

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

***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	Holly Walker	Mathematics Co-Lead Sixth Grade Teacher
Jennifer Drummond	Assistant Principal	Shannon Whitney	PBS Coach Fifth 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 Sixth and Fourth Grader
Jenn McAdoo	Science Co-Lead Fifth Grade Teacher	Rachel Will	PTA Community Outreach Chair Parent of a Fifth Grader
Mark McCullor	Social Studies Co-Lead Sixth Grade Teacher	Lorraine Kehl	PTA Community Outreach Parent of a Sixth Grader
Kate Pilvelait	Language Arts Co-Lead First Grade Teacher	Nicole Moore	PTA Alternative Education Chair Parent of a Kindergartner
Minnie Scrafford	Mathematics Co-Lead Second Grade Teacher	Melyssa Plath	PTA Alternative Education Chair Parent of a Kindergartner

**2009-10 AYP (Ratings) Year Based on Tests Taken 2008-09**  
**Union Mill Elementary**

Schoolwide AYP Status	Met Grad/Attend	Met Attend/Science	Mathematics Adequate Yearly Progress Indicators						English Adequate Yearly Progress Indicators							
			Partcp. % 3-Yr	Partcp. % Curr	Met Partcp.	Pass % 3-Yr	Pass % Curr	Pass % Prev	Met AMO	Partcp. % 3-Yr	Partcp. % Curr	Met Partcp.	Pass % 3-Yr	Pass % Curr	Pass % Prev	Met AMO
Made AYP	Yes	Yes	100	100	Yes	94	96	95	Yes	100	100	Yes	94	96	94	Yes

  

	Met Attend/Science	Mathematics Adequate Yearly Progress Indicators						English Adequate Yearly Progress Indicators							
		Partcp. % 3-Yr	Partcp. % Curr	Met Partcp.	Pass % 3-Yr	Pass % Curr	Pass % Prev	Met AMO	Partcp. % 3-Yr	Partcp. % Curr	Met Partcp.	Pass % 3-Yr	Pass % Curr	Pass % Prev	Met AMO
Students with Disabilities	Yes	100	100	Yes	85	90	84	Yes	100	100	Yes	85	91	83	Yes
White	Yes	100	100	Yes	94	96	95	Yes	100	100	Yes	95	96	95	Yes
Economically Disadvantaged	Yes	100	100	TS	82	92	82	TS	100	100	TS	79	92	73	TS
Black	Yes	100	100	TS	85	90	82	TS	100	100	TS	88	90	82	TS
Limited English Proficient	Yes	100	100	TS	91	96	89	TS	100	100	TS	81	89	82	TS
Hispanic	Yes	100	100	TS	94	93	94	TS	100	100	TS	86	87	88	TS

Legend:

3-Yr = 3 through 8 and/or end of course tests for the last three years  
 Curr = 3 through 8 and/or end of course tests for 2008-09  
 Prev = 3 through 8 and/or end of course tests for 2007-08

AYP = Adequate Yearly Progress  
 AMO = Annual Measurable Objectives  
 LEP = Limited English Proficient  
 Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.  
 Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.  
 Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO.  
 Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).  
 Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.  
 Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).  
 Met AMO: Yes = Met the achievement criteria for AYP (79% in Mathematics or 81% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (16% in Mathematics or 15% in English) was added; 3-Yr = Met the achievement criteria for AYP (79% in Mathematics or 81% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in the other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (79% in Mathematics or 81% in English); NA = Not Applicable.

## FAIRFAX COUNTY PUBLIC SCHOOLS

### School Demographics by Cluster and School

#### CLUSTER 7

#### UNION MILL ELEMENTARY

Category	June 2007		June 2008		June 2009	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN OR PACIFIC ISLANDER	121	14.77	122	15.54	122	14.99
BLACK (NOT OF HISPANIC ORIGIN)	17	2.08	23	2.93	19	2.33
HISPANIC	30	3.66	32	4.08	33	4.05
WHITE (NOT OF HISPANIC ORIGIN)	603	73.63	560	71.34	585	71.87
OTHER	48	5.86	48	6.11	55	6.76
	<b>819</b>		<b>785</b>		<b>814</b>	
<b>GENDER</b>						
FEMALE	388	47.37	370	47.13	398	48.89
MALE	431	52.63	415	52.87	416	51.11
	<b>819</b>		<b>785</b>		<b>814</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT*	766	93.53	714	90.96	746	91.65
LIMITED ENGLISH PROFICIENT**	53	6.47	71	9.04	68	8.35
	<b>819</b>		<b>785</b>		<b>814</b>	
<b>LEP LEVELS</b>						
01-BEGINNING	8	15.09	4	5.63	5	7.35
02-INTERMEDIATE	9	16.98	6	8.45	9	13.24
03-LOWER ADVANCED	12	22.64	16	22.54	13	19.12
04-HIGHER ADVANCED	6	11.32	4	5.63	6	8.82
LEP MONITOR (STATUS 2 AND 3)	18	33.96	41	57.75	35	51.47
	<b>53</b>		<b>71</b>		<b>68</b>	
ESOL SERVICES***	32	3.91	27	3.44	30	3.69
<b>FEE WAIVER</b>						
NO FEE WAIVER	804	98.17	764	97.32	792	97.30
FREE OR REDUCED FEES	15	1.83	21	2.68	22	2.70
	<b>819</b>		<b>785</b>		<b>814</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	557	68.01	553	70.45	550	67.57
GIFTED SCHOOL-BASED	132	16.12	108	13.76	155	19.04
SPECIAL EDUCATION LEVEL 1	84	10.26	76	9.68	68	8.35
SPECIAL EDUCATION LEVEL 2	53	6.47	57	7.26	50	6.14
<b>SPECIAL EDUCATION SERVICE****</b>						
AUTISM	12	8.76	12	9.02	14	11.86
DEAF/HARD OF HEARING	3	2.19	1	0.75	1	0.85
EMOTIONAL DISABILITIES	2	1.46	1	0.75	2	1.69
LEARNING DISABILITIES	71	51.82	66	49.62	57	48.31
NONCATEGORICAL	0	0.00	3	2.26	4	3.39
SPEECH/LANGUAGE IMPAIRMENT	48	35.04	48	36.09	38	32.20

\*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

\*\*Limited English proficient as defined by Virginia Department of Education.

\*\*\*English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

\*\*\*\*Information is provided from the special education database, Department of Special Services and represents the primary service only.

## **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

- 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 Choice Reading Program
- 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 1<sup>st</sup> grade; Pow Wow Day, Native Lands Festival, Insect Lady visit, and Jamestown Presentations for 2<sup>nd</sup> grade; Pumpkin Day for 3<sup>rd</sup> grade; Richmond field trip, Kennedy Center and Colonial Day for 4<sup>th</sup> grade; Medieval Day for 5<sup>th</sup> grade; Aquarium Visit and Nutrition Fair for 5<sup>th</sup> grade; Presidential & National Physical Fitness Awards, Pamplin Historical Park fieldtrip in Petersburg, VA, Punctuation Day and Pi Day for 6<sup>th</sup> grade; Bookmark Contest for 3<sup>rd</sup> – 6<sup>th</sup> grade; Pyramid Art Show; Pyramid Choral Festival; Field Days; 25 Mile Club; P.E.'s Journey to the Great Pumpkin; Bowling Truck Visit; Staff vs. Student Volleyball Event, grade 6; Art Museum Visit, grade 6
- “Word Masters Challenge,” grades 3-6
- Story Grammar Marker, grades 2<sup>nd</sup> and 4<sup>th</sup>
- Odyssey of the Mind
- Mad Science
- Federation of Galaxy Explorers
- FLEX Program
- Chess Club
- Chorus
- Art 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
- Student Mentoring Program by Staff
- Early Intervention Program/Reading Clubs
- National Symphony Orchestra Field Trip, grade 4
- Strings Winter and Spring Concerts, grades 4-6
- Band and Chorus Winter and Spring Concerts, grades 5-6

### Essential Life Skills

- CADET program, Centreville High School Student Teachers
- Business Partnership with Chick-fil-A
- Lunch Bunches with school counselors
- Student Council Association
- National Bullying Prevention Week
- Red Ribbon Week
- Sixth Grade Liberty Visit
- ABA for Autism classes
- Curriculum related Cultural Arts programs
- 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 Dad
- Evening Parenting Programs
- Special Education Parent Resource Group
- GRACE (Greater Reston Arts Center)
- Ecology Club
- Bread Basket Service Project
- Multicultural Celebration
- Curriculum related Cultural Arts programs
- National Inclusive Schools Week
- Autism Awareness Program
- ABA Parenting Lecture Programs
- Library Pages
- UM Camera Crew
- “Holiday in the Halls” Band and Strings Concerts, grades 4-6
- Area Honor Band and Orchestra, grades 4-6
- National Anthem Choral Performances, grades 5-6
- Two-week Freedom Celebration supporting Fisher House
- Food Drive supporting Families and Individuals in Fairfax Co.

## 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   |   |
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### 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.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

Mathematics scores on the Standards of Learning (SOL) tests for grades three through six indicate steady improvement over the last three years: 94% to 95% to 96%. From 2008 to 2009, four subgroup scores increased significantly:

- Economically Disadvantaged Students: 82% to 92%
- Black Students: 82% to 90%
- LEP Students: 89% to 96%
- Students with Disabilities: 84% to 90%

Mathematics scores on the SOL tests for one subgroup dropped by .9%.

- Hispanic Students: 87.5% to 86.6%

Sixth grade math scores on the Spring 2009 SOL showed a dramatic increase to 98% passing (86% passing in 2008). Fifth grade students had a pass rate of 100%. Third grade and fourth grade scores showed a drop in their overall scores and their pass advanced rates. Third grade passing rate was 96% in 2008 and 93% in 2009 with the pass advanced rate going from 50% to 24%. Fourth grade passing rate was 96% in 2008 and 90% in 2009 with the pass advanced rate going from 68% to 49%.

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

Increasing student achievement is addressed through a more in-depth exploration of common assessments and the use of eCART for grades kindergarten through six 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 Hispanic subgroup in order to close the achievement gap in mathematics. Students at all grade levels, with a particular emphasis on third and fourth grades, will receive differentiated instruction and be identified in professional learning communities (PLC) to ensure an increase in students scoring pass advanced.

Flexible grouping is ongoing in grades four through six in order to differentiate instruction. Flexible grouping in grade three will begin second quarter. 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.

### Best Practice Research:

Tomlinson, Brimijoin, and Narvaez (*The Differentiated School*, 2008) affirm that students in today's schools are more academically diverse and struggle more in reading. More students are being identified as second language learners and more students have additional exceptionalities in special education. Not only do we need to ensure challenge for our advanced learners, but we need to focus on the growing economic gap that exists between segments of our student population. We must encourage the school community to be mindful and responsive to students' diverse learning needs. 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 have all 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). Mathematics Lead Teacher meetings and conferences will continue to inform program delivery and instructional practices with an emphasis on problem solving and number sense at all grade levels and for all students.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

1.1.2 Mathematics

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
1.1.2	Student performance on SOL tests in mathematics in grade 3 will increase from 93% to 95% as measured in the 2010 Grade 3 SOL Mathematics test.
1.1.2	Student performance on SOL tests in mathematics in grade 4 will increase from 90% to 92% as measured in the 2010 Grade 4 SOL Mathematics test.
1.1.2	Based on grade 4 SOL 2009 results, the percentage of grade 5 students with disabilities achieving pass/proficient on the 2010 math SOL will increase from 71% to 83%.
1.1.2	Percentage of Black and SWD students passing the Grades 3-6 2010 Spring SOL Mathematics tests will increase from 90% to 92%; and Hispanic students passing the Grades 3-6 2010 Spring SOL Mathematics tests will increase from 87% to 89%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Plan and implement a systematic response to intervention at every grade level.	Susan Shadis Jennifer Drummond K-6 Special Education teachers K-6 Classroom teachers K-6 Counselors Tracey White Adam Poling	~Instructional Services ~PD 360 ~Planning time to identify students and to prepare interventions ~Extended PLCs in January ~PTA funding of math workshops ~PTA funding of math carts	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. Employ best practices strategies that include building relationships, engagement, and expectations for learning to enhance mathematics vocabulary.	Susan Shadis Jennifer Drummond Instructional Services Resource Teachers Harry Belch	~Instructional Services Specialists ~Classroom materials as needed ~Kagan resources ~eCART/ASPIRE ~Looking at Words ~SMARTBoards ~24/7 Best Practices Tools	X	X	X	X	Lists of students at-risk in math will be maintained to monitor math vocabulary acquisition and development. The math committee will share vocabulary activities as they relate to best practices 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.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

SOL results from 2007 to 2009 English: Reading for all students in grades three through six indicate steady improvement over the last three years: 94% to 94% to 96%. From 2008 to 2009, four subgroups showed gains in their reading scores:

- Economically Disadvantaged Students: 73% to 92%
- Black Students: 82% to 90%
- LEP Students: 82% to 89%
- Students with Disabilities: 83% to 91%

English: Reading scores on the SOL tests for one subgroup dropped by .9%.

- Hispanic Students: 87.5% to 86.6%

Sixth grade English: Reading scores on the Spring 2009 SOL showed an increase from 91% in 2008 to 99% in 2009. Fifth grade student scores increased from 96% to 99%. Third grade and fourth grade scores showed a drop in their overall score and their pass advanced rates. Third grade passing rate was 91% in 2008 and 90% in 2009 with the pass advanced rate going from 48% to 41%. Fourth grade passing rate was 96% in 2008 and 90% in 2009 with the pass advanced rate going from 65% to 57%.

The second grade DRA scores have decreased over the past three years: 98% to 97% to 94%. The special education subgroup decreased from 93% in 2008 to 75% in 2009. However, the 2008-2009 SIP goal was met in second grade special education scores. When the DRA scores from first to second grade special education scores were compared (same students over two years) results indicate an increase from 54% to 56%. We surpassed our goal and those students increased to 75% passing. We did not meet our goal of having the Economically Disadvantaged students increase from 33%-50%. We maintained the 33% passing because one out of the three children met the DRA benchmark at second grade. The first grade DRA2 scores have fluxuated over the past three years: 96% to 91% to 94% meeting benchmark. First grade subgroup scores all increased with the exception of the Hispanic subgroup. Four of the six Hispanic students at first grade met the DRA2 benchmark.

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

The need for direct essential vocabulary instruction and reading comprehension instruction across content areas has been addressed and will continue to be developed. Teachers will continue to use a variety of review strategies to practice content curriculum. Increasing student achievement will be addressed through a more in-depth exploration of common assessments and the use of eCART for grades kindergarten through six. 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 Economically Disadvantaged subgroups.

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.

#### Best Practice Research:

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." 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. Dan Mulligan reports that direct vocabulary instruction improves students' achievement. The instruction should be a highly student-centered, constructivist activity. According to brain research, students can understand at most seven to nine words at a time. Associating an image with a vocabulary term is one of the most effective methods to learn a new word (Learning and Succeeding in a Caring Environment, Dan Mulligan, 2005). Research on best practices for instruction leads us to believe 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 GOAL—ACADEMICS

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

1.1.1 English Language Arts

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
1.1.1	Student performance on the third grade English: Reading SOL tests will increase from 90% to 92%.
1.1.1	Based on Grade 2 DRA results of 2009, the percentage of Grade 3 Economically Disadvantaged students passing the 2010 SOL will increase from 33% passing the DRA to 100% passing the SOL.
1.1.1	Based on grade 3 SOL 2009 results, the percentage of grade 4 students with disabilities and LEP achieving pass/proficient on the 2010 reading SOL will increase from 84% to 86% and 78% to 85% 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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.		
1. Analyze data from formative assessments to plan and implement guided reading instruction across all grade levels.	K-6 Classroom Teachers K-6 Special Education Teachers Barbara Leonard Kathy Zaccardi	~Leveled books (fiction and nonfiction) ~FCPS approved texts ~eCART/ASPIRE ~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 DRA2 and DRA2 Word Analysis to guide future instruction in grades K-2.  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 to strengthen higher level reading skills.	K-6 Classroom Teachers K-6 Special Education Teachers Barbara Leonard Kathy Zaccardi Laura Sorenson	~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.	

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Plan and implement direct strategies to build comprehension and to read a variety of genres across the curriculum at all grade levels.	K-6 Classroom Teachers K-6 Special Education Teachers Barbara Leonard Kathy Zaccardi	~Nonfiction Texts (I-Openers) ~Scholastic Science Vocabulary Readers (grades 1-2) ~Scholastic Young Biographies (grades 1-3) ~Weekly news magazines ~Comprehension Tool Kit ~VGLA materials	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.
4. Employ strategies to build vocabulary across the curriculum at all grade levels.	K-6 Classroom Teachers K-6 Special Education Teachers Barbara Leonard Kathy Zaccardi	~Wordmasters ~Looking at Words ~PD 360 ~ <i>Words Their Way</i> ~Word Walls ~Word Study Activities ~Journals ~Interactive notebooks	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. Increase a systematic response to intervention at every grade level.	K-6 Classroom Teachers K-6 Special Education Teachers Barbara Leonard Kathy Zaccardi EIP 203-day and 208-day contract teachers Tracey White Adam Poling	~Early Intervention Program (EIP) materials for grades 1 and 2 provided by county ~Cognitive Reading ~Read Naturally ~Edmark ~Touch Phonics ~Reading Recovery ~Reading Mastery ~PTA funding for Writing Workshop	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.**

- |  |   |
|--|---|
| <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:

Continue to implement Positive Behavior Support in the cafeteria while improving the implementation in hallways and pods to achieve our school vision of having a respectful, responsible student body.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

In August of 2009, the staff responded to a needs survey for Positive Behavior Intervention Supports. Ninety-five percent of staff members responded positively to the current implementation of PBS at Union Mill. The results showed a majority in favor of expanding PBS at Union Mill to include bathrooms; however, many comments discussed the need to improve the implementation of the pods and hallways.

During the 2008-2009 school year, there were a total of 7 major office referrals to the office, 1 out of school suspension and 6 alternate instructional arrangements. 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.

Based on the SET data, after two years of implementation, 53% of staff members feel that we have completed many components of PBS. The areas where scores were high included Leadership (90% said complete) meaning we have a representative PBS team that meets regularly and has administrative support. This also means that the school has a strong commitment to PBS. Our next highest rating was in Continuum of Behavior Support (70% said complete). According to this data our school has developed school-wide

expectations with the input of the staff. Within this category, two areas came up as largely not in place – *staff incentives and student developed incentives*. The PBS team has been working to further develop these areas.

Within the Continuum of Behavior Support, it is noted that our school needs to focus on streamlining consequences. Two areas came up as largely not in place - *discipline process described in narrative and/or depicted in graphic format and an array of appropriate responses to minor (teacher-managed) problem behaviors is suggested*. A subset of PBS is currently being considered to address these areas of concern from the staff.

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

A committee of staff members is now in the third year working as a PBS team consisting of a coach, administrator, classroom teachers, and a special education teacher. During the 2008-2009 school year, a coach and team leader were not in place until the second semester. Once that was in place, the communication and data collection improved. We have started this year with a team in place; however, we still need representation from some grade levels due to turnover and movement of staff members. 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 system. 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 will be the second year incorporating 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. This year a staff incentive has been added and the committee will continue to promote the use of Character Bears by speaking of our SIP goals on a consistent basis.

Counselor sessions in the classroom continue to support peer mediation, conflict resolution, and the ideals 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). Union Mill has embraced Positive Behavior Supports as shown in a recent staff survey with 95% of staff members responding positively to its implementation.

According to Geoff Colvin (*7 Steps for Developing a Proactive Schoolwide Discipline Plan, 2007*), establishing an overall positive school climate is important to teaching will be uninterrupted, students will feel safe and be well behaved, teachers will be effective, and academic achievement will be enhanced.

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.

This year the PBS team will investigate the use of a Check-In/Check-Out system with our students in the red zone. FCPS provided our PBS team with a copy of the book *Responding to Problem Behavior in Schools: The Behavior Education Program*. According to this text, most schools do not have the time or resources to provide comprehensive individualized behavior support for all students who need varying levels of extra support. It is estimated that about 15% of students will need more support than the school-wide prevention efforts provide. Many students will respond to simple interventions strategies, like Check-In/Check-Out, that are less time-intensive and more cost-efficient to implement (Crone, Horner, Hawken, 2004).

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
2.1	On an end of year survey the number of teachers who respond affirmatively to questions relating to the success of Positive Behavior Support at Union Mill will increase from 95% to 97%.
2.1	The number of Character Bears given to students at each grade level will increase from 20 to 40 per month.
2.8	The number of Office Discipline Referral Reports (Out of School Suspension and Alternate Instructional Arrangement) for the Red Zone students will decrease from 7 to 5.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Continue to implement Positive Behavior Support in the cafeteria while improving the implementation in hallways and pods to achieve our school vision of having a respectful, responsible student body.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Develop an intervention for students at risk socially, emotionally, academically	Shannon Whitney PBS team Dorothy VanGorder	~Training materials provided by FCPS	X	X	X	X	Identify students based on PBS data and teacher referral Maintain spreadsheet of students included in the Sharing Bears mentoring program
2. Plan and implement a program to increase the recognition of students who display positive character traits	Shannon Whitney Jennifer Drummond	~Character Bear Sheets ~Ream of yellow paper	X	X	X	X	Count bears and report at staff meetings Remind and encourage staff via staff news
3. Plan and implement a program to increase the recognition of staff members who are consistently modeling and recognizing the positive behavior in their classrooms	Jennifer Drummond Shannon Whitney	~Prize for staff members ~No cost	X	X	X	X	Monthly character bears will be brought to staff meetings and drawn for a staff member prize
4. Develop a plan for improved use of behavior report/referral to include the cafeteria	PBS Team Grade level teams Cafeteria host/hostesses	~Behavior referral sheets ~Café referral sheets ~Ream of green paper	X	X	X	X	Monthly data reported at staff meetings Include café forms in data
5. Devise a school-wide system for being respectful to others in the hallways and pods	Staff	~ \$400 (traffic lights in pod)	X	X	X	X	Zone system (red=silent, yellow=whisper, green=talk)

## 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:

Enhance awareness and participation in community service opportunities through an increase in student participation and individual service learning hours.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

The Fairfax County School Board and current national and local news reports focus on the importance of promoting an awareness and active response to sound community practices. Teacher and parent feedback indicates that students need to be educated on the value and impact of service projects. Issues such as hunger and service to the country are 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 Parent-Teacher Association's support, the partnership with local food banks was planned and implemented.

Two additional strengths in the area of Community Service include the SCA and counselors. Our SCA and counselors are committed to providing viable activities appropriate to all grade levels and maintaining an appropriate list of resources available. SCA drives and Celebrating America are school-wide programs for engaging students in community service. They are programs that have been established with many children participating. One of the weaknesses is that pre and post tools to measure a change in the attitude of children toward service projects are difficult to construct and evaluate. Additionally, it may be a challenge to obtain quality, up-to-date visual and literacy materials that promote community service.

Best Practice Research:

The Michigan Journal of Community Learning (MJCL) is a national, peer-reviewed journal consisting of articles written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. Research reviewed in the MJCL suggests that service learning provides many positive outcomes among which are a depth of understanding and commitment to student learning. Service to community is recognized by the Presidential Volunteer Service Award. 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

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
3.2	The number of Service Learning Projects will increase from one in the 2008-2009 school year to four during the 2009-2010 school year.
3.2	The number of students participating in the 2009-2010 sixth grade Service Learning Projects will be 100%.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Enhance awareness and participation in community service opportunities through an increase in student participation and individual service learning hours.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Track student hours of community service by quarter.	Mark McCullor Betty McLaughlin Jamie Renn Holly Walker Caryn Wysocki Wendy Lindner Kimberly Shoemaker Mary Dolan	~\$500 for activities	X	X	X	X	Reflection opportunities for students through discussion, writing, and drawing projects. Feedback through task force meetings from classroom teachers.
2. Track number of students participating in the implementation phase of community service activities.	Susan Shadis Jennifer Drummond Betty McLaughlin Caryn Wysocki Kimberly Shoemaker Mary Dolan	~Substitute days for Sixth Grade Teachers (2) and SCA Sponsors (2)	X	X	X	X	Student participation will be monitored via checklists. Number of students recognized at grade level and school-wide assemblies will be monitored.
3. Participate in: Qtr. 1 - Bread Basket that allows students to make sandwiches for families and individuals in need. Qtr. 2 -. Collect and support the Canned Food Drive sponsored by the SCA. Qtr. 3 - Letter writing campaign to US Military Men and Women Qtr. 4 - Write and produce a “Public Service Announcement” about Internet safety.	Mark McCullor Betty McLaughlin Jamie Renn Holly Walker Caryn Wysocki Wendy Lindner Kimberly Shoemaker Mary Dolan Harry Belch Rachel Will Lorraine Kehl	~Card and letter writing materials ~PTA funding for sandwich supplies	X	X	X	X	Homeroom checklists for students participating in grade-level programs.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Enhance awareness and participation in community service opportunities through an increase in student participation and individual service learning hours.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. Collect baseline & post survey data of students' attitudes toward community service.	Mark McCullor Betty McLaughlin Jamie Renn Holly Walker Caryn Wysocki Wendy Lindner Kimberly Shoemaker	~Pre and post survey	X			X	Create Pre/Post Survey to measure awareness of the programs.
5. Communicate ongoing opportunities for service learning with staff and parents.	Susan Shadis Jennifer Drummond Betty McLaughlin Jenn McAdoo Rebecca Wysocki Wendy Lindner Kimberly Shoemaker Mary Dolan Tracey White Rachel Will Lorraine Kehl	~Family Newsletter ~PTA UMES Messenger ~UMES Home Page ~Keep in Touch Messages ~24/7 Blackboard Site	X	X	X	X	Quarterly checks to determine communication of service learning projects (Family Newsletter, PTA UMES Messenger, UMES Home Page, Keep in Touch Messages, 24/7 Blackboard Site); Requests for staff and parent volunteers to help with projects.
6. Review current software, library, and counseling materials that exemplify service learning; Preview and purchase additional materials.	Susan Shadis Jennifer Drummond Betty McLaughlin Jenn McAdoo Rebecca Wysocki Wendy Lindner Kimberly Shoemaker Harry Belch Laura Sorenson	~\$500 for books and/or visual literacy resources ~.5 Substitute day for Sixth Grade Teachers (2) ~SCA Sponsors (2) ~Librarian (1) ~SBTS (1)	X	X	X	X	Inventory and order of available materials.

**2008-2009 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;"><b>Academics</b></p> <p><b>Objective:</b>            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><b>Performance Indicator:</b> 3<sup>rd</sup> grade reading pass rate will increase from 91-93%.</p> <p><b>Qualitative/Qualitative Data:</b> 91%-90%. We did not reach our goal of 93%</p> <hr/> <p><b>Performance Indicator :</b> 6<sup>th</sup> grade reading pass rate will increase from 91-93%.</p> <p><b>Qualitative/Qualitative Data:</b> 91-99%. We surpassed our goal.</p> <hr/> <p><b>Performance Indicator:</b> 2<sup>nd</sup> grade DRA scores for disadvantaged students will increase from 54-56% and special education student scores will increase from 33-50%.</p> <p><b>Qualitative/Qualitative Data:</b>            Met Special Education – 54-75%            Did not meet disadvantaged - 33-33%</p> <hr/> <p><b>Performance Indicator:</b> 3-6 grade SOL scores will increase as follows:            Sped: 83-85%            LEP: 82-84%            Black: 82-84%            Disadvantaged: 72-74%</p> <p><b>Qualitative/Qualitative Data:</b> We surpassed our goal for each identified subgroup.            Sped: 83-91%            LEP: 82-89%            Black: 82-90%            Disadvantaged: 72-92%</p>	<p><b>Supported:</b>            Increased use of Word Study            Early Intervention Program (Reading Club)            Reading Resource Support            “Push-In” time in instructional schedule            Instructional schedule supported uninterrupted LA blocks            Familiarity with new DRA            Aligned curriculum with new eCART pacing guide            Take home reading K-2            Increased 5<sup>th</sup>-6<sup>th</sup> grade sustained silent reading</p> <p><b>Inhibited:</b>            PLC planning for reading may have been reduced due to focus on new eCART math pacing guide and new science units            Continued time constraints related to sharing best practices and common vocabulary            Full to half-time ESOL            3<sup>rd</sup> grade LA in the afternoon with less IA support for small group instruction</p>	<p>Adjust master schedule to allow primary grades LA to the morning block for more IA support</p> <p>Continue to expand use of eCART pacing guides and Aspire to enhance common assessment</p> <p>Continue to increase opportunities for identified groups of students to attend intervention programs before or after school</p> <p>Improve the placement cards to include specific reading skills/needs (checklist for fluency and comprehension)</p> <p>Familiarity of pacing guide to allow for more equitable planning during PLC</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"><b>Academics</b></p> <p><b>Objective:</b> 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.</p>	<p><b>Performance Indicator:</b> 6<sup>th</sup> grade mathematics pass rate will increase from 86-88%.</p> <p><b>Results:</b> 86-98%. We surpassed our goal.</p> <p><b>Qualitative/Qualitative Data:</b> 3-6 grade SOL scores will increase as follows: Sped: 84-86% LEP: 89-91% Black: 81-83%</p> <p><b>Results:</b> We surpassed our goal for each identified subgroup. Sped: 84-90% LEP: 89-96% Black: 81-90%</p>	<p><b>Supported:</b> Increased collaboration Increased implementation of common assessments Increased common pacing with unpacking of standards PLC discussions about best practices Math Lead Teachers communicated expectations and highlighted changes to curriculum pacing Selected use of Calendar Math at grades 1 and 2</p> <p><b>Inhibited:</b> Time spent on navigating, discussing, and implementing the new eCART pacing guide</p>	<p>Expand use of Calendar Math to all classes in grades 1 and 2</p> <p>Continue to collaborate on the use of the pacing guide and make revisions to improve instruction and assessments</p> <p>Establish time for spiraling the curriculum on a consistent basis</p>
<p align="center"><b>Essential Life Skills</b></p> <p><b>Objective:</b> Expand the implementation of Positive Behavior Supports to include hallways, pods, and cafeteria.</p>	<p><b>Performance Indicator:</b> 85% of teachers will respond affirmatively to questions relating to the success of PBS at UMES.</p> <p><b>Qualitative/Qualitative Data:</b> 95% teachers responded positively to the success.</p> <p><b>Performance Indicator:</b> Number of character bears given will increase from 5 to 50 per week.</p> <p><b>Qualitative/Qualitative Data:</b> We surpassed our goal.</p> <p><b>Performance Indicator:</b> Number of major office discipline referrals reports will decrease from 28-20.</p> <p><b>Qualitative/Qualitative Data:</b> We had fewer number of suspensions, although we had an increase of minors office referrals due to more teacher reporting</p>	<p><b>Supported:</b> Easy, manageable program Positive reinforcement UMTV news Placement of Character Bears in the office Promoted student to student recognition for positive behavior</p> <p><b>Inhibited:</b> Inconsistent follow through in pods and hallways Inconsistent plan for pods and hallways Inconsistency between grade levels when using Character Bears</p>	<p>Expand PBS into the pods and hallways to support consistent behavioral expectations across the school building.</p> <p>Connect Character Bears to PBS in order to identify and reward the number of positive behaviors.</p> <p>Consistent attendance of cafeteria hostess will make implementation easier for adult supervisors.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Responsibility to the Community Objective:</b>            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</p>	<p><b>Performance Indicator:</b> Students will expand their participation in a service learning program supporting the efforts of a county homeless shelter initiative, reflecting on their experiences in school-wide, classroom and small group settings through a variety of spoken and written ways. 100% of grade 1-6 classes will participate in the school-wide portion of the initiative. 70% of identified grade 1-6 classes will participate in the small group activities that support the initiative</p> <p><b>Qualitative/Qualitative Data:</b>            No data available because the Shelter cancelled all activities.</p> <p><b>Performance Indicator:</b> 25% of items bought and garden 100% planned</p> <p><b>Qualitative/Qualitative Data:</b> The garden is planned and will be fully operational in June 2010</p>	<p><b>Supported:</b>            Student, teacher, and parent supported</p> <p><b>Inhibited:</b>            Conflicting times and needs            Shelter participants decreased</p> <p><b>Supported:</b>            Unified efforts through the science committee to support planning and implementation of the outdoor garden            Teacher Research Group            Grant writing for funding to buy materials and plants            Support and Collaboration from the PTA</p> <p><b>Inhibited:</b>            Funding is not anticipated until the current school year</p>	<p>We do not plan to continue with the Shelter program due to declining participation and time conflicts</p> <p>Expand the opportunity for service to the community by investigating the implementation of Service Learning Projects</p>