areas are infused into science. (Board of Directors. NSTA Position Statement; Elementary Science. July 2002)
- Teachers keep abreast of appropriate science education research. (Keely, Page. "NSTA Science Education The Times They Are A Changin." The Science Teacher. September 2008.)
- Teachers know and understand the science content that they teach. (Keely, Page. "NSTA Science Education The Times They Are A Changin." The Science Teacher. September 2008.)

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.3 (a)	Third and fifth grade science performance on the SOL test will increase from 62.5% to 70% in the subgroup of students identified as disadvantaged.
1.1.3 (b)	Third grade science performance on the SOL test will improve from 78% to 80% in Earth, Space, Systems, and Cycles.
1.1.3 (c)	Fifth grade science performance on the SOL test will improve from 76% to 80% in Earth, Space, Systems, and Cycles.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The faculty and staff of Terraset will utilize available school and county resources to extend the students' understanding of science							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. All K-3 teachers will take the 3 <sup>rd</sup> grade released SOL test, and 4-6 teachers will take the 5 <sup>th</sup> grade released SOL test.	Science Committee, Classroom teachers	SOL released test		X			<ul style="list-style-type: none"> <li>Teachers will discuss at PLC meetings, and turn in notes to science committee.</li> </ul>
2. Increase the use of differentiated science trade books integrated in the language arts program	Science Committee All teachers	Trade books at Terraset. Possible cost of books needed. Book: <u>Teaching Reading in Social Studies, Science and Math</u> by Laura Robb, published by Scholastic		X		X	<ul style="list-style-type: none"> <li>Check list for all classroom materials delivered.</li> <li>During PLC meetings sharing of lessons and books used.</li> </ul>

## 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.**

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| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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

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.

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

Data Sources:

- 2007-2008 SOL score reports for third grade showed a weakness in geography and economics with a geography score of 17.1% below the cut score, and an economics score of 26.8% below the cut score.
- 2007-2008 SOL score reports for fourth grade showed a weakness in economics with a score of 22.5% below the cut score.
- School/Division/State AYP 2008 Detail Report show Limited English Proficient Students did not make AYP in social studies with a pass rate of 66.66%. These students showed a weakness when compared to other subgroups.

## Knowledge of Programmatic/Instructional Strengths and Weaknesses:

### **Strengths:**

- Fourth Grade students traveled to Jamestown in order to build background knowledge on SOL objectives through interactive hands on activities.
- Increased teacher use of United Streaming as a teaching tool to relate to students' life experiences and build background knowledge through visual means
- During the 2007-2008 School 100% of third grade students presented individual projects focusing on history objectives to the Terraset staff and students
- During the 2007-2008 School Year 100% of classrooms successfully completed projects for the Language Arts/Social Studies/ Technology Night titled *Terrasets' Important People*.
- During the 2007-2008 school year Terraset's fifth grade was one of twenty schools in the district to pilot the Global Awareness Technology Project focusing on inquiry, critical thinking and research in the social studies curriculum.

### **Weaknesses:**

- Insufficient time spent by teachers building students' geography background knowledge
- Decreased focus by teachers on objectives for economics and geography
- Teachers lack of knowledge of economic objectives
- Lack of teacher time spent comparing and contrasting new social studies concepts to what is already known

### Best Practice Research:

Research shows that an effective social studies curriculum is one in that:

- Uses a variety of primary and secondary sources that accommodate a wide range of reading abilities and interests.
- Demonstrates the relationships among local, regional, national, and global issues.
- Provides students with the opportunity to engage in reflective discussion as they listen carefully and respond thoughtfully to one another's ideas.
- Provides students with the opportunity to formulate oral and written responses to content-based questions and issues.
- Engages the student directly and actively in the learning process.
- Provides a wide and rich range of learning activities.
- Offers students opportunities to formulate hypotheses and test them by gathering and analyzing data.
- Encourages students to participate in a variety of individual, small group, and whole class activities.
- Utilizes many kinds of workspace to facilitate variation in the size of groups, the use of several kinds of media technology, and a diversity of tasks.

"Curriculum guidelines for social studies teaching and learning: a position statement of National Council for the Social Studies. (NCSS Position Statement)." Social Education 72.4 (May-June 2008).

Research concerning social studies instruction for English Language Learners shows that:

- Lessons connecting with students' personal lives and existing knowledge aids in building background knowledge to support the student in their learning.
- English Language Learners will benefit from activities that promote active involvement and provide varied opportunities for them to practice and apply knowledge of words.
- English Language Learners content vocabulary is best developed through explicit instruction using visual aids to help convey meaning and frequent repetition throughout the unit. Effective instruction for ELLs is characterized by the extensive use of realia, pictures, and drawings that can support student understanding of social studies concepts.
- English Language Learners must have opportunities to produce academic language. As students communicate with others, both orally and in writing, about what they are studying, they will improve their language skills and conceptual understanding.
- Graphic organizers are an effective teaching tool that can support understanding of difficult concepts and text. Graphic organizers such as Venn diagrams, series of events chains, compare and contrast matrixes, and T-charts help students construct meaning from text and see and understand relationships between ideas.

Weisman, Evelyn Marino, and Laurie E. Hansen. "Strategies for teaching social studies to English-language learners at the elementary level." The Social Studies 98.5 (Sept-Oct 2007).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.4 (a)	Third grade geography Social Studies SOL percent below the cut score will decrease from 17.1 to 13.0
1.1.4 (b)	Fourth grade economics social studies SOL percent below the cut score will decrease from 22.5 to 18.0
1.1.4 (c)	Limited English Proficient Students Social Studies SOL scores will increase from 66.6% to 70%

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers will consistently utilize technology resources including United Streaming, Primary Sources, SMART Board Lessons, and SOL practice tests and review activities in order to build students background knowledge and supply information through visual and interactive means.	Classroom teachers, Social Studies Leads, SBTS Teacher	Computer Lab, classroom computers, mobile lab and SMART Board	X	X	X	X	<ul style="list-style-type: none"> <li>• PLC Meeting Notes posted on Blackboard.</li> <li>• Information on sites for SOL practice tests and activities provided by Social Studies Lead Teachers.</li> <li>• Social Studies Leads will survey teachers quarterly on utilization of technology resources.</li> </ul>
2. Teachers will increase the use of graphic organizers, including Venn diagrams, KWL Charts, T-Charts, webs, Frayer Model Organizers and Sequence charts in order to effectively activate and build students’ background knowledge through hands on activities	Classroom teachers social studies leads	Copies of graphic organizers which will be placed on community files and available for teacher use.	X	X	X	X	<ul style="list-style-type: none"> <li>• Social Studies Leads will monitor classroom use through quarterly reflection sheets submitted by classroom teachers documenting their use and reflecting the results of their use</li> </ul>
3. Social studies leads will implement a Geography Bee for students in grades 4-6 in order to spend more instructional focus on geography objectives.	Social Studies Leads, Classroom Teachers	Materials for Geography Bee from the National Geographic Society, Registration Fee of \$70		X	X	X	<ul style="list-style-type: none"> <li>• Social Studies Leads will discuss implementation with classroom teachers.</li> <li>• Social Studies Leads will monitor progress through discussion with teachers</li> </ul>

## 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 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.                    |

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

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.

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

Data Sources:

PBS data from 2007-08 shows that the office received 275 student referrals for discipline. The highest percentage of referrals (65%) occurred in the areas of disrespect, defiance and classroom disruption. The majority of these offenses occurred in the classroom. In addition, while there were spikes in referrals issued throughout the day, a notable time for much of the disruptions/disrespect occurred in the 10am hour.

### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

PBS is entering its 3<sup>rd</sup> year at Terraset. Up to this point, emphasis has been on improvement of behavior in common locations such as the cafeteria and hallways. Data from 2007-08 has shown steady and significant improvement in these areas. While we will continue to stress these zones, the committee felt that based on last year's data, the focus for 2008-09 should shift to the classroom and the morning hours.

### Best Practice Research:

The research on the effectiveness of Positive Behavior Support (PBS) programs currently implemented in hundreds of schools across the country is very clear that it is an effective approach to managing student behavior. The program has clear expectations and behavioral outcomes for students. It teaches socially acceptable behaviors in a positive way. Students are often rewarded for their decisions to behave accordingly. The PBS program uses a Tiered Approach to providing the support to students. There is the school – wide/classroom support which will work for about 80% of students in a school, next is the specialized group support for the 10% of the population that is At-Risk, and finally the individual support for the 10% that is considered High Risk.<sup>1</sup>

Furthermore, research shows that the greatest cognitive growth occurs through social interaction<sup>2</sup>. Engaging students in positive social interactions to begin their day has shown to effect improvement in the following areas: greater increases in reading and math test scores, improved social skills and greater positive feelings toward school.<sup>3</sup> Furthermore, students had an increase in –on task behavior that ranged from 20-30%.<sup>4</sup>

1. <http://www.pbis.org/schoolwide.htm>

2. [Responsiveclassroom.org](http://Responsiveclassroom.org)

3. Dr. Sara Rimm-Kaufman (2006), <http://www.responsiveclassroom.org/>.

4. “Effects of Teacher Greetings on Student On-Task Behavior” by Allday and Pakurar (2006).

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1 (a)	The percentage of discipline referrals that occur in the classroom will decrease from 46% to 36% during the 2008-09 school year.
2.1 (b)	The percentage of discipline referrals that occur in the morning hours will decrease from 15% of total referrals to 10% during the 2008-09 school year.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The faculty and staff of Terraset Elementary will further support the PBS program by continuing to recognize positive behavior in the school as it relate 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.							
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Faculty and staff will reinforce positive behavior by presenting Tiger Pride slips to those students who practice the 3 Rs.	All instructional staff, PBS committee, cafeteria staff, administration	Tiger Pride slips	X	X	X	X	<ul style="list-style-type: none"> <li>• Tracking of the number (increases/decreases) of Tiger Pride slips being awarded.</li> <li>• At the conclusion of the 2<sup>nd</sup> and 4<sup>th</sup> quarters, Tiger Pride slips will be counted.</li> </ul>
2. Teachers will greet students at the classroom door at arrival and dismissal. This will occur daily.	Classroom teachers/specialists	None	X	X	X	X	<ul style="list-style-type: none"> <li>• Observations and Checklists will be used to record teacher compliance. This will be done at the conclusion of the 2<sup>nd</sup> and 4<sup>th</sup> quarters.</li> </ul>

## 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.

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**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, country and world communities.

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**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 a community service project  
100% of the sixth graders participated in at least one community service project  
100% of the Kindergarteners made flags for veterans  
50% of the fourth grade participated in a school wide book swap

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**

Strengths: Enthusiastic staff and neighborhood community where needs are easily identified.

Weakness: Complete participation, limited funding

**Best Practice Research:**

Three separate studies—In Philadelphia, Denver, and Hawaii—found the service learning students developed better problem-solving skills and understanding of cognitive complexities. According to the studies, service learning students were better able to advance realistic solutions to problems, understand the systematic nature of addressing community problem, and take steps to address a problem (Billing 2002; Meyer 2003; Billing and Meyer 2002) and Corporation for National and Community Service

A large –scale Michigan study found service learning to be positively correlated with test scores on Michigan Educational Assessment Program for fifth grade students , particularly in writing and social studies (Klute and Billing 2002)

Youth who participate in high-quality community based service-learning are likely to benefit in a number of ways:

Increased access to the range of supports and opportunities they need to grow up healthy, caring and responsible;

Increased sense of self-efficacy, as young people learn that they can impact real social challenges, problems and needs;

Higher academic achievement and interest in furthering their education;

Enhanced problem solving skills, ability to work in teams, and planning abilities;

Enhanced civic engagement attitudes, skills, and behaviors.

Source: Eugene C. Roehlkepartain, Search Institute, December 2007, *Benefits of Community Based Service Learning*

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	100% of the classes, with full student participation, will complete at least one service learning project.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Communicate our committee's mission and objective to staff.	Responsibility to Community team Members		X				At first available staff meeting
2. Identify project ideas connected to POS and committee member liaison to each grade level.	Each committee member	paper	X				Introduction email from each committee member by October 30th
3. Gather each grade levels plan, assist with planning and share results with committee	Committee members/staff	Reporting form	X				Forms due to committee liaison by November 14, 2008
4. Implement service learning projects	Classroom teachers, Specialists	Varies by project choice		X	X	X	<ul style="list-style-type: none"> <li>• Projects will be highlighted on WTER. Reports of projects will be written by 5<sup>th</sup> and 6<sup>th</sup> grade students for the Terragram.</li> <li>• Complete before May 30th</li> </ul>
5. Teachers will assess learning of the program of studies objective that was integrated	Classroom teachers	paper		X	X	X	<ul style="list-style-type: none"> <li>• Depending on the objective, learning will be monitored in a variety of ways; rubrics, test, quizzes, essays.</li> <li>• Share results with liaison, share exit form results and data. By May 30<sup>th</sup>.</li> </ul>
6. Reflect upon service project.	Staff	Minimal		X	X	X	Liaison will share outcome with committee.

**RESULTS AND REFLECTION**  
**A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b>  <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Essential Life Skills</b></p> <p><b>Objective:</b>  <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b>  <i>Copy the SIP Objective Here</i></p>		<p>Supported:</p> <p>Inhibited:</p>	