

Fairfax County Public Schools

**School Improvement Plan
2010 – 2011**

Timber Lane Elementary School

Cluster I

James Quinn, 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
James Quinn	Principal	Alexa McKenrick	Reading Resource Teacher
Kimberly Cook	Committee Chair/Assistant Principal	Diane Payne	Reading Resource Teacher
Brian Herberger	SBTS	Anne Gorman	Parent
Karen Rickard	Special Education Teacher		
Susan Auerhan	Preschool Teacher		
Julia Feil	Preschool Teacher		
Karen McLaughlin	Kindergarten Teacher		
Denise Robinson	Kindergarten Teacher		
Abby Bishop	First Grade Teacher		
Penny Downing	Second Grade Teacher		
Nancy Rhodes	Third Grade Teacher		
Andrea Ogden	Fourth Grade Teacher		
Diana Jensen	Fifth Grade Teacher		
Johnnie Manning	Sixth Grade Teacher		
Sharon Frank	Librarian		
Eric Sennett	Music Teacher		
Dori Tobin	Special Education Teacher		
Nancy Billington	Special Education Teacher		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION

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 Young Scholars program is designed to target gifted and talented students in grades K-2. **(Academics)**
2. The Literacy Collaborative Program specifically addresses the reading, writing and oral language development of students in Kindergarten through sixth grade. **(Academics)**
3. Reading Recovery is an early intervention program to support struggling readers in 1st grade. **(Academics)**
4. The math academy program provides skill based, flexible grouping for students in grades 2-6. **(Academics)**
5. The Leveled Literacy Intervention Program address the needs of readers in small group settings for grades K-3. **(Academics)**
6. The Waterford Computer Literacy Program reinforces basic reading skills for FECEP and Kindergarten students. **(Academics)**
7. The Girls on the Run program encourages healthy life choices and builds self-confidence for the upper grade female students. **(Life Skills)**
8. 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)**
9. The mentoring program targets students who need more individual attention for academic, behavior, or social needs. **(Academics, Life Skills and Responsibility to the Community)**
10. The tutoring program encourages upper grade students to receive extra assistance with classwork or homework after school. **(Academics and Life Skills)**
11. The winter project is designed to provide Timber Lane families with support during the holiday season. **(Responsibility to the Community)**
12. The Preschool Class-Based Program allows early intervention for students with special needs. **(Academics, Life Skills and Responsibility to the Community)**
13. Adult ESOL classes are offered weekly for community members learning English. **(Academics and Responsibility to the Community)**
14. Timber Lane has several business partnerships to support the needs of the school. **(Responsibility to the Community)**
15. The Virginia Preschool Initiative allows for early intervention for students before they begin Kindergarten. **(Academics and Life Skills)**
16. The School Advanced Academics Center Program provides enrichment to targeted students in grades 3-6. **(Academics)**
17. Enhanced Autism Program provides small group instruction to targeted students in grade K-3) **(Academics)**

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

Increase student achievement in the area of language arts through the continued implementation of a balanced literacy program in Kindergarten through sixth grade.

Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.

RATIONALE FOR OBJECTIVE:

Data Sources:

DRA2/Fountas and Pinnell 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 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 DRA2 Word Analysis Assessment twice a year.

We continue to maintain 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 maintained our SOL pass rate from the 2008-2009 to 2009-2010 school year. 87.5% of our students in grades 3-6 passed the English SOL last year compared to 87.38% the year before. We noticed increases in two sub groups from the previous year and continue to

benefit from the consistency of a school wide language arts program. For the white student subgroup the pass rate has increased from 88% to 91%. For students with disabilities the pass rate has increased from 78% to 80%. One area that will continue to be addressed is reaching our African-American students. This particular sub group's pass rate decreased from 81% to 80%.

We continue to perform at high level of success each year in the area of mathematics and maintain our overall pass rate. Since the 2008-2009 school year, we have seen increases in the pass rate for most of the sub groups. We saw notable gains in the pass rate sub groups of Hispanics, LEP, students with disabilities, and Low SES.

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. Teachers maintain high expectations while differentiating instruction to provide their students with meaningful learning experiences. Classroom teachers at each grade level will participate in quarterly planning and professional development based on the balanced literacy framework. Timber Lane has a Language Arts Committee that consists of one teacher representative from each grade level. The team works collaboratively on literacy goals and issues such as looking at school wide data and disseminating information on testing windows and assessment due dates. The team also plans the evening literacy events for K-6 such as Partners in Print and Library Night.

Varying degrees of training and implementation over the years have accounted for some inconsistencies across grade levels. Also, staff turnover will continue to challenge the continuous training that should occur around a balanced literacy programs. While most teachers have been trained in the LC model, the program no longer exists for the 2010-2011 school year. In lieu of the LC model, on-going staff development and an optional book group will be provided. Our school's mobility rate (31%) affects our ability to effectively track data over time. In first grade, struggling readers receive intense intervention from Reading Recovery. Leveled Literacy Intervention is being implemented in grades K-3 to address the needs of struggling readers. We are looking into supplemental intensive language arts support for struggling readers in grades 4-6.

Instructional strengths for the mathematics programs include staff working together through continuous math meetings. Teachers are continuously analyzing data through common assessments which are produced in e-cart and Horizon (formally known as ASPIRE). On-going tests and quizzes closely monitor student achievement and through the use of Horizon and e-cart teachers can quickly use data effectively to guide their instruction. A pre and post assessment is administered to all students in grades 2nd-6th before and after each new skill is introduced. This allows the teachers to work as a team and have the students grouped according to their ability so that each child is given appropriate instruction for their level. Weekly math meetings are held each week amongst the teachers in grades 3rd-6th. During these meetings, pacing guides are adjusted, standards are studied and strategies are shared amongst the team. In the primary grades, the use of the MRA continues to inform instruction. Strong math foundations are being developed through the work with numbers and number sense. In addition, students in grades 3rd-6th are challenged through the compacted math program which allows students with a strong math foundation to accelerate their learning opportunities.

Consistent use of supplementary programs such as Calendar Math will provide more real world learning opportunities to support the core of our mathematics program.

Best Practice Research:

Our balanced literacy program is aligned with the Literacy Collaborative model and Fairfax County's balanced literacy approach. This includes Reading Workshop, Writing Workshop and a Language Word Study block. The language arts block should be implemented for a minimum of two 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 balanced literacy will allow more consistency for vertical planning and teacher language while providing students more time on task from year to year. Reading Recovery is a research-based, short-term intervention for the most struggling first graders. Leveled Literacy Intervention is a research-based system designed by Fountas and Pinnell to address the needs of struggling readers in a small-group setting for grades K-3. The goal of LLI is to support children in order to meet the reading benchmark by the end of third grade. The instruction of LLI is based upon the five essential components of reading as identified by the National Reading Panel which includes phonological awareness, vocabulary, decoding, fluency, and comprehension.

Our Math Program includes programs such as calendar math, flexible ability groups and compacted math in grades 3-6. Flexible groups are utilized in grades first through sixth. "Ability grouping increases student achievement by reducing the disparity in student ability levels, and this increases the likelihood that teachers can provide instruction that is neither too easy nor too hard for most students. The assumption is that ability grouping allows the teacher (1) to increase the pace and raise the level of instruction for high achievers, and (2) to provide more individual attention, repetition, and review for low achievers. The high achievers benefit from having to compete with one another, and the low achievers benefit from not having to compete with their more able peers." (*ERIC Clearinghouse on Elementary and Early Childhood Education Urbana*).

The Every Day Calendar Math program is implemented in every classroom here at Timber Lane HS-6th grades. *Every Day Counts*[®] *Calendar Math* is based on best classroom practices for teaching mathematics that have been validated by scientific research. These practices include daily whole class discussion and dialogic discourse, the usage of real life data and visual models, continuous exposure to critical mathematical concepts, making connections across mathematical strands, offering students multiple points of entry, cooperative learning, developing number sense and computational fluency, the usage of informal learning and games, differentiating instruction, and ongoing assessment. The topics and challenges at each grade level of the *Every Day Counts*[®] *Calendar Math* program are aligned with the NCTM standards and build on what students learn in class with activities that engage students, allowing them to explore, make and test conjectures, and apply their mathematical understanding. (*Great Source Math*)

Students in grades three through six are provided the opportunity to participate in the compacted math curriculum. The students' math program is accelerated and provides the students with an enriched curriculum. This curriculum also provides the students with many opportunities to stretch their thinking and apply higher level math skills. "Curriculum compacting, developed by Dr. Joseph Renzulli and Linda Smith in 1978, is a differentiation strategy that is extremely beneficial to many gifted and high ability students. It is a process by which students are pre-assessed to determine what parts of the curriculum they have already mastered. If these students are not challenged with new or different content, they waste time in school, do not learn important study skills, and do not grow as learners." (Coil, C. (2008). *Keys to Successful Districtwide Differentiation: Training, Time, Practice, and Sharing*. E-Zine, Vol. 2, 3. www.carolyncoil.com.)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	84% of students in kindergarten will be on or above grade level (level 3/C) by the end of the 2010-2011 school year based on the DRA2 assessment.
1.1.1	81% of students in first grade will be on or above grade level (16/I) by the end of the 2010-2011 school year based on the DRA2 assessment.
1.1.1	80% of students in second grade will be on or above grade level (28/M) by the end of the 2010-2011 school year based on the DRA2 assessment.
1.1.1	85% of students with disabilities in grades 3-6 will pass the reading SOL test for the 2010-2011 school year.
1.1.1	85% of African American students in grades 3-6 will pass the reading SOL test for the 2010-2011 school year.
1.1.1	93% of students in grades 3-6 will pass the reading SOL test for the 2010-2011 school year.
1.1.2	94% of all Kindergarten students will meet math benchmarks as measured on the FCPS Math Reasoning Assessment (MRA) for the 2010-2011 school year.
1.1.2	80% of all 1 st grade students will meet math benchmarks as measured on the FCPS Math Reasoning Assessment (MRA) for the 2010-2011 school year.
1.1.2	80% of 2nd grade students will meet math benchmarks as measured on the FCPS Math Reasoning Assessment (MRA) for the 2010-2011 school year.
1.1.2	Percentage of Black students passing the Grades 3-6 Spring 2010-2011 SOL Mathematics test will increase from 80% to 85%.
1.1.2	Percentage of Students with Disabilities passing the Grades 3-6 Spring 2010-2011 SOL Mathematics test will increase from 77% to 81%.
1.1.2	Percentage of students who are low SES passing the Grades 3-6 Spring 2010-2011 SOL Mathematics tests will increase from 88% to 91%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in the area of language arts through the continued implementation of a balanced literacy program in Kindergarten through sixth grade.							
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. Teachers will use guided reading instruction in their classroom.	Jim Quinn, Kim Cook, Kristi Johnson, and all teachers	More leveled books	X	X	X	X	Daily anecdotal notes, running records, student conferences, DRA2 and/or Fountas and Pinnell Benchmark Assessment (minimum of twice per year), Quarterly reflection on all student instructional levels during PLC meetings
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, well-stocked classroom library, lesson plans
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. Quarterly grade-level planning and professional development on balanced literacy framework.	Alexa McKenrick, Diane Payne, Kristi Johnson, and teachers	Substitute coverage	X	X	X	X	Discussions, group work, peer coaching sessions
5. Poem Anthologies/Poetry units will be utilized during the language arts block.	Sharon Frank (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.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in the area of language arts through the continued implementation of a balanced literacy program in Kindergarten through sixth grade.

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.	
6. Daily two hour blocks of reading, writing and word study in each classroom.	Jim Quinn, Kim Cook	Professional Materials including Guiding Readers and Writers 3-6, Teaching for Comprehending and Fluency and 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.	Jim Quinn, Administration, Kristi Johnson, Sharon Frank, Librarian	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 or library to make room for new texts.
8. Utilization of the nonfiction bookroom of informational texts for use across grade levels.	Kristi Johnson, 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. McLean Rotary Club projects to support literacy in primary classrooms.	Jim Quinn, Kristi Johnson, Diane Payne, Teachers in grades K, 1 st and 2 nd	Rotary will provide funds to purchase books for students and Leveled Literacy Intervention materials. Kristi Johnson 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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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.
12. Leveled Literacy Intervention for struggling readers in grades K-3.	Diane Payne, Alexa Mc Kenrick, Kristi Johnson	Fountas and Pinnell reading system	X	X	X	X	Formal and informal assessments, on-going communication with classroom teachers, parent information nights
13. 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	Quarterly formal writing assessments using writing rubrics, teachers read and analyze student writing on a regular basis to drive instruction.
14. 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.
15. 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.
16. 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
17. Teachers will follow the framework for writer's workshop.	All teachers involved in writing.	Minilesson statements, mentor texts, staff development, space for classroom share	X	X	X	X	Student work, discussions, conversations, inquiry
18. Fountas and Pinnell word study program will be utilized in all grades.	All teachers	Fountas and Pinnell word study kits	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).

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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.	
19. School Wide Language Arts committee works across grade levels to support, set and attain literacy goals.	One grade level representative from all grade levels K-6, ESOL and SPED representative, librarian, administrator		X	X	X	X	Bi-quarterly discussions and dissemination of information to grade level and specialist teams. Vertical discussions of goals and needs.
20. Partners in Print and 3-6 literacy night will provide parent workshops three times during the school year to help parents support their students' literacy development.	Denise Robinson, Kristi Johnson, 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		Sign in sheets are used to record attendance, parents are asked to fill out evaluation forms after each evening
21. Library Night for families to explore the school library.	Jim Quinn, Sharon Frank, all teachers	Bus transportation, refreshments	X				Parent attendance
22. Scholastic Book Fair and Family Night	Sharon Frank, 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.
23. Reading is Fundamental will distribute books three times during the school year for students in grades Head Start through grade 6.	Kristi Johnson, Sharon Frank	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
24. Small group, short-term interventions for struggling readers in grades 3-6.	Kristi Johnson	Guided reading sets of books	X	X	X	X	Formal and informal assessments, on-going communication with classroom teachers

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.

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 school based math lab for instruction and resources.	Classroom teachers, special education teachers	Materials provided in math lab	X	X	X	X	Sign out sheet in math lab, monitored quarterly by math team committee members.
2. Math Academy for grades 2-6. Flexible groups will be created based on pre and post test data.	All Teachers	Develop tests on Horizon	X	X	X	X	Flexible group class lists and post test data
3. Formative and summative assessments, including those common assessments created in Horizon, will be used to assess achievement throughout the year.	All Teachers	Materials provided in class, Horizon and ECART	X	X	X	X	Student Performance on common assessments are discussed in weekly PLC meetings.
4. Every Day Counts Calendar Math (school wide K-6)	Classroom Teachers, Donna Coe	Grade Level Kits in classrooms, staff development for new teachers	X	X	X	X	Classroom Observations
5. After School Tutoring for low achieving students.	TBD			X	X		Student Performance in class
6. Vertical Articulation within the Mclean pyramid to enhance math instruction and share best practices.	Elementary, Middle, and High school Administrators and teachers in the Mclean Pyramid			X	X	X	PLC conversations
7. Math Consultant 3 days a week to support math initiatives including calendar math, team planning, and best practices.	Donna Coe, Administrators	Consultant fee	X	X	X	X	PLC conversations and student performance
8. Weekly math meetings with grades 3-6 to share best practices and enhance math instruction.	All teachers		X	X	X	X	Meeting Notes and Classroom Observations

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.

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| <input type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input 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. |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE:

All students will be provided classroom and school-wide activities to facilitate responsible decision-making and follow-through.

RATIONALE FOR OBJECTIVE:

Data Sources:

Students will increase positive choices by earning Timber Lane tickets, by joining activities, setting personal goals, participating in tutoring opportunities, and following the Timber Lane Respect and Responsibility motto. Students will decrease inappropriate choices through the use of a teacher-created “Think Sheet” 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 involvement in many school programs. Staff is involved in teaching or implementing all of our school programs and they are widely advertised to reach a diverse group of individuals. Timber Lane has a working commitment to help students problem solve. As a staff we are responsible for all students’ behavior and well-being. In the beginning of the year our administration meets with the student body to discuss the expectations for the school year. 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. Some challenges facing Timber Lane include low socio-economic status, a diverse cultural representation, and communication issues due to language barriers. Staff members have expressed concerns that students do not always respect authority throughout the school building and on a consistent basis. This requires constant vigilance by all staff, parents, and community members.

Best Practice Research:

Research has shown that positive reinforcement plays an important part in the success of all students. “Several studies have demonstrated positive effects of PBIS [Positive Behavior Support], with some recent research showing success in urban settings. For example, Netzel and Eber (2003) report a 22 percent reduction in suspensions after one year of universal level implementation (e.g., teaching school-wide rules and recognizing and acknowledging appropriate student behavior) in an urban elementary school. Further, Warren, Edmonson, Griggs, Lassen, McCart, Turnbull and Sailor (2003) report a number of encouraging outcomes during the first full year of school-wide PBS implementation, including a twenty percent decrease in office discipline referrals, twenty-three percent decrease in “time-outs,” and fifty-seven percent decrease in short-term suspensions” (Sheila M. Clonan et. al. “School-Wide Positive Behavior Support: Implementation and Evaluation at Two Urban Elementary Schools” Persistently Safe Schools: The National Conference of the Hamilton Fish Institute on School and Community Violence. September, 2002. p. 85). Timber Lane’s goal is for students to integrate thoughtful problem solving when making everyday life choices. We have seen the impact of PBS 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 (PBS) plan are used as a positive way to reinforce school rules and expectations.

Goal setting has been identified as an important component of student achievement. “Goal setting and goal achievement influence learning and generate motivation to learn in two important ways: first, by providing a learning target that students can see and understand; and second, by helping students gather information about how they are doing in pursuit of that target.” (“Achieving More With Focus: Fostering Student Goal Setting.” *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders*. Alexandria, VA: ASCD, 2009. 60-78. *Educators Virtual Reference Library*. Web. 25 Aug. 2010.)

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin. Thomas Lickona, in Educating for Character: How Our Schools Can Teach Respect and Responsibility (1992), suggests that service-learning and character education, when implemented properly, improve student learning, increase family-school partnering, engage the community in positive ways with schools, and strengthen the virtue of future citizens. Students at Timber Lane are involved in two service-learning activities, Just Say No service learning projects and the Recycling Club. Numerous studies have shown that the majority of students, including those who have records of discipline problems and poor academics, who participate in the service-learning process, feel more empowered, develop stronger leadership skills, and tend to feel better about themselves as students.

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	During the 2010-2011 school year, at least twenty-five children will receive a mentor by the second quarter to increase academic performance and build self esteem.
2.4	During the 2010-2011 school year, at least 80% of the teachers will implement the use of a teacher-created “Think Sheet” to promote effective problem solving skills when student issues arise.
2.6	During the 2010-2011 school year, 80% of the teachers will initiate the use of a teacher-guided “Goal Setting” activity to promote academic and/or social growth.
2.8	Thirty third through sixth grade girls will participate in the Girls on the Run program twice during the 2010-2011 school year to build self confidence and peer relationships.
2.8	During the 2010-2011 school year, ninety 4 th -6 th graders will participate in the Just Say No club to demonstrate their commitment to making positive life choices.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be provided classroom and school-wide activities to facilitate responsible decision-making and follow-through.							
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. The safety patrol sponsor will work with safety patrols to model responsible behaviors for all students.	John Ginty	Safety Patrol sponsor 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, and Kim Cook	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, Andrea DePiro, and Kim Cook	Tiger Tickets	X	X	X	X	Tiger tickets will be announced daily for the various grade levels.
4. Citizen of the month will honor students who have displayed good judgment.	Classroom teachers, Angela Cutter	Camera, certificates, photo paper, and pencil rewards.	X	X	X	X	Student photos will be displayed in the front hallway throughout the year and on our office scrolling T.V. 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, Kim Cook	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, Kim Cook	None	X	X	X	X	Administration will proof the report cards each quarter.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be provided classroom and school-wide activities to facilitate responsible decision-making and follow-through.

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, Sharon Frank	None	X	X	X	X	Librarian will monitor number of participants.
10. Peer mediators will be available 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.
11. Peer mediators will have a week-long training and 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.
12. Students who volunteer will participate in the Just Say No program meetings seven times per year.	4 th , 5 th and 6 th grade students, Lana McNulty	Funds for guest speakers, field trip and supplies	X	X	X	X	Counselor will track number of participants.
13. Girls on the Run will be offered to promote positive peer and life choices.	PTA, Allison Flatley Cleary	None		X	X		Coaches will track the girl's attendance at each meeting.
14. Girls on the Run will meet twice a week for ten weeks during each session.	PTA, Allison Flatley Cleary	None		X	X		Coaches will set meeting schedule.
15. Students will be offered after school tutoring.	Teachers to be determined	None		X	X		Report will be filled out regarding attendance and completed homework assignments data.
16. 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.
17. Fifth and sixth grade students can choose to protect the environment by recycling one day per week.	Lana McNulty	None	X	X	X	X	Participation record

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All students will be provided classroom and school-wide activities to facilitate responsible decision-making and follow-through.

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.	
18. Students will use a teacher-created “think sheet” to make positive choices.	Classroom Teachers, Kim Cook and Jim Quinn	Copies of “think sheets”	X	X	X	X	“Think Sheet” choices will be tracked
19. Mentors will be assigned to students through teacher recommendation.	Kim Cook, Classroom Teachers	Celebration materials	X	X	X	X	At least twenty-five children school-wide will have a mentor.
20. Students will participate in a school- wide service project collecting food for a local food bank.	Lana McNulty, Robin Gannon, SCA, Students	Poster Paper	X				Participation records and donated food amount.
21. Students will use a teacher-created “Goal Setting” activity to set academic and/or social goals.	Classroom Teachers	Paper, writing implements	X	X	X	X	Students will participate in self-evaluation at the end of each quarter.
22. Teachers will collaborate to provide opportunities to mentor younger students as “reading buddies.”	Classroom Teachers	Library books	X	X	X	X	Anecdotal participation records.

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.

- 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:

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

RATIONALE FOR OBJECTIVE:

Data Sources:

Individual teacher ABC forms and the office referrals maintained for all students show a need for continued reinforcement of issues related to making responsible choices and acting in a respectful manner. Teachers are able to continuously report student behaviors through the use of report card and interim citizenship grades. Implementing the ticket system creates positive awareness of appropriate behavior of the students in the classroom and throughout the school. The number of tickets awarded indicates we need to increase our recognition of positive behaviors. County-wide implementation of the global awareness project indicates our need to implement growth in knowledge of interdependence. Low attendance at PTA meetings and the number of parent Blackboard accounts indicates the need to encourage more family involvement. At present Timber Lane's recycling program is limited to paper which indicates a need to expand the program to reduce, recycle and reuse paper, bottles, and cans.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The ABC referral forms effectively document the types and frequency of discipline behaviors. Teachers and the Timber Lane community 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. Positive behaviors are recognized through the use of Tiger Tickets and our citizen of the month program. When used, Tiger Tickets motivate students to make positive choices. Attendance at parent and community outreach programs has shown students the value of interdependency by bridging the gap between home and school. We are implementing more forms of communication, including Blackboard, Keep in Touch, and Email to involve caregivers. Community outreach events demonstrate to students how the parents, community, and school can work together.

We would encourage staff to use of the ABC referral form to document discipline behavior in a more consistent and timely manner. Our PBS system should continue to create clear expectations for students, parents, staff members, and administration. We would like to see increased staff participation in the PBS program including the distribution of Tiger Tickets. PBS forms need to be provided in multiple languages. We would also like to see increased participation in community outreach, PTA, and Blackboard. We would like to see increased participation in the existing paper recycling program. We will strongly encourage the use of strategies to promote the reuse and reduction of paper products.

Best Practice Research:

The ABC task force will implement 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 Phelan 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 the opportunity to complement one another and build healthy peer relationships and a stronger sense of community. Some classroom teachers have implemented an economy system with our Tiger Tickets which reinforces all positive behaviors. Our guidance counselor continues to model these practices as she engages in lessons with the teachers and students. In line with the FCPS “Be Green Recycling Program”, Timber Lane will support recycling.

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 quarterly events to celebrate our community and provide at least 5 parent workshops during the 2010-2011 school year to reinforce the importance of developing positive behaviors in all students.
3.1 & 3.2	All teacher and specialist teams will increase communication with parents by updating Blackboard sites monthly to include newsletters, announcements, student generated content, and helpful websites.
3.1 & 3.2	Students will demonstrate respect and responsibility to the school community; office referrals will show no increase from 69 referrals in 2010-2011.
3.1 & 3.2	All fifth grade students will complete and share a global awareness project. Students will earn a score point of at least 22 out of 33 overall rubric score points for the 2010-2011 school year.
3.1 & 3.2	The Timber Lane community will increase their use of Tiger Tickets by having each staff member award at least 100 tickets each month in the 2010-2011 school year.
3.4	The recycling program will be expanded to include collection of plastic bottles and aluminum cans. Recycling club students will record the number of bags of paper, plastic and aluminum collected each week. The number of available recycling receptacles will increase from 1 to 3.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY 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	X	X	We will survey staff at the end of every quarter to see if changes were effective.
2. Community of Caring and peer mediation posters will be displayed around school to increase student awareness of the programs.	Lana McNulty	Large posters from TMPC center and student created Mediation posters.	X	X	X	X	Posters will serve as ongoing reminders.
3. 100 Tiger ticket will awarded by each staff member monthly	Jim Quinn/Kim Cook & all staff members	Tiger Tickets	X	X	X	X	Teachers will be given tickets in groups of 100 so they are able to reflect on the number of tickets they have awarded.
4. ABC plan and positive behavior indicators will be available to staff at the beginning of the year	Jim Quinn, PBS team	ABC plan	X				All teachers will be expected to implement any updates in the ABC plan.
5. Fifth grade students will participate in the global awareness project	5 th grade teachers/ administration/ librarian/specialists /SBTS	Provided by the school	X	X	X	X	Binders are kept all year long.
6. 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 class work and their participation.
7. Students in grades 4, 5, and 6 will serve as library helpers	Sharon Frank	Carts, Books	X	X	X	X	Student participation is tracked

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.	
23. Students will serve as SCA officers and classroom representatives	Robin Gannon		X	X	X	X	Meetings are recorded by the secretary
24. Students in grades 4, 5, and 6 will serve as book buddies to primary students	participating teachers/librarian	Books	X	X	X	X	Teachers will track the number of sessions per month
25. Students will have the opportunity to assist with the recycling effort at the school level on a voluntary basis.	Lana McNulty & Hui Kim	2 new recycling bins for aluminum cans and plastic bottles.	X	X	X	X	Counselor will assign areas for students to collect recycled materials
26. Students will participate in community service learning days to help beautify the school and assist staff in end of the year projects.	Lana McNulty	Rubber gloves, trash bags				X	Counselor will track number of participants
27. Parenting workshops will be offered on different topics to reinforce the importance of developing a community of respect	Juanita Baptiste. Kim Cook, other volunteers.	Workshop materials	X	X	X	X	Parent Liaison will have sign in sheets for attendance
28. 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.	Teachers to be determined	Hourly compensation/ General classroom supplies		X	X		Students will be measured by their workshop attendance and also by their report card attainment level for “accepts responsibility”.
29. Female students in grades 3 through 6 will be invited to participate in the Girls on the Run program.	Allison Cleary	None		X	X		Through attendance at the Girls on the Run program.
30. Girls on the Run will meet twice a week for 10 weeks each session.	Allison Cleary	None		X	X		Through attendance at the Girls on the Run program.
31. SBTS will create a Timber Lane blog where teachers can share Blackboard success stories on a monthly basis.	Brian Herberger	None	X	X	X	X	Percent of teachers participating in blog 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.	
32. Suggestions and support for Blackboard use will be provided as needed	Brian Herberger	None	X	X	X	X	A record will be kept of blackboard contacts.
33. Information to be sent home in Wednesday folders will go to “oldest and only”.	office staff	none	X	X	X	X	SASI operator will update distribution lists to reflect transfer students

**RESULTS AND REFLECTION ON THE 2009-2010 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through second grade Literacy Collaborative program and the continuation of a balanced literacy program in third grade through sixth grade.</p>	<p>Performance Indicator: 77% of students in kindergarten will be on or above grade level (level 3/C) by the end of the 2009-2010 school year based on the DRA2 assessment.</p>	<p>Supported: 81% of the Kindergarten students met the reading benchmark</p> <p>Inhibited:</p>	<p>All Kindergarten students will continue to receive balance literacy instruction on a daily basis. Although we know longer have a primary LC coach all teachers will participate in quarterly staff development in order to continue “best practices” designed in accordance with the LC model.</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 second grade Literacy Collaborative program and the continuation of a balanced literacy program in third grade through sixth grade.</p>	<p>80% of students in first grade will be on or above grade level (16/I) by the end of the 2009-2010 school year based on the DRA2 assessment.</p>	<p>Supported:</p> <p>Inhibited: 70% of the first graders met the reading benchmark. This is a 10% decrease from the previous year. 21 students were not on grade level (30%)</p>	<p>All First Grade students will continue to receive balance literacy instruction on a daily basis. Although we know longer have a primary LC coach all teachers will participate in quarterly staff development in order to continue “best practices” designed in accordance with the LC model.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through second grade Literacy Collaborative program and the continuation of a balanced literacy program in third grade through sixth grade.</p>	<p>80% of students in second grade will be on or above grade level (28/M) by the end of the 2009-2010 school year based on the DRA2 assessment.</p>	<p>Supported:</p> <p>Inhibited: 70% of the second grade students met the reading benchmark. There was a 9% increase from the previous year but 18 students(30%) still did not meet the second grade benchmark.</p>	<p>All Second Grade students will continue to receive balance literacy instruction on a daily basis. Although we know longer have a primary LC coach all teachers will participate in quarterly staff development in order to continue “best practices” designed in accordance with the LC model.</p>
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through second grade Literacy Collaborative program and the continuation of a balanced literacy program in third grade through sixth grade.</p>	<p>85% of students with disabilities in grades 3-6 will pass the reading SOL test for the 2009-2010 school year.</p>	<p>Supported:</p> <p>Inhibited: 80% of the students with disabilities in grades 3-6 passed the reading SOL test for the 2009-2010 school year.</p>	<p>All classroom, ESOL, and special education teachers will participate quarterly in staff development sessions. Weekly PLC meetings will provide a venue to discuss student progress more often and more effectively. Data analysis of common assessments and district tests will help teachers be more aware of achievement gaps throughout the 2010-2011 school year.</p>
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of language arts through the implementation of the kindergarten through second grade Literacy Collaborative program and the continuation of a balanced literacy program in third grade through sixth grade.</p>	<p>89% of students in grades 3-6 will pass the reading SOL test for the 2009-2010 school year.</p>	<p>Supported:</p> <p>Inhibited: 88% of the students in grades 3-6 passed the reading SOL test for the 2009-2010 school year.</p>	<p>All classroom, ESOL, and special education teachers will participate in staff development in order to continue “best practices” designed in accordance with the LC model. Teachers will use informal assessments quarterly in order to monitor students’ reading progress.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.</p>	<p>93% of all Kindergarten students will meet math benchmarks as measured on the FCPS Math Reasoning Assessment (MRA) for the 2009-2010 school year.</p>	<p>Supported:</p> <p>Inhibited: 90% of the Kindergarten students met the math benchmark as measured on the MRA.</p>	<p>Teachers will meet with the K MRA specialist from instructional services to streamline their testing procedures and gain knowledge about testing second language students.</p>
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.</p>	<p>85% of all 1st and 2nd grade students will meet math benchmarks as measured on the FCPS Math Reasoning Assessment (MRA) for the 2009-2010 school year.</p>	<p>Supported: 85% of all 1st and 2nd grade students did meet the math benchmark as measured by the MRA</p> <p>Inhibited:</p>	<p>All first and second grade students will participate in flexible math groups throughout the 2010-2011 school year.</p>
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.</p>	<p>Percentage of Black students passing the Grades 3-6 Spring 2009-2010 SOL Mathematics test will increase from 81% to 83%</p>	<p>Supported:</p> <p>Inhibited: 80% of the Black students in grades 3-6 passed the math SOL test for the 2009-2010 school year.</p>	<p>All students in grades 3-6 will participate in flexible math groups throughout the 2010-2011 school year. Math unit post test results will be disaggregated and pacing will include spiraling of the curriculum to provide interventions for students who are struggling.</p>
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.</p>	<p>Percentage of Students with Disabilities passing the Grades 3-6 Spring 2009-2010 SOL Mathematics test will increase from 73% to 80%</p>	<p>Supported:</p> <p>Inhibited: 77% of the students with disabilities in grades 3-6 passed the math SOL test for the 2009-2010 school year.</p>	<p>All students in grades 3-6 will participate in flexible math groups throughout the 2010-2011 school year. Math unit post test results will be disaggregated and pacing will include spiraling of the curriculum to provide interventions for students who are struggling.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p>Objective: Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group. Increase student achievement in the area of mathematics so that all students continue to show improvement while meeting yearly standards across each sub-group.</p>	<p>Percentage of Hispanic students passing the Grades 3-6 Spring 2009-2010 SOL Mathematics tests will increase from 81% to 83%</p>	<p>Supported: 92% of the Hispanic students in grades 3-6 passed the math SOL test for the 2009-2010 school year.</p> <p>Inhibited:</p>	<p>All students in grades 3-6 will continue to participate in the flexible math groups throughout the 2010-2011 school year.</p>
<p align="center">Essential Life Skills</p> <p>Objective: All students will be encouraged to take responsibility for their choices.</p>	<p>During the 2009-2010 school year, at least thirty children will receive a mentor by the second quarter to increase academic performance and build self esteem.</p>	<p>Supported: Thirty-one students received a mentor that met with them for 30 minutes each week</p> <p>Inhibited:</p>	<p>The mentor program will continue throughout the 2010-2011 school year.</p>
<p align="center">Essential Life Skills</p> <p>Objective: All students will be encouraged to take responsibility for their choices.</p>	<p>During the 2009-2010 school year at least 80% of the teachers will initiate the use of a teacher-created “Think Sheet” for promoting effective problem solving skills when student issues arise.</p>	<p>Supported: The majority of the teachers used Think Sheets to promote effective problem solving skills in their classroom.</p> <p>Inhibited:</p>	<p>Teachers will continue to be encouraged to use Think Sheets for problem solving within their classrooms.</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 responsibility for their choices.</p>	<p>Thirty-eight third through sixth grade girls will participate in the Girls on the Run program twice during the 2009-2010 school year to build self confidence and peer relationships.</p>	<p>Supported: Thirty eight girls in third through sixth grade took part in the Girls on the Run program during the 2009-2010 school year.</p> <p>Inhibited:</p>	<p>The Girls on the Run program will be held for two ten week sessions during the 2010-2011 school year for girls in third through sixth grade.</p>
<p>Essential Life Skills</p> <p>Objective: All students will be encouraged to take responsibility for their choices.</p>	<p>95% of students in grades K-6 will attend all three Intersession sessions to show their commitment to making positive life choices.</p>	<p>Supported: 95% of all students in grades K-6th attended intersession.</p> <p>Inhibited:</p>	<p>The modified calendar has been eliminated. Timber Lane is now on a standard calendar.</p>
<p>Essential Life Skills</p> <p>Objective: All students will be encouraged to take responsibility for their choices.</p>	<p>During the 2009-2010 school year, ninety 4th-6th graders will participate in the Just Say No club to demonstrate their commitment to making positive life choices.</p>	<p>Supported:</p> <p>Inhibited: Eighty-Six students in grades 4-6 participated in the Just Say No club.</p>	<p>The Just Say No Club will continue throughout the 2010-2011 school year.</p>
<p>Responsibility to the Community</p> <p>Objective: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.</p>	<p>The Parent Outreach Committee will hold quarterly events to celebrate our community and provide at least 10 parent workshops during the 2009-2010 school year to reinforce the importance of developing positive behaviors in all students.</p>	<p>Supported:</p> <p>Inhibited: The Parent Outreach Committee held six events throughout the 2009-2010 school year. The Committee did not have the staff commitment needed to plan and implement the ten parent workshops.</p>	<p>The Parent Outreach Committee will plan quarterly celebrations for the entire school community. The POC will also provide at least five parent workshops during the 2010-2011 school year.</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: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.</p>	<p>All grade level and specialists teams will increase communication with parents by updating Blackboard sites monthly to include newsletters, announcements and helpful websites.</p>	<p>Supported:</p> <p>Inhibited: Grade Level teams and specialists teams communicated with parents through blackboard by updating their sites monthly for most of the school year. Blackboard updates showed a decrease after February 2010.</p>	<p>Teachers will continue to update blackboard sites monthly to increase the home and school connection. Teachers will be developing and updating individual blackboard sites this school year instead of team blackboard sites.</p>
<p>Responsibility to the Community</p> <p>Objective: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.</p>	<p>The students will show more respect and responsibility to their school community by reducing the number of students receiving office referrals from 36 students in the 2008-2009 school year to 25 students in the 2009-2010 school year.</p>	<p>Supported:</p> <p>Inhibited: The number of students who received respect and responsibility referrals was sixty nine. Several repeat offenders were identified as receiving the bulk of these office referrals.</p>	<p>Teachers will continue to use three ABC report forms before writing an office referral as part of the school-wide PBS program.</p>
<p>Responsibility to the Community</p> <p>Objective: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.</p>	<p>All fifth grade students will complete and share their global awareness programs with the entire school community and earn a score point of at least 22 out of 33 overall rubric score points for the 2009-2010 school year.</p>	<p>Supported:</p> <p>Inhibited: All fifth grade students completed a global awareness project and earned at least a 22 out of 33 overall rubric score. However the global awareness projects was not shared with the entire school community.</p>	<p>All fifth grade students will complete a global awareness project during the 2010-2011 school year. The projects will presented to and shared with the fourth and fifth grade classes.</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: Students will recognize, practice and celebrate rights, respect and responsibility in the Timber Lane community.</p>	<p>The Timber Lane community will increase their use of Tiger Tickets by having each staff member award at least 100 tickets each month in the 2009-2010 school year.</p>	<p>Supported: One hundred Tiger Tickets were distributed each month by all staff members during the 2009-2010 school year.</p> <p>Inhibited:</p>	<p>Tiger Tickets will continue to be used during the 2010-2011 year to recognize and encourage appropriate behavior during the school year. The tickets will cut and packaged each month for easy distribution by the staff.</p>