

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Union Mill Elementary School

Cluster VII



**Susan Shadis, Principal
Jennifer L. Drummond, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

| Name | Position | Name | Position |
|-------------------|--|------------------|--|
| Susan Shadis | Principal | Minnie Scrafford | Mathematics Co-Lead Second Grade Teacher |
| Jennifer Drummond | Assistant Principal | Holly Walker | Mathematics Co-Lead Sixth Grade Teacher |
| Mary Eads | Social Studies Co-Lead Second Grade Teacher | Rebecca Wysocki | Science Co-Lead Second Grade Teacher |
| Barbara Leonard | Language Arts Lead Reading Resource Teacher | Tracey White | PTA President Parent of Third and Fifth Graders |
| Jenn McAdoo | Science Co-Lead Fifth Grade Teacher | Rachel Will | PTA Community Outreach Chair Parent of a Fourth Grader |
| Stacey Schultz | Social Studies Co-Lead Fourth Grade Teacher | Mary Zempolich | PTA Alternative Education Chair Parent of a Second Grader |

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.

UNION MILL ELEMENTARY SCHOOL—VISION STATEMENT

The goal of our educational community is to empower our students to reach their full potential and become lifelong learners.

UNION MILL ELEMENTARY SCHOOL—MISSION STATEMENT

We Are Committed to:

- Providing a safe, nurturing environment which fosters respect, self-discipline, and intellectual curiosity.
- Providing a strong instructional program.
- Providing opportunities for success in all students.
- Providing a positive learning environment.
- Working collaboratively as a professional learning community to plan, remediate and enrich curriculum.
- Modeling and encouraging good citizenship and character in the school and community.
- Communicating to support learning and to foster positive relationships between home and school.

UNION MILL ELEMENTARY SCHOOL—CORE VALUES/BELIEFS

We Believe:

- Children are mankind’s most important resource.
- All children have the right to a safe learning environment.
- Teamwork enhances the learning environment.
- Diversity should be honored.
- Respect for self, others, and property is imperative for our school community to flourish.
- All children have the right to develop their unique potential.

SPECIAL PROGRAMS

Union Mill participates in many additional programs to enhance the regular school curriculum for our students.

Academics

- Teachers as Researchers
- Grade level reading incentive programs
- Author/Illustrator visits to each grade level
- Cross-Grade level Buddies
- Remediation/Enrichment sessions
- At-Home Reading Program
- Virginia Readers voting program
- Public Librarian Visit
- Science Fair, grades 4-6
- Challenge 24, grades 4-6
- Flexible Mathematics groupings, grades 4-6
- Culminating activities and fieldtrips: Flag Day for Kindergarten; Turkey Day, Three Piggy Opera and Customs Around the World for 1st grade; Pow Wow Day, Native Lands Festival, Insect Lady visit, and Jamestown Presentations for 2nd grade; Pumpkin Day for 3rd grade; Richmond field trip, Kennedy Center and Colonial Day for 4th grade; Medieval Day for 5th grade; Aquarium Visit and Nutrition Fair for 5th grade; Presidential & National Physical Fitness Awards, Pamplin Historical Park fieldtrip in Petersburg, VA, Punctuation Day and Pi Day for 6th grade; Bookmark Contest for 3rd – 6th grade; Pyramid Art Show; Pyramid Choral Festival; Field Days; 25 Mile Club
- “Word Masters Challenge,” grades 3-6
- Story Grammar Marker, grades 2nd and 4th
- Odyssey of the Mind
- Mad Science
- Federation of Galaxy Explorers
- FLEX Program
- Chess Club
- Reflections
- Curriculum related Cultural Arts programs
- Kids’ Page Newsletter
- Handwriting Without Tears
- Children’s Book Week
- Short New Accessible Projects Shared (SNAPS)

- Sixth Grade Library Visit

Essential Life Skills

- CADET program – Centreville High School students pair up with a teacher to assist with learning and instruction
- Business Partnership with Chick-fil-A
- Lunch Bunches with school counselors
- Student Council Association
- Sixth Grade Liberty Visit
- ABA for Autism classes
- Curriculum related Cultural Arts programs
- After-school Physical Education Camp for Boys and Girls on the Run
- Fifth Grade Hemlock Visit
- Volleyball Match UMES vs. Willow Springs ES

Responsibility to the Community

- UMTV Morning News Show
- Monthly Principal Coffees
- Muffins for Mom and Donuts for Day
- Evening Parenting Programs
- Special Education Parent Resource Group
- Community service projects that includes the Katherine K. Hanley Homeless Shelter
- GRACE (Greater Reston Arts Center)
- Ecology Club
- Bread Basket Service Project
- Multicultural Celebration
- Curriculum related Cultural Arts programs
- National Inclusive Schools Week
- Two-week Freedom Celebration
- Autism Awareness Program
- ABA Parenting Lecture Programs
- Library Pages
- UM Camera Crew
- Dinner Night for Parents and Teachers
- Two-week Freedom Celebration supporting Fisher House
- Food Drive supporting Fairfax Western Christian Ministries
- Ecology Club

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in mathematics at grades 3-6 through alignment of new pacing guide, improved differentiation of math instruction, and integration of problem solving and higher order thinking skills at all grade levels.

RATIONALE FOR OBJECTIVE:

Data Sources:

The three year comparison of the Standards of Learning (SOL) results from Spring 2006 to 2008 showed inconsistent performance in mathematics overall and with individual strands across grades 3-6. Third grade performance over the past three years has been steady (96-97-97% passing rate). The fourth grade has shown growth over the last year years (84-92-96% passing rate). Our fifth grade student scores have fluctuated but have remained above 92% passing rate (95-92-97%).

The first two years of testing in grade six showed weak overall performance (81%, 78% passing respectively). However, we surpassed our performance indicator this year with 86% passing on the sixth grade SOL test. When all sixth grade students are included in the calculation (including those who took the 7th and 8th grade SOL tests), there has been steady progress (82-87-91% passing rate). We also surpassed our performance indicator for the SWD and LEP subgroups. Our SWD performance indicator was to achieve 83% passing and Union Mill SWD had a pass rate of 84%. Our LEP performance indicator was to achieve 88% passing and those students had a pass rate of 89%. This year we are adding the Black subgroup to our performance indicator. Those students had a passing rate of 81% and we would like to reach 83% this year. With the implementation of eCART assessments and resources in grades 3-6, we will be focusing on those results and the new pacing guides in order to focus our instruction on the needs of our students individually and as a whole.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Flexible grouping is ongoing in grades 4-6 in order to differentiate instruction. Teachers are better able to meet the individual needs of students based on common assessments (pre and post assessments). The use of active learning strategies, including manipulatives, non-linguistic representations, and other instructional strategies has been enhanced for all grade levels. Teachers continue to focus on mathematics vocabulary across all grade levels to refine instructional techniques. The use of eCART Pacing Guides will be used as a springboard for discussion at PLCs and to develop curriculum maps with grade level teams.

Increasing student achievement is addressed through a more in-depth exploration of common assessments and the use of eCART for grades 1-6 along with results comparisons within grade level teams and vertical articulation. Administrators and teachers will address the needs of students with a concentrated focus on identified students in the Special Education, Limited English Proficient, and Black subgroups.

Best Practice Research:

Mathematics Lead Teacher meetings and conferences will continue to inform program delivery and instructional practices with an emphasis on problem solving and higher order thinking skills at all grade levels and for all students. As schools become increasingly diverse and better able to identify student needs, educators must move toward teaching that meets individual students according to their readiness and profile (*The Differentiated Classroom* Tomlinson, 1999). In Marzano's *Classroom Instruction that Works*, it is shown that non-linguistic representation, comparing and contrasting, setting objectives, and providing feedback all have been proven to increase student achievement when intentionally taught and used consistently. In a professional learning community (PLC), collaboration represents a systematic process in which teachers work together interdependently, in order to impact their classroom practice in ways that will lead to better results for their students, team, and school (*Learning by Doing* Dufour and Eaker, 2006).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

1.1 Achieve their full academic potential in the core disciplines of:

1.1.2 Mathematics

| Sub-Goal Number | Performance Indicators |
|------------------------|--|
| 1.1.2 | Student performance on SOL tests in mathematics in grade 6 will increase from 86% to 88% as measured in the 2009 Grade 6 SOL Mathematics test. |
| 1.1.2 | Percentage of Special Education, Limited English Proficient, and Black students passing the Grades 3-6 2009 Spring SOL Mathematics tests will increase from 84% to 86%, 89% to 91%, and 81% to 83% respectively. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

1.1 Achieve their full academic potential in the core disciplines of:
1.1.2 Mathematics

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics at grades 3-6 through alignment of new pacing guide, improved differentiation of math instruction, and integration of problem solving and higher order thinking skills at all grade levels. | | | | | | | | |
|---|--|--|---|-------------------------|-------------------------|-------------------------|---|-------------------------------|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures | |
| What we will do to achieve the objective. | 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. Interventions for students not performing in math will be a systematic response at every grade level and will be delivered at each grade level. | Special Education teachers, Classroom teachers | ~Instructional Services | X | X | X | X | Spreadsheets and/or lists will be kept by each team on identified struggling math students and interventions assigned. Administrators will review the spread sheets at PLC meetings monthly. | |
| 2. Teachers will participate in training at curriculum meetings and PLC meetings to develop skills including but not limited to: best practices related to differentiation, use of manipulatives, non-linguistic representations, problem solving, higher order thinking skills, and eCART Pacing Guides. | Administrators, Instructional Services, resource teachers | ~Instructional Services Specialists ~Classroom materials as needed ~Kagan resources ~eCART Pacing Guides ~Looking at Words ~SMARTBoards | X | X | X | X | All staff members attend weekly PLC meetings and monthly staff meetings. Curriculum committee meetings will include training that supports the SIP. Vocabulary activities will be documented during PLC team planning of unit and/or weekly lessons. The math committee will share vocabulary activities and disseminate information at grade level PLC meetings at least once a quarter. | |

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.

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

Increase student achievement in reading by focusing instruction on best practices with emphasis on higher level thinking skills and vocabulary development at all grade levels.

RATIONALE FOR OBJECTIVE:

Data Sources:

SOL results from Spring 2006 to 2008 English: Reading showed a drop in performance in grades 3 and 6 (94-92-91%, and 96-93-91% passing respectively). Our overall performance in grades 4 and 5 increased (97-92-96% and 96-94-95% respectively). Three year comparison of DRA from 2006-2008 Spring DRA scores show a drop in scores at 1st and 2nd grade (first grade 98%-96%-91% and second grade 96%, 98%, 97%). After close examination of these scores, there were 9 students in first grade that did not make benchmark in 2008. Four of those children are identified as special education. Three of those children are receiving school-based ESOL. One of the children is receiving both special education and ESOL. One of the children is a general education student and two of the children are identified as disadvantaged. There were three students in second grade that did not make benchmark in 2008. One of those students is receiving special education and two of those children are receiving ESOL services.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Teachers use a variety of review strategies to practice content curriculum. The need for direct essential vocabulary instruction and reading comprehension instruction across content areas has been addressed and will continue to be developed. Support and work at the pyramid and cluster levels to augment best practices in reading comprehension and coordinated assessments at all levels (elementary, middle and high) have enhanced school leadership and professional learning communities.

Students continue to need direct instruction focusing on test taking as a specific genre. Teachers need to focus on the language of test taking, in addition to the content. Increasing student achievement will be addressed through a more in-depth exploration of common assessments and the use of eCART for grades 1-6. Administrators and teachers will address the needs of all students with a concentrated focus on identified students in the Special Education, Limited English Proficient, and Disadvantaged subgroups.

Best Practice Research:

Reading Specialist meetings and conferences will continue to inform program delivery and instructional practices with an emphasis on higher level thinking skills and vocabulary development at all grade levels. However, research on best practices for instruction shows that teachers do not have to choose between best practice teaching and test preparation. Effective test taking strategies can be integrated into authentic reading instruction (Test Talk 2007, Greene and Doyle). Student achievement in all academic areas will increase with a systematic approach to teaching and reinforcing academic vocabulary. According to Marzano and Pickering (2005), “Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content.”

STUDENT ACHIEVEMENT GOAL—ACADEMICS

1.1 Achieve their full academic potential in the core disciplines of:

1.1.1 English Language Arts

| Sub-Goal Number | Performance Indicators |
|------------------------|---|
| 1.1.1 | Student performance on the third grade English: Reading SOL tests will increase from 91% to 93%. |
| 1.1.1 | Student performance on the sixth grade English: Reading SOL tests will increase from 91% to 93%. |
| 1.1.1 | Based on Grade 1 DRA results of 2008, the percentage of Grade 2 Special Education and Economically Disadvantaged students passing the 2009 DRA tests will increase from the 2008 score of 54% (based on 11 student scores) to the 2009 score of 56% for students in the Special Education program and the 2008 score of 33% (based on three student scores) to the 2009 score of 50% for students identified as Economically Disadvantaged. |
| 1.1.1 | Percentage of Special Education, Limited English Proficient, Black, and Economically Disadvantaged students passing the Grades 3-6 2009 Spring SOL English tests will increase from 83% to 85%, 82% to 84%, 82% to 84%, and 72% to 74% respectively. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

1.1 Achieve their full academic potential in the core disciplines of:
1.1.1 English Language Arts

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading by focusing instruction on best practices with emphasis on higher level thinking skills and vocabulary development at all grade levels. | | | | | | | | |
|---|--|--|---|-------------------------|-------------------------|-------------------------|---|-------------------------------|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures | |
| What we will do to achieve the objective. | 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. Provide guided reading instruction a minimum of three times a week per student. | classroom teachers, reading resource teacher, ESOL teacher, special education teachers | ~Leveled books (fiction and nonfiction) ~FCPS approved texts ~eCART Pacing guides (K-6) ~STARS and CARS ~Literacy centers ~Weekly news magazines ~Comprehension Tool Kit | X | X | X | X | Teams will share quarterly curriculum maps, curriculum plans, and lesson ideas for the leveled books. Sharing will be documented on PLC notes. Teachers will use the results of the Window 1 eCART assessment to guide future instruction in grades 3-6. | |
| 2. Provide a variety of sustained silent reading opportunities in order to strengthen higher level reading skills. | classroom teachers, resource teachers | ~classroom libraries | X | X | X | X | Teams will periodically share at PLC how sustained silent reading is being implemented into their weekly schedule. Sharing will be documented on PLC notes. Continual inventory and purchase of books as needed. | |
| 3. Teachers will provide direct instruction in strategies for all genres. | classroom teachers, reading resource teacher, ESOL teacher, special education teachers | ~Nonfiction Texts (I-Openers) ~Scholastic Science Vocabulary Readers (grades 1-2) ~Scholastic Young Biographies (grades 1-3) ~Weekly news magazines ~Comprehension Tool Kit | X | X | X | X | Teams will share quarterly curriculum maps, curriculum plans, and lesson ideas for reading strategies. Sharing will be documented on PLC notes. | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading by focusing instruction on best practices with emphasis on higher level thinking skills and vocabulary development at all grade levels.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|-------------------------|-------------------------|-------------------------|--|
| What we will do to achieve the objective. | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | How we will monitor progress. |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 4. Strategies for teaching vocabulary across the curriculum will be implemented at all grade levels to include but not be limited to: initial direct instruction, non-linguistic representation, journals, and word analysis skills. | classroom teachers, reading resource teacher, ESOL teacher, special education teachers | ~Wordmasters ~Looking at Words ~ <i>Words Their Way</i> ~word walls ~word study programs | X | X | X | X | Vocabulary activities will be documented during PLC team planning of unit and/or weekly lessons. Language arts committee will share vocabulary activities and disseminate information at grade level PLC meetings at least once a quarter. |
| 5. Interventions for students not performing in reading will be a systematic response at every grade level and will be delivered at each grade level. | classroom teachers, reading resource teacher, ESOL teacher, special education teachers, EIP 203-day contract teachers | Early Intervention Program (EIP) materials for grades 1 and 2 provided by county | X | X | X | X | Lists of struggling students will be maintained by classroom teachers, reading teacher, special education teachers, and ESOL teacher. Interventions for struggling students will be discussed with classroom teachers and at PLC meetings. |

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 checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices. |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Expand the implementation of Positive Behavior Supports to include hallways, pods, and cafeteria.

RATIONALE FOR OBJECTIVE:

Data Sources:

At the opening staff meeting for the 2007-2008 school year, the faculty was asked to participate in a process that identified three areas of behavior concern: cafeteria, pods and hallways, with the top need continuing to be the cafeteria. At the opening staff meeting for the 2008-2009 school year, the staff was shown the data from the EOY survey in which pods and hallways ranked number one in the areas to expand. One of the concerns brought to the principal and assistant principal on several occasions during the 2007-2008 school year was the noise level in the hallways and pods during small group instruction and testing. In June of 2008, the staff responded to a needs survey for Positive Behavior Intervention Supports. The results showed a majority in favor of expanding PBS at Union Mill to include the pods and hallways, in addition to the current cafeteria program. Seventy-three percent of staff members chose pods/hallways as their number one area on which to focus. During the 2007-2008 school year, there were a total of 28 major office referrals to the office, 4.8 days of in-school suspensions, and 7.3 out of school suspensions. When broken down by month, there were the most referrals to the office during the month of February and the least number in June. Disrespect and danger to others were the top two reasons for referral to the office.

After one year of PBS, ninety-three percent of staff felt that PBS was mostly or very effective. Based on the SET data, our implementation average was 89% at the end of the 2007-2008 school year (a strong average for a school in the first year of implementation).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A committee of staff members has been designated as the PBS team. Training of coach and team including counselor, administrator, and classroom teachers was conducted during the summer 2007. Three team members attended Returning Team Training in August 2008. The PBS team meets once a month to discuss the PBS approach in the cafeteria, pods, and hallways. The coach and administrator also meet with the cafeteria host and hostesses to ensure a collaborative approach to our new system. A committee comprised of staff members participating in a graduate education program conducted a character education incentive program across grade levels focusing on a particular character trait each month. A staff survey given in the spring of 2007 indicated a need to move to a more school-wide integrated approach, retaining the positive incentive approach contained in the previous program. This year the PBS team has included Character Education committee members to ensure a positive and fluid connection between the two. The assistant principal appears on the news each Friday to announce the winners of the “Character Bear” raffle. The children who receive a “Character Bear” are invited to come down to the office to show the administration and office staff their bear.

Counselor sessions in the classroom continue to support peer mediation, conflict resolution, and the ideals newly identified by the PBS team (responsibility to self, others, and property). We will continue to focus on identifying those students at risk academically or socially due to behavior concerns and determine the best way in which to ensure success for all students.

Best Practice Research:

The goal of Positive Behavioral Interventions and Supports is to prevent the development and intensifying of problem behaviors and maximize academic success for all students (U.S. Office of Special Education Programs). School-wide Positive Behavior Support is an approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success (Sugai & Horner, 2007). George Sugai addresses three issues relating to PBS system (Promoting Behavioral Competence in Schools: A commentary of exemplary practices, *Psychology in the Schools*, 44(1), 3/08 ERIC). The first issue addressed is the PBS assumption that 5% of all students require individual systems as a result of displaying high risk behaviors, 15% of all students require group systems for displaying risk behavior, and 80% of students require school-wide prevention as based on data from the U.S. Department of Education and consistent with our country’s norms. Sugai goes on to show that schools must use school specific data when implementing PBS in order to maximize the improvement seen in student behavior. Lastly, Sugai addresses the confusion with the variety of acronyms (PBS vs. SWPBS) that have been used to label positive behavior support in schools and explains the commonality of positive behavior support systems.

With the changes made to the cafeteria and the addition of the character bears, the overall system at Union Mill Elementary will be focused on the positive. Sugai and Horner (2002), analyzed various school approaches to discipline and the effect on student behavior. The authors note that when schools enforce systems that aim to catch students breaking rules, behavior problem incidents increase. The authors found the same to be true when schools enforced no tolerance policies. Instead, it is recommended that schools use prevention-based techniques to increase desirable student behaviors. The authors go on to describe key features for implementing PBS in a school system, which are: clear and meaningful outcomes for students, research-based practices, data-driven decision making, and systems that facilitate community commitment. Specific techniques to optimize PBS in a school are also discussed. This research will be very useful in addressing how to successfully expand PBS in our school.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators |
|------------------------|---|
| 2.1 | On an end of year survey, 85% of teachers will respond affirmatively to questions relating to the success of Positive Behavior Support at Union Mill. |
| 2.1 | The number of Character Bears given to children will increase from 5 per week to 50 per week. |
| 2.8 | The number of Major Office Discipline Referral Reports will decrease from 28 to 20. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Expand the implementation of Positive Behavior Supports to include hallways, pods, and cafeteria. | | | | | | | |
|--|--|---|---|-------------------------|-------------------------|-------------------------|--|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. | 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. We will send a representative team to PBS training provided by FCPS. | PBS Team members Cafeteria host/hostesses PBS county specialists | ~Training materials provided by FCPS (not Union Mill) | X | | | | Assistant Principal will ensure attendance of team at trainings and additional monthly meetings. |
| 2. Implement a positive behavior system in the Union Mill cafeteria, pods, and hallways, with the addition of Character Bear raffle on the UMTV News. | PBS Team Cafeteria host/hostesses Staff | ~character bear sheets ~gold, silver, and bronze plates ~green, red, yellow cups (\$55) ~posters from TMPC (\$180) ~rewards | X | X | X | X | Daily graphing of class behavior levels in the cafeteria using color coding system. |
| 3. Turn around training at each grade level. | PBS Team Grade level teams | ~No cost | X | X | X | X | PBS team members will give feedback at the PBS meetings and faculty/grade level meetings. |
| 4. Continue use of behavior report/referral form to provide ongoing PBS data for consideration of next phases of PBS (i.e. hallways/pods) and expand the use of Character Bears. | PBS Team Grade level teams SIA operator | ~No cost | X | X | X | X | Ongoing feedback and data analysis by administration and PBS team. |

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.
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SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student awareness and understanding of service learning opportunities through the Katherine K. Hanley Homeless Shelter and the investigation of the implementation of an outdoor garden and learning environment.

RATIONALE FOR OBJECTIVE:

Data Sources:

Pertinent data supporting the continuation of a partnership with the Katherine K. Hanley Family Shelter include the expected low incidence of homelessness in our boundary community and the strong economic capacity of the Union Mill Elementary School community to be able to assist. In addition to the Fairfax County School Board, current national and local news reports focus on the importance of promoting an awareness and active response to sound community and environmental practices. Teacher and parent feedback indicates that students need to be educated on the value and impact of service projects. Issues such as global warming and our need to promote environmental awareness are two relevant issues that our school community can acknowledge and initiate a response to action.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Positive response to the community programs in place has led to the realization and shared belief that children benefit from an increase in awareness of the needs in our community. With this realization, along with the opening of the shelter near our school boundary, the partnership with the Katherine K. Hanley Family Shelter was planned and implemented.

Administrators and teachers need to foster good stewardship of the environment which correlates to the current K-6 science curriculum. Student motivation and an understanding of recycling will increase through the use of hands-on materials and school community participation through building and maintaining an outdoor learning environment.

Best Practice Research:

The State Education and Environment Roundtable has conducted a number of research studies at all levels of K-12 education, demonstrating empirically that children engaged in outdoor field exercises, such as those being investigated at Union Mill Elementary School, exhibit improved knowledge, skills, and test scores in all academic disciplines (SEER Report “Environment as Integrating Context”). Additionally, the National Science Educational Standards (NSES) espouse inquiry as the best practice for how to teach children science.

In ‘Developing Citizens, Furthering Education Reform’ from the journal *Environmental Education Evolves*, the author verifies the link between environmental awareness and civic responsibility. “It’s important that children know they don’t have to wait until they are adults to make a difference in their environment,” notes Richard Wilke, distinguished professor of environmental education the University of Wisconsin—Stevens Point. Edward Fisk states, “Service learning is a proven method of instruction that teachers in thousands of U.S. Schools nationwide have successfully employed to increase student motivation for learning and promote traditional academic goals.”

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators |
|------------------------|--|
| 3.2 | Identified grade 4-6 classes will increase participation from 60% to 70% in the small group activities that support the initiative. |
| 3.4 | Third grade Scientific Investigation category will increase from 90% to 92% and the fifth grade Scientific Investigation category will increase from 93% to 95%. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student awareness and understanding of service learning opportunities through the Katherine K. Hanley Homeless Shelter and the investigation of the implementation of an outdoor garden and learning environment. | | | | | | | |
|--|--|---|---|-------------------------|-------------------------|-------------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. | 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. Continue active partnership with Shelter House (governing agency that operates the Hanley Homeless Shelter) through the monthly collection of specified goods and through the efforts to plan and provide for a monthly birthday celebration to take place at the shelter for all resident children. The program will operate on three levels of exposure: school-wide, class (voluntary, by teacher sign-up), and small-group (by lottery). <ul style="list-style-type: none"> • Parent volunteers provide class activity support. • Parents and staff will accompany selected students in the monthly shelter celebration events. | ~Task force: PTA Outreach Committee chair, PTA President, SCA sponsors, teacher representatives (upper & lower), administration, and shelter outreach staff. ~Faculty & Staff | ~Supplies for shelter celebrations; funding (\$720) by PTA. ~Collection point “house” (built by a parent) will continue to be used for ongoing collection of goods. No cost to school. | X | X | X | X | Ongoing task force meetings with administration, designated staff, and identified classrooms. Reflection opportunities for students through discussion, writing, and drawing projects. Feedback through task force meetings from classroom teachers. Feedback through PTA meetings and PTA Outreach Committee. |
| 2. Staff will develop school community awareness of and responsibility to ecological and environmental concerns by: <ul style="list-style-type: none"> • Participating in professional development workshop to plan and implement an outdoor garden and learning environment. | ~Science Lead Teachers ~Administrators ~Faculty & Staff | ~Substitute days for Science Leads to plan ~Supplies and materials cost estimate | X | X | X | X | Sharing information and application deadlines through science committee meetings, staff meetings. Feedback through task force meetings from classroom teachers. Feedback through PTA meetings and bi-weekly PTA board meetings. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student awareness and understanding of service learning opportunities through the Katherine K. Hanley Homeless Shelter and the investigation of the implementation of an outdoor garden and learning environment.

| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
|--|---|--|---|------------------------------|------------------------------|------------------------------|---|
| What we will do to achieve the objective. | 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. |
| 3. Staff will actively seek funding sources for school based grounds improvements. | ~Principal ~Science Lead Teachers ~Science Committee ~Harry Belch (SBTS) | | 1 st Qtr. X | 2 nd Qtr. X | 3 rd Qtr. X | 4 th Qtr. X | Sharing information and application deadlines through science committee meetings, staff meetings. |

2007-2008 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 mathematics at grades 3-6 through improved differentiation of math instruction and integration of problem solving and higher order thinking skills at all grade levels.</p> | <p>1.1.2 Student performance on SOL tests in mathematics in grade 6 increased from 78% to 86% as measured in the 2008 Grade 6 SOL Mathematics test.</p> <p>1.1.2 Percentage of SWD and LEP students passing the Grades 3-6 2008 Spring SOL Mathematics tests increased from 83% to 84% and 88% to 89% respectively.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Flexible grouping to differentiate instruction in grades 4-6. • School wide usage of active learning strategies, including manipulatives and non-linguistic representation. <p>Inhibited:</p> <ul style="list-style-type: none"> • Low numbers of students in identified sub groups. | <ul style="list-style-type: none"> • Expand use of eCART pacing guides and Aspire to enhance common assessments. • Expand use of MRA data to focus instruction in primary grades. • Improve the identification and discussion of students in all sub groups. • Increase the knowledge and use of common math vocabulary across the grade levels. |
| <p style="text-align: center;">Academics</p> <p>Objective: Increase student achievement in reading by focusing instruction on best practices with emphasis on higher level thinking skills and vocabulary development at all grade levels.</p> | <p>1.1.1 Student performance on the grade 3 Reading SOL test decreased from 92% to 91%.</p> <p>1.1.1 Student performance on the grade 4 Reading SOL test increased from 92% to 96%.</p> <p>1.1.1 Student performance on the grade 5 Reading SOL test increased from 94% to 96%.</p> <p>1.1.1 Student performance on the grade 6 Reading SOL test decreased from 93% to 91%.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Aligning the master schedule to effectively utilize resources. • Analyzing data to monitor and support students not making expected gains through additional individual and small group support. <p>Inhibited:</p> <ul style="list-style-type: none"> • Low numbers of students in identified sub groups. • Time constraints related to sharing best practices and common vocabulary. | <ul style="list-style-type: none"> • Enhance implementation of master schedule that supports alignment of resources, additional PLC time, and vertical articulation. • Increase opportunities for identified groups of students to attend intervention programs before or after school. • Earlier identification of students at risk by sharing DRA scores and information between grades 1 through 3. |
| <p style="text-align: center;">Essential Life Skills</p> <p>Objective: Implement school-wide Positive Behavior Intervention Supports.</p> | <p>2.1 On an end of year survey, 93% of teachers responded affirmatively to questions relating to the success of the positive behavior system in the Union Mill cafeteria.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Unified efforts to focus on consistent expectations in the cafeteria resulted in positive teacher feedback and student behavior. • Coordinated efforts to identify good behavior with the Gold Plate reward system helped to support the initiative. <p>Inhibited:</p> <ul style="list-style-type: none"> • Ratio of adults to students. • First year of PBS implementation led to continual assessment and modification of behavioral expectations for a cafeteria setting. | <ul style="list-style-type: none"> • Expand PBS into the pods and hallways to support consistent behavioral expectations across the school building. • Connect Character Bears to PBS in order to identify and reward the number of positive behaviors. • Consistent attendance of cafeteria hostess will make implementation easier for adult supervisors. |

| 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 Objective: The faculty and staff of Union Mill Elementary School will seek and promote service learning opportunities for all students.</p> | <p>3.2 Students participated in a service learning program supporting the efforts of a county homeless shelter initiative. Fewer than the targeted 60% of grade 1-6 classes participated in the class activities that supported the initiative.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Staff support and participation. • Parental involvement and support. • Support of community members. <p>Inhibited:</p> <ul style="list-style-type: none"> • The number of opportunities to participate was decreased by the shelter. | <ul style="list-style-type: none"> • Maintain number of participants and visits to the shelter in order to compile data for analysis and ongoing improvement. • Communicate service learning project to school community by presenting experience to classmates. • Expand the opportunity for service to the community by investigating the implementation of an Outdoor Garden and Learning Environment. |