

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Timber Lane Elementary School

Cluster 1

Diane Connolly, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Diane Connolly	Principal		
James Quinn	Committee Chair/Assistant Principal		
Julia Feil	Pre-School Teacher		
Susan Kipp	Kindergarten Teacher		
Emily Bonnemort	1 st Grade Teacher		
Niki Gamble	2 nd Grade Teacher		
Kelley Gruters	3 rd Grade Teacher		
Andie Ogden	4 th Grade Teacher		
Jeanne Lawless	5 th Grade Teacher		
Mary Wurl	6 th Grade Teacher		
Andrea DePiro	P.E. Teacher		
Colleen Fredricks	Special Education Teacher		
Diana Barton	ESOL Teacher		
Kathy Kee	Reading Teacher		
Kim Cook	Intersession Coordinator		
Brian Herberger	SBTS		
Lana McNulty	Counselor		
Maria Henriquez	Parent		
Ashley Davis	Literacy Collaborative Cord.		

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.

SCHOOL—VISION STATEMENT

Timber Lane Elementary School is committed to increasing the emotional well-being and academic achievement of all students through the inclusive school model. Timber Lane views its diversity as a unique opportunity and strength that enriches and broadens the educational experiences of all learners.

SCHOOL—MISSION STATEMENT

The Timber Lane community believes in creating a safe environment that fosters respect and responsibility amongst all students so that every child can reach their fullest potential.

SCHOOL—CORE VALUES/BELIEFS

- All children can and will learn in a variety of learning experiences.
- We educate the whole child.
- Together staff, students, and parents will foster open, honest communication, respect for diversity, and high expectations for achievement.
- We are committed to building a learning environment where all students are successful.

SPECIAL PROGRAMS

1. The modified school calendar is the overarching program, which ensures the academic success, essential life skills, and responsibility for Timber Lane students. **(Academics, Life Skills and Responsibility to the Community)**
2. Remediation and enrichment intersession classes are offered during the extended school year to continue to stimulate academic growth, creativity, and exploration of appropriate topics of interest to students in K-6th grade. **(Academics)**
3. The Young Scholars program is designed to target gifted and talented students in grades K-2. **(Academics)**
4. The Literacy Collaborative Program specifically addresses the reading, writing and oral language development of students in Kindergarten through sixth grade. **(Academics)**
5. Reading Recovery is an early intervention program to support struggling readers in 1st grade. **(Academics)**
6. The math academy program provides skill based, flexible grouping for students in grades 2-6. **(Academics)**
7. The Waterford Computer Literacy Program reinforces basic reading skills for FECEP and Kindergarten students. **(Academics)**
8. The Girls on the Run program encourages healthy life choices and builds self-confidence for the upper grade female students. **(Life Skills)**
9. The parenting outreach program is designed to get parents involved in all aspects of their children's education. **(Academics, Life Skills and Responsibility to the Community)**
10. Tiger clubs is an opportunity for students to participate in various programs after school. **(Life Skills)**
11. The mentoring program targets students who need more individual attention for academic, behavior, or social needs. **(Academics, Life Skills and Responsibility to the Community)**
12. The tutoring program encourages upper grade students to receive extra assistance with classwork or homework after school. **(Academics and Life Skills)**
13. The winter project is designed to provide Timber Lane families with support during the holiday season. **(Responsibility to the Community)**
14. The Preschool Class-Based Program allows early intervention for students with special needs. **(Academics, Life Skills and Responsibility to the Community)**
15. The L.E.A.D Program which is accessed through the Center for Multicultural Human Services provides individual weekly counseling support for students with behavioral needs. **(Academics, Life Skills and Responsibility to the Community)**
16. Adult computer classes are offered weekly to support technological advances of our community. **(Academics and Responsibility to the Community)**
17. Adult ESOL classes are offered weekly for community members learning English. **(Academics and Responsibility to the Community)**
18. Timber Lane has several business partnerships to support the needs of the school. **(Responsibility to the Community)**
19. The Virginia Preschool Initiative allows for early intervention for students before they begin Kindergarten. **(Academics and Life Skills)**
20. The School Based GT Center Program provides enrichment to targeted students in grades 3-6. **(Academics)**
21. Intersession classes are provided to build background knowledge and unique learning opportunities for our students. **(Academics, Life Skills and Responsibility to the Community)**

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)*

Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.

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

Data Sources:

DRA/Benchmark assessments and writing assessments at each grade level are effective tools in monitoring individual student progress throughout the year. All primary students are also given the High Frequency Word Assessment. Kindergarten students are given the Child's Name: Reading and Writing assessment as well as the Letter Identification and Hearing and Recording Sounds and Words assessment. Per County requirements the Kindergarten students are also given the DRA 2 Word Analysis Assessment twice a year. In the Intermediate grades students are given the Schlagal Grade Level Word Test in addition to the Benchmark and Writing Assessment.

We continue to improve student achievement in the area of language arts each year. However, every year there are students who are behind grade level expectations in the areas of reading and writing based on these assessments. We also note a continuous need to improve students understanding of words and using strategies effectively to understand written and oral language. Overall, we had an increase in our SOL pass rate from the 2006-2007 to 2007-2008 school year. 87.4% of our students in grades 3-6 passed the English

SOL last year compared to 82% the year before. We noticed increases in all sub groups from the previous year and continue to benefit from the consistency of a school wide language arts program. One area that will continue to be addressed is reaching all students with disabilities. This particular sub group continues to improve from year to year however their overall pass rate is 74.3%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths are supported by the commitment of the Timber Lane faculty and students. The school is rich in positive attitudes and programs which allows for many learning opportunities for our students. The Literacy Collaborative program is strengthening vertical planning as each teacher and grade level receives training in providing a well balanced approach to literacy. Teachers maintain high expectations while differentiating the curriculum to provide their students with meaningful learning experiences. As of the 2008-2009 school year all current Timber Lane classroom teachers in grades K-6 will have participated in on-going professional development around Literacy Collaborative. All ESOL teachers and Special Education teachers have also participated in this training. Several specialists (librarian, school reading specialist) have also participated in the Literacy Collaborative training. Both administrators have participated in the professional development around Literacy Collaborative. Timber Lane has an established Literacy Collaborative Team that consists of one teacher representative from each grade level team including preschool. The team works collaboratively on literacy goals and issues such as establishing a non fiction bookroom, looking at school wide data and disseminating information on testing windows and assessment due dates. The team also plans the literacy events such as Partners in Print evenings and the Gallery Walk for the intermediate grades.

Varying degrees of training and implementation have accounted for some inconsistencies across grade levels while training is on-going. Also, staff turnover will continue to challenge the LC model as continuous training will need to occur. Teachers also need time to learn all of the components so that they may be implemented effectively while cutting back on the amount of planning time by teachers. Literacy Collaborative is a time intensive instructional model that requires a minimum of two hours but would ideally incorporate two and half to three hours of instructional time. Also, specialists need to be included in LC strategies so there will be consistency throughout the building. This model is dependent on having two fully trained Literacy Coordinators who are able to provide staff development as well as coaching for classroom teachers. Our school's mobility rate (35.22%) affects our ability to effectively track data over time. The implementation of the new DRA 2, in the 2007-2008 school year, presented new challenges for the teachers in grades K-2. The teachers needed time and practice with this new assessment as they learned to effectively administer and analyze the components. Over time the data has shown that students in second grade have struggled to attain the end of year county benchmark. The data indicates that this struggle is, due in part, to fewer interventions available to struggling second grade readers. In first grade, struggling readers receive intense intervention from Reading Recovery. The students, who receive Reading Recovery in first grade, often struggle in second grade because of the lack of continued support.

Best Practice Research:

Literacy Collaborative is a school reform model targeted specifically to improve school literacy programs from kindergarten through grade eight. It is a long-term professional development program provided as collaboration between the Lesley University Center for Reading Recovery and The Ohio State University and elementary schools. The goal of Literacy Collaborative parallels the mission of

Reading Recovery, which is to assure successful literacy achievement for every child. The Literacy Collaborative model is aligned with Fairfax County's balanced literacy approach which includes Reading Workshop, Writing Workshop and a Language Word Study block. The language arts block should be implemented for a minimum of two and a half hours every day. The word study component allows students to build their vocabulary while learning characteristics of different word patterns. The whole school approach to Literacy Collaborative will allow more consistency for vertical planning and teacher language while providing students more time on task from year to year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	85% of students in kindergarten will be on or above grade level (level 3/C) by the end of the 2008-2009 school year based on the DRA2 assessment.
1.1.1	95% of students in first grade will be on or above grade level (16/I) by the end of the 2008-2009 school year based on the DRA2 assessment.
1.1.1	77% of students in second grade will be on or above grade level (28/M) by the end of the 2008-2009 school year based on the DRA2 assessment.
1.1.1	71% of students in third grade will be on or above grade level (34/O) by the end of the 2008-2009 school year based on the DRA2 assessment.
1.1.1	80% of students in fourth grade will be on or above grade level (40/Q) by the end of the 2008-2009 school year based on the DRA2 assessment.
1.1.1	100% of students in fifth will show improvement based on grade level reading benchmark (44/T) by the end of the 2008-2009 school year. (Fifth grade only began collecting data in 2007-2008 so, they only have baseline data. Next year they will have two years worth of data from which to draw a more specific percentage point goal)
1.1.1	100% of students in sixth grade will show improvement based on grade level reading benchmark (60/ W) by the end of the 2008-2009 school year. (Sixth grade only began collecting data in 2007-2008 so, they only have baseline data. Next year they will have two years worth of data from which to draw a more specific percentage point goal). Note: students who entered sixth grade at level Z (DRA 80) will not show improvement on the Fountas and Pinnell Benchmark Assessment, because it only tests up to level Z, grade level 8. These students will have met and exceeded sixth grade expectations and will therefore be counted toward the 100% goal.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative 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. Teachers will use guided reading instruction in their classroom.	Diane Connolly, Jim Quinn, Kathy Kee, Ashley Davis, Diane Payne, Classroom, resource teachers, specialists	More leveled books	X	X	X	X	Anecdotal notes and running records, student conferences, DRA 2, Benchmark Assessment
2. Read alouds\shared readings will be used in classroom instruction.	All staff	Poems, Big Books, Shared texts, picture books from the library, appropriate reading selections	X	X	X	X	Use of classroom charts to record read alouds
3. Students will be given adequate amount of independent reading time.	Students, teachers	Classroom and school libraries	X	X	X	X	conferences, maintaining reading logs, Grades 3-6 reading response letters, daily share component
4. All classroom, ESOL, Special Education teachers will enroll in Literacy Collaborative classes for ongoing professional development.	Ashley Davis, Diane Payne, Teachers enrolled in class, Diane Connolly	Materials provided in class	X	X	X	X	Assignments, discussions, group work, coaching sessions and school site report.
5. Poem Anthologies/Poetry units will be utilized during the language arts block	Jackie Hechtkopf (librarian who selected poetry books for classroom use), Teachers working with students in grades 3-6	Poetry books and student anthology notebooks, Professional Texts (Georgia Heard's <u>Awakening the Heart</u>).	X	X	X	X	Student anthology notebooks or the resulting poetry publications from Poetry Units of study will show an increased understanding of the genre of poetry.

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6. Uninterrupted 2 hour blocks of reading, writing and word study in each classroom.	Diane Connolly, Jim Quinn	Professional Materials including GRW & TCF as well as Fountas and Pinnell Word Study.	X	X	X	X	Master schedule will reflect time for reading, writing and word study instruction.
7. Enhance classroom libraries	Diane Connolly, Administration, Reading specialist, Kathy Kee	Wide range of levels focusing on quality literature will be purchased or recycled using administrative funds.		X		X	Recycled books will be added to teacher's classroom libraries when they are removed from the bookroom to make room for new texts.
8. Utilization of new, nonfiction, bookroom of informational texts for use across grade levels	Kathy Kee, Language Arts Committee	Grade level nonfiction materials	X	X	X	X	Books will be bar coded and checked out. Teachers will become more familiar with the materials in this bookroom as they work through their yearly curriculums.
9. After school remediation program to target reading skills for grades 2 and 3.	Denise Robinson Kindergarten teacher, Andie Ogden fourth grade teacher,	Book room materials, leveled books, shared reading and read alouds.			X	X	On-going assessments, Benchmark Assessment, DRA 2 assessment, anecdotal notes, running records, conferencing with classroom teachers, beginning and end of the year assessment
10. Rotary Club project to support literacy in primary classrooms.	Jim Quinn, Kathy Kee, Diane Payne, Teachers in grades K, 1 st and 2 nd	Rotary will provide funds to purchase books for students. Kathy Kee and Diane Payne select and purchase appropriate books for grades K-2.	X	X	X	X	Parent and teacher feedback of books provided for students
11. Take home reading program to support parent involvement.	1 st -3 rd grade teachers	Books students are reading independently. Teachers monitor the book choices.	X	X	X	X	Parents' help students record their nightly reading, and hand in their records for teacher monitoring on a regular basis.

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12. Intersession remediation classes offered for struggling readers and writers.	Kim Cook, Intersession coordinator and staff members who teach remediation classes	School resources that support reading and writing instruction.		X	X		Class assessments to demonstrate class pre and post results
13. Consistent Use of Lucy Caulkins writing materials throughout primary grade levels.	Diane Payne, K-2 teachers	Lucy Caulkins kits	X	X	X	X	Informal and formal assessments
14. Shared\interactive writing to be used in classroom instruction.	All teachers	Whole group writing and teacher examples, small group guided writing, teacher writing, mentor texts	X	X	X	X	Teachers informally assess writing, formal writing assessments using writing rubrics, teachers read student writing on a regular basis to drive instruction.
15. Writing celebrations across grade levels to celebrate accomplishments	Classroom teachers, specialists, and invited guests	Student written work in the form of final drafts or published pieces	X	X	X	X	Students are given feedback from a real audience
16. Teachers will hold writing conferences with students to monitor progress.	All staff engaged in teaching student writing	Student written work, writers notebooks, writing folders	X	X	X	X	Teacher checklists and anecdotal notes.
17. Students will be given adequate time for independent writing.	Classroom teachers, specialist who support writing in the classrooms	Writing notebooks	X	X	X	X	Student work, conferences, community share, peer conferences
18. Teachers will follow the framework for writer's workshop.	Ashley Davis, Diane Payne, All teachers involved in writing	Minilesson statements, mentor texts, staff development, space for classroom share	X	X	X	X	Student work, discussions, conversations, inquiry

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19. Fountas and Pinnell word study program will be utilized in all grades.	Ashley Davis, Diane Payne, K-6 teachers	Fountas and Pinnell word study kits, staff development,	X	X	X	X	Individual High Frequency and Words to Learn Lists. Improvement from fall to spring on the High Frequency Word List Assessment (K-2) and the Schlagal Word Assessment (3-6).
20. School Wide Literacy Collaborative Team works across grade levels to support, set and attain literacy goals.	Ashley, Davis, Diane Payne, Kathy Kee, one grade level representative from all grade levels pre K- 6, esol representative, librarian, administrator		X	X	X	X	Monthly discussions and dissemination of information to grade level and specialist teams. Vertical discussions of goals and needs. Grounded in the data from the school site report.
21. Partners in Print provides parent workshops three times during the school year to help parents support their students' literacy development.	Denise Robinson, Kathy Kee, teachers in grades Headstart – grade 2	Title 1 provides all the Partners in Print materials. Title 1 provided a book for each family that attended. The PTA provides funds for food and refreshments.	X	X	X		Sign in sheets are used to record attendance, parents are asked to fill out evaluation forms after each evening,
22. Gallery Walk for families to explore their students' writing.	Jim Quinn, Ashley Davis, teachers grade 3-6	All teachers will have pieces of student writing available for parents to read and enjoy. They may have artwork in addition to pieces of writing.		X			Parent attendance

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What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
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23. End of the year K-2 Literacy Celebration	Kathy Kee, Diane Payne, Denise Robinson, all classroom teachers grades K-2	Performances of Reader’s Theatre, (other materials to be determined closer to the celebration)				X	Student work and performance, parent attendance
24. Scholastic Book Fair and Family Night	Jackie Hechtkopf, PTA	Scholastic book fair books etc., funds for needy kids for books, school receives books from Scholastic based on the profit from the book fair		X		X	The number of new books or book sets Timber Lane gets based on the volume of sales. The number of students who buy books. An increase in the number of students who select good quality, high level books for purchase.
25. Reading is Fundamental distributes books three times a year for grades Head Start through grade 6.	Kathy Kee, Jackie Hechtkopf	Differing levels and variety of good quality books. 3 books for each child annually.		X	X	X	On-going paperwork for the RIF program, coordination with the RIF office, students book selections

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> | 2.6 Courageously identify and pursue their personal goals. |
| <input 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 checked="" type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)*

All students will be encouraged to take responsibility for their choices.

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

Data Sources:

Students will increase positive choices by earning Timber Lane tickets, joining activities, attending Intersession classes, tutoring, volunteering and following the Timber Lane Community of Caring motto. Students will decrease inappropriate choices through the use of Think Sheets to aid them in problem solving, managing behavior and making positive choices.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Timber Lane has a strong staff dedication to student problem solving. The schools' atmosphere and environment is conducive to learning, open to the community at large and reflects the schools vision. The school community reacts well to praise and acknowledgment of doing a good job.

This is a lifelong process that requires constant vigilance and practical experience by students, staff, community and parents.

Best Practice Research:

Research has shown that positive reinforcement plays an important part in the success of all students and we have seen this impact first hand at Timber Lane. Mentoring programs such as FCPS Mentor Works provide the opportunity for positive interactions to take place between staff, parents, community members and students. Relationships are developed and nurtured to reinforce the strengths of each child. Role models such as parents, our school staff, and citizens of the month serve as examples of how to make good choices. Management techniques such as Timber Lane tickets and the ABC plan are used as a positive way to reinforce school rules and expectations. The goal is that students will integrate thoughtful problem solving when making everyday life choices.

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>
2.4	At least thirty children will receive a mentor during the first and second quarter to increase academic performance and build self esteem.
2.4	During the 2008-2009 school year at least 80% of the teachers will initiate the use of a Think Sheet for promoting effective problem solving skills when student issues arise.
2.8	Thirty-five third through sixth grade girls will participate in the Girls on the Run program during the second quarter to build self confidence and relationships.
2.8	95% of students in grades K-6th grade will attend all three Intersession sessions to show their commitment to making positive life choices.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be encouraged to take responsibility for their choices.							
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. Officer Broadbent will work with safety patrols to model responsible behaviors for all students.	Officer Broadbent (SEO), Andrea DePiro	SEO will provide materials	X	X	X	X	Classroom teachers will inform patrol sponsor if patrols are not good role models
2. All students will follow guidelines in Timber Lane's ABC plan.	All students and staff, James Quinn	Copies of ABC plan	X	X	X	X	Discipline referrals will be tracked.
3. Tiger tickets will be used to reinforce responsible student behaviors.	All students, staff and James Quinn	Tiger Notes	X	X	X	X	Tiger tickets will be picked on TTTV every Wednesday for a prize
4. Citizen of the month will honor students who have displayed good judgment.	Classroom teachers, Angela Cutter	None	X	X	X	X	Student photos will be displayed on the front bulletin board and certificates and pencils will be given to each child. A master list will be kept on file to track number of students receiving the award.
5. Parents will be required to read and sign SR&R with their student(s).	Parents and students, James Quinn	Copies of SR&R	X				All students will return the signature page with their appropriate signatures.
6. Parents will be held accountable to return forms signed for behavior or academics.	Parents and students, James Quinn, Diane Connolly	Appropriate forms for each quarter	X	X	X	X	Teachers will follow up with parents if documents are not returned.
7. Report card comments will adequately reflect student behaviors and academic achievement in the classroom.	Classroom and resource teachers and specialists, James Quinn, Diane Connolly	None	X	X	X	X	Administration will proof report cards each quarter.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be encouraged to take responsibility for their choices.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th 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.
8. Parent teacher conferences will be held to discuss students' academic and behavior performance.	Classroom teachers and parents	None	X	X	X	X	Conferences will be mandatory the 1 st quarter and on an as needed basis the remainder of the year.
9. Students on a voluntary basis will have the opportunity to assist as library helpers to collect and shelve books each morning.	6 th grade students, Jackie Hechtkopf	None	X	X	X	X	Librarian will monitor number of participants
10. Students on a voluntary basis will have the opportunity to deliver morning newspapers to appropriate teachers and classes daily.	6 th grade students, Jackie Hechtkopf	Newspapers	X	X	X	X	Librarian will monitor number of participants
11. Peer mediators will be utilized to help resolve conflicts amongst students.	5 th and 6 th grade students, Lana McNulty	Training materials and mediator conference	X	X	X	X	Counselor will track number of students who use this service
12. Peer mediators will meet three times per year for training	Lana, McNulty, 5 th and 6 th grade students	Training materials	X	X	X	X	Counselor will set meeting schedule and agenda
13. Students who volunteer will participate in the Just Say No program meetings eight times per year.	4 th , 5 th and 6 th grade students, Lana McNulty	Funds for guest speakers, field trips and supplies	X	X	X	X	Counselor will track number of participants
14. Girls on the Run will be offered to promote positive peer and life choices.	PTA, Andrea DePiro	None		X	X		Coaches will track the girl's attendance at each meeting.
15. Girls on the Run will meet twice a week for ten weeks during each session	PTA, Andrea DePiro	None		X	X		Coaches will set meeting schedule
16. Students will be offered after school tutoring.	Lana McNulty, Kelly Gruters	None	X	X	X	X	Report will be filled out regarding attendance and completed homework assignments data

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be encouraged to take responsibility for their choices.

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.	
17. The after school tutoring program will meet two to three days per week throughout the school year.	Lana McNulty	None	X	X	X	X	Attendance and completed homework assignments data
18. Students will increase academic success through participation in the Intersession program.	Kim Cook	\$25 per student	X	X	X		Enrollment statistics
19. Fifth and sixth grade students can choose to make our earth greener by recycling one day per week.	Lana McNulty	None	X	X	X	X	Participation
20. Students will use think sheets to make positive choices	Classroom Teachers, James Quinn	Copies of Think Sheets	X	X	X	X	Think sheet choices will be tracked
21. Mentors will be assigned to students through teacher recommendation	Kim Cook, Classroom Teachers	Celebration materials	X	X	X	X	At least thirty children school-wide will have a mentor

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)*

Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.

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

Data Sources:

Individual teacher discipline notebooks and the office referrals maintained for all students' shows a need for continued reinforcement of issues related to making responsible choices and acting in a respectful manner. Several students consistently repeat offenses without truly realizing the impact of their actions and we need to address these issues in the most effective way. The ABC referral forms are a great way to document the types and frequency of discipline behaviors in order to respond more specifically to the behaviors of our students. Teachers are able to continuously report student behaviors through the use of report card and interim citizenship grades which opens up potential dialog with our families. We have incorporated the use of phone logs in order to keep track of the amount of communication with a family in order to document any behaviors that may be escalating. Implementing the ticket system as well as the cafeteria paw magnets is a way to incorporate positive awareness of great behavior of the students in the classroom as well as in the cafeteria. This constant awareness helps the overall tone in the school environment. Positive behaviors are continuously recognized through the use of Tiger Notes and our Citizen of the Month program. Involvement in intersession is crucial to remediate and enrich the lives of children. With the parental attendance of programs such as Parent Outreach, Girls on the

Run, and Homework Help, we expand our communication opportunities with the families and help them get involved in positive school situations.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: (last year)

The ABC plan is in place for the Timber Lane school community and all teachers are aware of the expectations covered by the document. Teachers know the importance of being positive and the impact it has on student achievement. The ABC plan helps to regulate all of the challenges throughout the school day and to minimize disruptions to instruction. However, we need the entire school community to feel tied into the program to make us more of a Community of Caring school and not spend as much time reinforcing the routines of the program.

Some weaknesses we have noted include clarifying expectations for information to be disseminated from School Plan/I Team to the entire staff. This information should come from the team leaders and connect to the teams at PLC meetings with the support of administration.

Best Practice Research: (last year)

The ABC task force will continue to investigate the PBS program offered through Fairfax County to improve positive approaches in managing student behaviors. We will encourage the positive behaviors in an effort to prevent discipline issues. Thomas Phelan and Sarah Schonour have researched the effects of providing young students with consistent and clear expectations in regards to behavior management. Teachers in the primary grades continue to utilize the 1, 2, 3 Magic system which was designed by Phealn and Schonour. This approach allows the teachers to clearly communicate with the students when they need redirection and does not interrupt the flow of the instruction. The primary teachers have also shared this program with the parents of the students and encourage all of them to utilize the same practices at home. This will continue to build a bridge between what is expected at home and at school. Also, many classroom teachers are using elements of the Responsive Classroom approach to discipline as outlined by Dr. Stephen Elliot from the University of Wisconsin. One component of this program is establishing and maintaining class meetings throughout the year as an avenue of allowing rules and expectations to be consistently revisited. This time also allows the students' time to compliment one another and build healthy peer relationships and a stronger sense of community. Our guidance counselor continues to model these practices as she engages in lessons with the teachers and students.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1 & 3.2	The Parent Outreach Committee will hold monthly events to celebrate our community and provide at least 10 parent workshops to reinforce the importance of developing positive behaviors in all students.
3.1 & 3.2	The students will show more respect and responsibility to their school community by reducing the number of students receiving office referrals from 80 students in the 2007-2008 school year to 50 students in the 2008-2009 school year.
3.1 & 3.2	Students will model respectful behaviors in the cafeteria and maintain or increase the number of paws received each month for demonstrating appropriate cafeteria behaviors. Pictures will be taken at the end of each month for comparison.
3.1 & 3.2	The Timber Lane community will increase their use of Tiger notes from 80 in 2007-2008 to 100 in 2008-2009 while displaying them in a designated location in the school to encourage students to be respectful citizens.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane 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. ABC plan will be revisited to target respect amongst students	Jim Quinn	ABC plan			X	X	We will survey staff at the end of the year to see if changes were effective.
2. Community of Caring and peer mediation posters will be hung around school to remind students of their expectations.	Lana McNulty	Large posters from TMPC center	X	X	X	X	Posters will serve as ongoing reminders.
3. Tiger notes will be displayed by staff to encourage respectable behavior	Jim Quinn	Tiger Notes	X	X	X	X	Tiger Notes will be visible in the hall ways
4. ABC plan and positive behaviors will be available to staff at the beginning of the year	Jim Quinn	ABC plan	X				All teachers will be expected to implement any updates in the ABC plan.
5. Students will be encouraged to use Tiger Notes for other students	Brian Herberger	Tiger Notes	X	X	X	X	Tiger Notes will be visible in the hallways. Brian will the install Tiger Note program on one student desktop in each classroom.
6. Class meetings to be conducted to reinforce expectations of good citizens	Diane Connolly	Appropriate reading materials	X	X	X	X	Classroom concern should decline
7. Sixth grade students will participate in ethics day	Mary Wurl	Provided by the SCC			X		Surveys are conducted at the end of the day.
8. Students will participate in respect lessons presented by the counselor	Lana McNulty	Appropriate reading materials and videos	X	X	X	X	Students will be assessed in their classwork and their participation.
9. The entire school community will be invited to participate in end of the quarter celebrations to build positive relationships with our community	Diana Barton & Kim Cook	Donated/purchased food products	X	X	X	X	The number of community members that support these events.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane 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.	
22. Students on a voluntary basis will have the opportunity to assist with the recycling effort at the school level.	Lana McNulty & Hui Kim	Recycling bins	X	X	X	X	Counselor will assign areas for students to collect recycled materials
23. Students involved with Just Say No will participate in a community service learning day to help beautify the school.	Lana McNulty	Rubber gloves, trash bags				X	Counselor will track number of participants
24. Parenting workshops will be offered on different topics to reinforce the importance of developing a community of respect	Diana Barton & Kim Cook	Workshop materials	X	X	X	X	Parent Liaison will have sign in sheets for attendance
25. Student workshops for grades 3 rd , 4 th , 5 th and 6 th will be held to teach appropriate study skills to become responsible and self-directed in their learning.	Lana McNulty and Kelley Gruters	Extended contract positions/pay General classroom supplies	X	X	X	X	Students will be measured by their workshop attendance and also by their report card attainment level for “accepts responsibility”.
26. We will see a decrease in the amount of Ns attained overall in the area of citizenship & work habit grades on progress reports K-6.	Janett Garcia	SASI database				X	SASI report
27. Female students in grades 3 through 6 will be invited to participate in the Girls on the Run program.	Andrea DePiro & the PTA	none		X	X		Through attendance at the Girls on the Run program.
28. Girls on the Run will meet twice a week for 10 weeks each session.	Andrea DePiro & the PTA	none		X	X		Through attendance at the Girls on the Run program.
29. Tiger paw magnets will be rewarded daily for any class that follows the cafeteria procedures outlined in the ABC plan	Delmis Flores	Magnets Digital cameras Whiteboard Class certificates	X	X	X	X	Through the amount of magnets on the board at the end of each month.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane 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.	
30. Extra recess will be rewarded for each class to correlate with the number of magnets earned	Classroom teachers	none	X	X	X	X	The number of extra recess correlates to the number of tiger paws.

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>95% of students in grades 3-6 will demonstrate progress in reading from their fall to spring benchmark assessment.</p>	<p>Supported: The teachers followed and implemented the strategies and skills of the Literacy Collaborative program. (96% in the 2007-2008 school year)</p> <p>Inhibited:</p>	<p>All classroom, ESOL, and special education teachers will continue to participate in Literacy Collaborative staff development to provide students with a balanced approach to literacy.</p>
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>95% of students in grades 3-6 will show improvement in their total score of their writing assessment using the fifth grade rubric from the fall to the spring assessments.</p>	<p>Supported: The teachers followed and implemented the strategies and skills of the Literacy Collaborative program. (95% in the 2007-2008 school year)</p> <p>Inhibited:</p>	<p>All classroom, ESOL, and special education teachers will continue to participate in Literacy Collaborative staff development to provide students with a balanced approach to literacy.</p>
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>95% of students in grades 3-6 will demonstrate progress on the Schlagal to enhance their word study from fall to the spring assessments.</p>	<p>Supported: The teachers followed and implemented the strategies and skills of the Literacy Collaborative program. (95% in the 2007-2008 school year)</p> <p>Inhibited:</p>	<p>All classroom, ESOL, and special education teachers will continue to participate in Literacy Collaborative staff development to provide students with a balanced approach to literacy.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>80% of all students in grades K-2 will achieve the reading benchmark, as determined by the DRA 2, for their grade level.</p>	<p>Supported:</p> <p>Inhibited: The DRA2 assessment was a new assessment that was given to the students. This assessment required more challenging skills than the previous assessment. The data is not comparable due to the different assessments. (64% in the 2007-2008 school year)</p>	<p>Teachers will continue to become familiar with the new assessment to better meet the needs of the students.</p>
<p>Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>85% of all students in grades K-2 will achieve the writing benchmark, as determined by the Literacy Collaborative writing assessment criteria, for their grade level.</p>	<p>Supported:</p> <p>Inhibited: The writing rubric used to assess student written work stated many generalities which could have been stated in more specific terms based on quarterly assessments. (81% in the 2007-2008 school year)</p>	<p>Teachers in grades K-2nd will refine the writing rubric to clearly define and assess student progress quarterly.</p>
<p>Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through sixth grade Literacy Collaborative program.</p>	<p>95% of students in grades K-2 will demonstrate improvement in the word study program from the beginning of the year to the end of the year.</p>	<p>Supported: Teachers in K-2nd consistently followed the framework laid out by Fountas and Pinnell. (95% in the 2007-2008 school year)</p> <p>Inhibited:</p>	<p>Teachers will be continuing to enhance their word study program through staff development training to provide strategies to engage young learners.</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: All students will be encouraged to take ownership for their behaviors and display good judgment while using technology.</p>	<p>The number of discipline referrals will decline from the 2006-2007 to 2007-2008 school year for issues related to responsibility.</p>	<p>Supported:</p> <p>Inhibited: Number of discipline referrals increased for irresponsible behaviors, however within this number there were several repeat offenders. These students have documented emotional disabilities.</p>	<p>We continue to use progressive discipline in order to positively impact student behavior.</p> <p>Individual students are targeted with continuous positive interventions when there is a history of irresponsible behaviors</p>
<p>Essential Life Skills</p> <p>Objective: All students will be encouraged to take ownership for their behaviors and display good judgment while using technology.</p>	<p>The number of inappropriate web sites, emails, and web pages reported to administration or observed by parents or teachers will decrease from 2006-2007 to 2007-2008.</p>	<p>Supported: The classroom teachers and SBTS continuously monitored the use of classroom computers to discourage inappropriate use. This led to minimal reports to the administration team and few parental concerns.</p> <p>Inhibited:</p>	<p>The SBTS will continue to provide classroom teachers with the updated computer security information and training on internet safety resources.</p>
<p>Responsibility to the Community</p> <p>Objective: The students will recognize and celebrate respect and responsibility at Timber Lane.</p>	<p>The Timber Lane community will increase their use of Tiger notes while displaying them throughout the school to encourage students to be respectful citizens.</p>	<p>Supported: The School Based Technology Specialist created a user friendly program for staff to electronically display Tiger Notes to reinforce positive behaviors.</p> <p>Inhibited:</p>	<p>Continued recognition of students who are behaving in a responsible manner.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Responsibility to the Community</p> <p>Objective: The students will recognize and celebrate respect and responsibility at Timber Lane.</p>	<p>The students will show more respect to their school community by reducing the number of incidents resulting in an office referral.</p>	<p>Supported: Positive recognition programs such as Citizen of the Month and Tiger Notes continue to recognize exemplary students throughout the school. Also school groups and activities such as the SCA and Just Say No Club encourage students to behave in a respectful manner.</p> <p>Inhibited:</p>	<p>Timber Lane will continue to maintain and enhance positive recognition programs to encourage desired behaviors.</p>
<p>Responsibility to the Community</p> <p>Objective: The students will recognize and celebrate respect and responsibility at Timber Lane.</p>	<p>The Parent Outreach Committee will hold 4 events to celebrate our community and provide at least 3 parent workshops to reinforce the importance of developing positive behaviors in all students.</p>	<p>Supported: The Parent Outreach committee utilized a variety of resources throughout the county to provide meaningful workshops to parents. Celebrations occurred at the end of each quarter to recognize the importance of community.</p> <p>Inhibited:</p>	<p>The parent outreach committee will continue to develop relationships to support more parent involvement. They will continue their effort to jointly unite with the PTA.</p>