

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Union Mill Elementary School

Cluster VII



**Kathleen Case, Principal
Holly Walker, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Kathleen Case	Principal	Liz Gardner	Child Study and Local Screening Committee Lead Special Education Teacher
Holly Walker	Assistant Principal	Lauren Divers	Environmental Team Member First Grade Teacher
Wendy Hare	Reading Resource Teacher	Emily Petty	Environmental Team member Kindergarten Teacher
Minnie Scrafford	Mathematics Co-Lead Second Grade Teacher	Angie Hoernke	Instructional Team Member Fourth Grade Teacher
Mark McCullor	Social Studies Co-Lead Sixth Grade Teacher	Hadley Harrison	Instructional Team Member Third Grade Teacher
Kimberly Shoemaker	School Counselor	Dana Hubchen	PTA President Parent of a Kindergarten and Third Grader
Jenn McAdoo	Science and Native Habitats Co-Lead Fifth Grade Teacher	Kate Trussell	PTA Community Outreach Parent of a Third Grader
Harry Belch	Administration Collaborative Team School Based Technology Specialist	Colleen Kikis	PTA Native Habitat Chair Parent of a Third and Fifth Grader
Shannon Whitney	Positive Behavior Support Coach Fifth Grade Teacher		

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 all of 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 all students to be successful.
- Providing a positive learning environment by celebrating student success.
- Working collaboratively as a professional learning community to tailor instruction to meet individual needs through intervention and enrichment.
- 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.
- Measuring academic progress to ensure that all students will acquire the knowledge and skills needed regardless of race, poverty, language or disability.

UNION MILL ELEMENTARY SCHOOL—CORE VALUES/BELIEFS

We Believe:

- Children are our most important resource.
- Effective teachers and staff are essential to student success.
- All children can learn and have the right to develop their unique potential.
- All children have the right to a safe and rigorous learning environment.
- Partnerships within and among the community enhance the learning environment.
- Diverse cultures and beliefs build communal strength.
- Respect for self, others, and property is imperative for our school community to flourish.

SPECIAL PROGRAMS

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

Academics

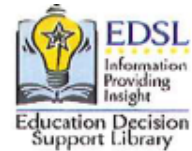
- Author/Illustrator visits to each grade level
- Cross-Grade level Buddies
- Intervention/Enrichment sessions
- Virginia Readers Choice Reading Program
- Flexible Mathematics groupings, grades 3-6
- Culminating activities and fieldtrips: Flag Day for Kindergarten; Turkey Day and Customs Around the World for 1st grade; Native Lands Festival and Jamestown Presentations for 2nd grade; Pumpkin Day for 3rd grade; Richmond field trip, National Symphony Orchestra Field Trip and Colonial Day for 4th grade; Aquarium Visit and Nutrition Fair for 5th grade; Pamplin Historical Park fieldtrip in Petersburg, VA, Art Museum Visit , Punctuation Day, Staff vs. Student Volleyball Event and Pi Day for 6th grade;
- Pyramid Art Show
- Pyramid Choral Festival
- Field Day
- P.E.'s Journey to the Great Pumpkin
- Federation of Galaxy Explorers
- FLEX Program
- Mad Science
- Young Rembrandts Art Program
- Chess Club
- Reflections
- Curriculum related Cultural Arts programs
- Student Mentoring Program by Staff
- Early Intervention Program/Reading Clubs
- Parent volunteers for programs such as Great Art, Book Clubs, Guest Readers and various grade level activities
- Presidential & National Physical Fitness Awards grades 5-6

Essential Life Skills

- CADET program, Centreville High School Student Teachers
- Lunch Bunches with school counselors
- Student Council Association
- National Bullying Prevention Week
- Red Ribbon Week
- ABA for Autism classes
- Girls on the Run
- Autism Buddies

Responsibility to the Community

- UMTV Morning News Show
- Special Education Parent Resource Group
- Great Arts (Greater Reston Arts Center)
- Green Team – Autism student recycling program
- School wide recycling focus
- Bread Basket Service Project
- Multicultural Celebration
- National Inclusive Schools Week
- Autism Awareness Program
- Library Pages
- UM Camera Crew
- Food Drive supporting Families and Individuals in Fairfax Co.
- Animal shelter drive
- Prom safety cards for Centreville High School (6th grade)
- Safe and Drug Free Bookmark Contest grades 2-



FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

CLUSTER 7

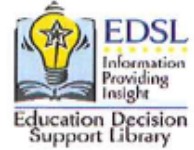
UNION MILL ELEMENTARY

Category	June 2009		June 2010		June 2011	
	#	%	#	%	#	%
ETHNICITY						
ASIAN	122	14.99	112	14.34	110	14.77
BLACK (NOT OF HISPANIC ORIGIN)	19	2.33	24	3.07	24	3.22
HISPANIC	33	4.05	39	4.99	47	6.31
WHITE (NOT OF HISPANIC ORIGIN)	585	71.87	551	70.55	526	70.60
OTHER	55	6.76	55	7.04	38	5.10
	814		781		745	
GENDER						
FEMALE	398	48.89	384	49.17	385	51.68
MALE	416	51.11	397	50.83	360	48.32
	814		781		745	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	746	91.65	715	91.55	691	92.75
LIMITED ENGLISH PROFICIENT**	68	8.35	66	8.45	54	7.25
	814		781		745	
LEP LEVELS						
01-LEVEL 01 ENTERING	5	7.35	5	7.58	6	11.11
02-LEVEL 02 BEGINNING	9	13.24	15	22.73	4	7.41
03-LEVEL 03 DEVELOPING	13	19.12	11	16.67	17	31.48
04-LEVEL 04 EXPANDING	6	8.82	9	13.64	18	33.33
05-LEVEL 05 BRIDGING	35	51.47	26	39.39	9	16.67
	68		66		54	
ENGLISH LANGUAGE SERVICES***	30	3.69	35	4.48	41	5.50
FEE WAIVER						
NO FEE WAIVER	792	97.30	764	97.82	731	98.12
FREE OR REDUCED FEES	22	2.70	17	2.18	14	1.88
	814		781		745	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	764	93.86	721	92.32	683	91.68
ELEMENTARY ADVANCED ACADEMICS - LEVELS II,III	155	19.04	113	14.47	124	16.64
SPECIAL EDUCATION LEVEL 1	68	8.35	58	7.43	41	5.50
SPECIAL EDUCATION LEVEL 2	50	6.14	59	7.55	62	8.32
SPECIAL EDUCATION SERVICE						
AUTISM	14	11.86	15	12.82	10	9.71
DEAF/HARD OF HEARING	1	0.85	1	0.85	1	0.97
EMOTIONAL DISABILITIES	2	1.69	3	2.56	6	5.83
LEARNING DISABILITIES	57	48.31	50	42.74	46	44.66
NONCATEGORICAL	4	3.39	5	4.27	7	6.80

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 Language Learners (ELL) students are LEP level 01, 02, 03, or 04 students who receive English Language services.



FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

CLUSTER 7

UNION MILL ELEMENTARY

Category	June 2009		June 2010		June 2011	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE						
PHYSICAL DISABILITIES	0	0.00	1	0.85	0	0.00
SPEECH/LANGUAGE IMPAIRMENT	38	32.20	41	35.04	32	31.07
VISUAL IMPAIRMENT	2	1.69	1	0.85	1	0.97
	118		117		103	
MOBILITY						
MOBILITY RATE		4.73		7.59		4.72

*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 Language Learners (ELL) students are LEP level 01, 02, 03, or 04 students who receive English Language services.

UNION MILL ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				98%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				99%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities				94%
	Limited English Proficient	*	*	*	*
2009-2010					
	All Students				96%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				96%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities			89%	
	Limited English Proficient	*	*	*	*
2008-2009					
	All Students				96%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				96%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities				90%
	Limited English Proficient	*	*	*	*

Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				94%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				95%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities				92%
	Limited English Proficient	*	*	*	*
2009-2010					
	All Students				95%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				96%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities				92%
	Limited English Proficient	*	*	*	*
2008-2009					
	All Students				96%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				96%
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities				91%
	Limited English Proficient	*	*	*	*

* = Subgroup with less than 50 students
 Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

**2010-2011 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 align="center">Academics English: Reading</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>Performance Indicator: 3rd grade reading pass rate will increase from 85-90%.</p> <p>Qualitative/Qualitative Data: 85-89%. We did not quite reach our goal of 90%. Although our pass advanced rate did increase from 32-45%.</p> <p>Performance Indicator: Based on Grade 3 Reading SOL results of 2010, the percentage of Grade 4 Economically Disadvantaged students passing the 2011 SOL will increase from 50% to 100%.</p> <p>Qualitative/Qualitative Data: 100% of Economically Disadvantaged students passed the reading SOL.</p> <p>Performance Indicator: Hispanic student performance on the English SOL: Overall performance will increase from 83% to 90%.</p> <p>Qualitative/Qualitative Data: 83-95%. We exceeded our goal and increased the pass rate to 95.8%.</p> <p>Performance Indicator: Student performance on the first grade DRA2: DRA scores will increase from 90% to 92%</p> <p>Qualitative/Qualitative Data: We did not meet our goal. The percentage of students who met benchmark on the DRA2 in 1st grade dropped from 90-88%.</p>	<p>Supported: Reading Resource Support Added fluency component to the general 3rd grade language arts instruction Increased use of formative assessments and interventions as needed “Push-In” time in instructional schedule Take home reading K-2 Increased sustained silent reading in SOL grades</p> <p>Inhibited: Sustained silent reading was inconsistent in the primary grades due to scheduling conflicts. Upper grades are concerned that some student choice books may not offer increased benefits in literacy.</p>	<p>Continue to develop the master schedule to ensure the primary grades’ LA block in the morning for more IA support</p> <p>Continue to expand use of eCART pacing guides and Horizon to develop common and formative assessments</p> <p>Continue to expand opportunities for identified groups of students to receive targeted intervention during the school day</p> <p>Investigate literacy folders/data folders to include specific reading skills/needs (checklist for fluency and comprehension)</p> <p>Upper grades implement instruction in just right book choices.</p> <p>Further development and implementation of guided reading instruction at all grade levels</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics Mathematics</p> <p>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.</p>	<p>Performance Indicator: Student performance on SOL tests in mathematics in grade 3 will increase from 91% to 95% as measured in the 2011 Grade 3 SOL Mathematics test. Qualitative/Quantitative Data: 91-94%. We did not quite meet our goal.</p> <p>Performance Indicator: Percentage of grade 3 students passing the 2010-2011 Mathematics SOL tests at the pass advanced level will increase from 35% to 49%. Qualitative/Quantitative Data: 35-67% We exceeded the goal for pass advanced.</p> <p>Performance Indicator: Percentage of SWD and Hispanic students passing the Grades 3-6 2011 Mathematics SOL tests will increase from 91% to 93% for Hispanic students, and will increase from 89% to 91% for SWD. Qualitative/Quantitative Data: We met the goals for both Hispanic and SWD. SWD: We increased from 91-93.84%. Hispanic: We increased 91-95.83%</p>	<p>Supported: Flexible grouping to better differentiate instruction in grade 3 Increased use of formative assessments PLC and CT discussions about best practices Flexible grouping in grades 4-6 continued Increased use of targeted interventions and implementation of Math Club at grades 3-6</p> <p>Inhibited: Teachers not as comfortable with the pacing guide and teaching with the new guide</p>	<p>Continue use of Calendar Math in all classes in grades 1 and 2 and expand into K classes</p> <p>Increase the consistent use of formative assessments to drive instruction</p> <p>Expand use of targeted interventions during the school day</p> <p>Establish consistent routines for curricular review</p> <p>Consistent common pacing aligned to EMIS (Elementary Mathematics Instructional Sequence) using FCPS best practices</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills Objective: Expand the implementation of Positive Behavior Supports to include hallways, pods, and cafeteria.</p>	<p>Performance Indicator: 97% of teachers will respond affirmatively to questions relating to the success of PBS at UMES. Qualitative/Quantitative Data: 95% teachers responded positively to the success.</p> <p>Performance Indicator: Number of character bears given will increase from 20 to 40 per grade level per month. Qualitative/Quantitative Data: We surpassed our goal with all grade levels averaging more than 40.</p> <p>Performance Indicator: Number of referral reports resulting in suspension or alternate instructional arrangement will decrease from 7-5. Qualitative/Quantitative Data: Office referrals did not decrease.</p>	<p>Supported: Easy, manageable program Positive reinforcement UMTV news – weekly bear drawing Placement of Character Bears in the office Promoted student to student recognition for positive behavior Staff implemented “Tools for Teaching” (Fred Jones)</p> <p>Inhibited: Inconsistent follow through in pods and hallways Inconsistent plan for pods and hallways</p>	<p>Revise the implementation plan for PBIS in the pods and hallways to support consistent behavioral expectations across the school building.</p> <p>Examine how Character Bears connect to PBIS.</p> <p>Consistent attendance of cafeteria hostesses will make implementation easier for adult supervisors.</p> <p>Using the PBIS vision will assist students in developing citizenship goals</p> <p>Reevaluate the current staff understandings of PBIS and reflect on what parts need to continue, expand or modify (i.e. use a sticker in addition to the character bear for better recognition)</p>
<p>Responsibility to the Community Objective: Increase student awareness and understanding of service learning opportunities through the implementation of a native species habitat and learning environment.</p>	<p>Performance Indicator: During the 2010-2011 school year, 100% of K-6 classes will participate in at least one activity which supports the Native Habitat and Learning Environment initiative as indicated on sign-up sheets. Qualitative/Quantitative Data: We did not meet the goal of 100% participation in at least one activity supporting the Native habitat and Learning Environment. Incomplete data was kept.</p>	<p>Supported: Willing volunteers who assisted with collections and preparations</p> <p>Inhibited: There was not a structured program for school-wide participation. Initial funding for program implementation did not materialize.</p>	<p>Implement good stewardship to the environment by developing native species habitats.</p> <p>Increase staff awareness and involvement</p> <p>Create a plan for multi-year implementation of better curricular connections and alignment</p>

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: <ul style="list-style-type: none"> <input type="checkbox"/> 1.1.1 English language arts <input checked="" type="checkbox"/> 1.1.2 Mathematics <input type="checkbox"/> 1.1.3 Science <input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity |
-

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in mathematics at grades 3-6 through alignment of the Elementary Mathematics Instructional Sequence (EMIS), improved differentiation of math instruction with a focus on number and number sense, and integration of problem solving and higher order thinking skills at all grade levels.

RATIONALE FOR OBJECTIVE:

Data Sources:

Mathematics scores on the Standards of Learning (SOL) tests for grades three through six have remained constant over the last three years ranging from 95 to 97%.

In 2010-2011, two subgroup scores increased:

- Hispanic Students: 91% in 2009-2010 to 96% in 2010-2011
- Students with Disabilities: 89% in 2009-2010 to 94% in 2010-2011

In 2010-2011, two subgroup scores stayed the same:

- Economically Disadvantaged Students: 100% in 2009-2010 and in 2010-2011
- LEP Students: 98% in 2009-2010 and in 2010-2011

Mathematics scores on the SOL tests for one subgroup dropped in 2010-2011:

- Black Students: 100% in 2009-2010 to 71% in 2010-2011 (It should be noted that the black subgroup is a small group and the variation in percentage changes with 2-3 students. Despite the size of the group we continue to focus on the importance of all students achieving at a high level.)

Fourth grade math scores on the spring 2011 SOL showed another increase in pass rates from 90% passing in 2008-2009 to 97% passing in 2009-2010 and 100% passing in 2010-2011. Third grade scores showed an increase in their overall scores for the first time in four years from 91% passing in 2009-2010 to 94% passing in 2010-2011. Fifth and sixth grade students in the compacted math program had a 100% pass rate on the 2010-2011 sixth and seventh grade mathematics SOL tests.

Pass advance rates increased in third and fourth grades:

- Third Grade 35% in 2009-2010 to 67% in 2010-2011
- Fourth Grade 70% in 2009-2010 to 75% in 2010-2011

Pass advanced grades dropped in fifth and sixth grades with the implementation of multiple classes of compacted math in each of those two grade levels:

- Fifth Grade 82% in 2009-2010 to 69% in 2010-2011
- Sixth Grade 43% in 2009-2010 to 23% in 2010-2011

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Focusing on student learning and increasing student achievement is the goal of the collaborative teams. Teachers continue to develop additional formative assessments to better match instruction to student needs. Teams will expand their use of formative assessments and shared knowledge of best practices instruction in weekly collaborative team meetings. Flexible grouping is ongoing in grades three through six to further enhance differentiation of instruction.

Administrators and teachers will expand the concentrated focus on student needs and intervention opportunities to continue to close the achievement gap in math. Students at all grade levels will receive differentiated instruction and be identified in collaborative teams (CT meetings) to ensure an increase in students passing the math SOL test and scoring pass advanced. Teachers continue to focus on mathematics vocabulary across all grade levels to refine instructional techniques. The Advanced Academics Resource Teacher (AART) is working with the grade level teams to develop lessons and differentiated activities to expand the integration of problem solving and higher order thinking skills for all students in math aligned to the new Elementary Mathematics Instructional Sequence (EMIS).

Best Practice Research:

Tomlinson, Brimijoin, and Narvaez (*The Differentiated School*, 2008) affirm that students in today's schools are more academically diverse. We need to focus on the growing economic gap that exists between segments of our student population and still ensure challenge for our advanced learners. As schools make changes, we need to be mindful that "achieving implementation can become so exciting that it blinds us to the truth that, in fact, implementation was not the goal of the change initiative, but rather a means to the goal of benefitting students" (Tomlinson, Brimijoin & Narvaez, 2008, p. 109). We must encourage the school community to be mindful and responsive to students' learning needs and maintain the focus on improving student achievement. 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 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). 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.

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 3 will increase from 94% to 96% as measured in the 2012 Grade 3 SOL Mathematics test.
1.1.2	Percentage of students in grades 3-6 passing the 2011-2012 Mathematics SOL tests at the pass advanced level will increase from: 67% to 72% in Grade 3, 74.5% to 79.5% in Grade 4, 69.1% to 74.1% in Grade 5 and 22.8% to 40% in Grade 6.
1.1.2	Percentage of Black students passing the Grades 3-6 2012 Mathematics SOL tests will increase from 71%-91%.

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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Develop a systematic intervention monitoring system at every grade level to ensure interventions are increasing student achievement.	Kathleen Case Holly Walker Harry Belch	~Instructional Services ~Planning time to identify students and to prepare interventions ~eCART/Horizon ~Weekly CT meetings	X	X	X	X	Teachers will use eCART (Window 1, MOY and Window 2) and common formative assessments to monitor student progress. Spreadsheets and/or lists will be kept by each team on identified struggling math students and interventions implemented and student response to interventions. The CT will analyze instructional data to adjust instruction as needed.
2. Employ best practices strategies that include building relationships, engagement, and expectations for learning to enhance mathematics problem solving and application of math concepts.	Kathleen Case Holly Walker Harry Belch	~Instructional Services Specialists ~Classroom materials as needed ~Kagan resources ~eCART/Horizon ~SMARTBoards ~24/7 Best Practices Tools	X	X	X	X	Each CT will share best practices and disseminate information that includes best practice instructional techniques, common assessments, and strategies for differentiation. The sharing will be documented on CT meeting notes.

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 | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in reading by focusing instruction on best practices with emphasis on guided reading, structured sustained silent reading, explicit comprehension instruction, and vocabulary development at all grade levels.

RATIONALE FOR OBJECTIVE:

Data Sources:

SOL results over a three year period in English: Reading for all students in grades three through six indicate an average score of 95%.

From 2009 to 2010, three subgroups showed gains in their reading scores:

- Economically Disadvantaged Students: 90% in 2009-2010 to 100% in 2010-2011
- Hispanic Students: 83% in 2009-2010 to 96% in 2010-2011
- LEP Students: 85% in 2009-2010 to 93% in 2010-2011

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

Black Students: 100% in 2009-2010 to 64% in 2010-2011 (It should be noted that the black subgroup is a small group and the variation in percentage changes with 2-3 students. Despite the size of the group we continue to focus on the importance of all students achieving at a high level.)

English: Reading scores for Students with Disabilities maintained at 92%.

Sixth grade English: Reading scores on the spring 2011 SOL showed a slight decrease from 97% in 2010 to 94% in 2011 and the pass advanced scores decreased as well from those two years from 66% in 2010 to 52% in 2011. Fifth grade scores indicate steady progress with 97% pass rate in both 2010 and 2011. Fifth grade pass advanced scores have decreased from 49% in 2010 to 44% in 2011. Fourth grade passing rate was 98% in 2010 and 96% in 2011 with the pass advanced rate dropping from 57% in 2010 to 48% in 2011. Third grade scores showed an increase in their overall score and their pass advanced rates for the first time in four years. Pass rates of 85% in 2010 and 89% in 2010 and with the pass advanced rate going from 32% in 2010 to 45% in 2011.

The second grade DRA2 scores have fluctuated over the past three years from 94% (2009) to 98% (2010) to 94% (2011). The students in the special education subgroup in second grade decreased from 94% in 2010 to 77% in 2011. It is worth noting that the students who are designated as Students with Disabilities increased from 71% on or above grade level as first graders in 2010 to 77% on or above grade level as second graders in 2011.

DRA2 first grade results over a three year period from 2009 to 2011 have decreased from 94% in 2009 to 90% in 2010 and 88% in 2011. The students in the special education subgroup in first grade decreased from 71% in 2010 to 67% in 2011.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Direct essential vocabulary instruction and reading comprehension instruction across content areas will continue to be developed. Best practice strategies in guided reading groups will be implemented across all grade levels. Increasing student achievement will be addressed through a more in-depth exploration of common assessments and the use of eCART and Horizon. Intervention and enrichment blocks of time during the school day will be augmented and enhanced through staff development and staffing. Reading Specialist leadership in conjunction with administrative support will continue to inform program delivery and instructional practices through the collection, analysis, and interpretation of data at all grade levels.

Best Practice Research:

Small group instruction in the form of guided reading has become widely used within a comprehensive framework for literacy instruction (Fountas & Pinnell, 1996). An important federally funded study supports the comprehensive framework and found that the average rate of student learning increased by 16% over the course of the first implementation year, 28% in the second year, and 32% in the third year- very substantial increases (Biancarosa, Bryk, & Dexter, 2008).

There is evidence that students who spend more time reading in school perform as well or better on standardized tests of reading comprehension than other students (Krashen, 2004). According to the study, classroom teachers implemented a structured sustained silent reading program three days a week as part of the student's literacy instruction. After seven months of implementing the structured sustained silent reading program, 100% of students scored at the independent or advanced levels for wide reading and self-assessment/goal setting which was a stark contrast to the 33% who scored at the levels initially. Comprehension also improved as evidenced on the DRA in all areas: prediction, summarization, literal questioning, interpretation, reflection, and metacognitive awareness (Kelley & Clausen-Grace, 2006).

Research on best practices for instruction supports the belief that teachers do not have to choose between best practice teaching and test preparation (Greene and Doyle, 2007).

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 89% to 92%.
1.1.1	Students with disabilities performance on the English: Reading SOL will increase from 92% to 94%.
1.1.1	Student performance on the first grade DRA2 will increase from 88 % to 92%.
1.1.1	Student performance on the second grade DRA2 will increase from 94% to 96%.
1.1.1	Student performance of Black students on the English: Reading SOL will increase from 64%-90%.

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 guided reading, structured sustained silent reading, explicit comprehension instruction 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. Guided reading instruction will be further developed as part of daily literacy instruction using a variety of genres across the curriculum at all grade levels.	Wendy Hare Kathleen Case Holly Walker	~Professional development ~Leveled books (fiction and nonfiction) ~FCPS approved texts ~eCART/Horizon ~Literacy centers ~Weekly news magazines ~Comprehension Tool Kit ~DRA2, DRA2 WA, DRA progress monitoring program	X	X	X		~Teachers in K will analyze the DRA2 Word Analysis and running record data to guide instruction (Fall & Spring). ~Teachers in grades 1-2 will analyze data from the DRA2 Reading assessment each window (Fall, mid-year, Spring) to guide instruction. ~Teachers will implement the use of the DRA2 progress monitoring program. ~Teachers in grades 3-6 will use the eCART assessments (Quarter 1, 2 and 3) to guide instruction.	

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading by focusing instruction on best practices with emphasis on guided reading, structured sustained silent reading, explicit comprehension instruction 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.	
2. Teachers will participate in professional development regarding balanced literacy and guided reading.	Wendy Hare Kathleen Case Holly Walker	~Substitutes for half day planning sessions (\$1500) ~Multiple copies of <u>The Next Steps in Guided Reading</u> by Jan Richardson (\$200) ~DVDs of guided reading in action (\$200) ~Leveled guided reading materials for the Reading Room (\$16,000) ~Upper DRA class provided by Cluster Reading Specialists (no cost to us)	X	X	X	X	~The reading specialist and administration will document attendance of teachers at professional development sessions and the DRA class. ~Teachers in K will analyze the DRA2 Word Analysis and running record data to monitor student reading progress (Fall & Spring). ~Teachers in grades 1-2 will analyze data from the DRA2 Reading assessment each window (Fall, mid-year, Spring) and DRA Progress Monitoring System to monitor student reading progress. ~Teachers in grades 3-6 will use the eCART assessments (Quarter 1, 2 and 3) to monitor student reading progress.
3. Structured sustained silent reading will be implemented three days a week as part of student literacy instruction in grades 3-6.	Wendy Hare Kathleen Case Holly Walker	~Classroom libraries ~Staff development on best practices for effective sustained silent reading ~Teacher Conference Notes	X	X	X	X	~Teachers will keep anecdotal records while conferencing with students during independent reading time. ~ Conference notes will be analyzed quarterly with the reading resource teacher to guide instruction.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in reading by focusing instruction on best practices with emphasis on guided reading, structured sustained silent reading, explicit comprehension instruction 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. Continue to implement strategies to build vocabulary across the curriculum at all grade levels.	Wendy Hare Kathleen Case Holly Walker	~Word Walls with pictures ~Word Study Activities ~Journals ~Interactive notebooks ~Foldables ~SMART Board lessons ~ Staff development ~Survey monkey	X	X	X	X	Teachers will complete beginning and end of the year surveys to report which strategies are being used to teach vocabulary; how vocabulary is being assessed; and what support is still needed. Survey data will be used to guide instruction and plan professional development.
5. Develop a systematic intervention monitoring system at every grade level to ensure interventions are increasing student achievement.	Wendy Hare Kathleen Case Holly Walker	~LLI (Leveled Literacy Intervention) ~e-cart/Horizons ~DRA2, DRA2WA, DRA progress monitoring program ~common formative assessments ~student literacy folders	X	X	X	X	~Using quarterly e-cart assessments, DRA2/DRA2WA assessments, DRA2 progress monitoring system and common formative assessments; classroom teachers will implement and record interventions that occur and report student progress on a quarterly basis. ~Implementation of student literacy folders to document student progress and interventions to show literacy development which will be passed on to next year's teacher.

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 checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |
-
-

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Continue to implement Positive Behavioral Interventions and Supports and develop student goal setting to achieve our school vision of empowering our students to become lifelong learners.

RATIONALE FOR OBJECTIVE:

Data Sources:

Examining the Benchmarks of Quality (BoQ) data from June 2011, indicated several areas to further develop in the 2011-2012 school year. The areas indicated as a need are data collection and analysis, curriculum development, and implementation in all areas of the school. In August of 2011, the staff responded to a needs survey for Positive Behavior Intervention Supports for this school year. 95% of staff members responded positively to the current implementation of PBIS at Union Mill and saw success. 90% noted an improvement of student behavior and citizenship as a result of the positive support program. 70% noted improvement in the cafeteria due to the implementation of the café bears. The results showed the need to further improve student behavior in pods and hallways. Further instruction in bully prevention for students was also indicated as a need.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

As the PBIS program develops and expands, the composition of the PBIS team is adapting. This year we begin with a team in place, but multiple members are new to the team due to turnover and movement of staff members. An administrator is new to the team this year. The PBIS team meets once a month to discuss the PBIS approach in the cafeteria, pods, and hallways. The administration also met with the cafeteria hostesses and tweaked the behavior management system in the cafeteria to ensure a collaborative approach to our system. This year the hostesses are both in the cafeteria all five days of the week to bring more consistency to the program.

The staff survey given in the fall of 2011 indicated an increased need for more defined expectations in the hallways and POD areas. The placement of stop signs throughout the building has been effective for teachers. HALLS signs have been developed and placed in all hallways in the school. Another area of concern from the staff was a continued need for an array of appropriate responses to minor (teacher-managed) problem behaviors to address.

Counselor sessions in the classroom continue to support bullying awareness, peer mediation, conflict resolution, and the ideals identified by the PBIS 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:

School-wide PBIS 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). Academic achievement will be enhanced when a school creates an overall positive climate. According to Geoff Colvin (*7 Steps for Developing a Proactive Schoolwide Discipline Plan, 2007*) teaching will be uninterrupted, students will feel safe and be well behaved, teachers will be more effective, and academic achievement will be enhanced.

With the addition of the café bears, changes made to the cafeteria and the expanded hallway expectations, 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 and no tolerance situations, behavior problem incidents increase. Instead the use of prevention-based techniques to increase desirable student behaviors is recommended.

Marzano's *Classroom Instruction that Works*, indicates nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. One of those strategies is setting objectives and providing feedback. Teaching students to set their own SMART goals will provide students with a direction for their learning and increase student engagement. As the staff plans and implements a variety of ways to develop student goal setting and providing timely and specific feedback to the students, student achievement will increase.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators
2.1	On an end of year survey the number of teachers who respond affirmatively to questions relating to the success of Positive Behavioral Intervention and Support at Union Mill will increase from 95% to 97%.
2.3	75% of the students in grades 2-6 will identify at least two strategies to use should a bullying situation occur.
2.6	The number of students participating in the Goal Setting and Reflection curriculum will expand across all grade levels with 100% participation.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

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.							
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. Plan and implement a more defined school-wide system for being respectful to others in the hallways and pods.	Shannon Whitney PBIS Team Environmental Team		X	X	X	X	~Survey staff quarterly in CT meetings to monitor improved hallway and POD conditions. ~PBIS team will monitor the surveys to identify ongoing needs.
2. Plan and implement a school-wide program for integrated goal setting within the curriculum areas.	Holly Walker Mark McCullor Kimberly Shoemaker Wendy Lindner	Lessons and templates available in eCART (no cost)	X	X	X	X	Grade levels will maintain and analyze quarterly check lists of student goal setting and development.
3. Counselors will plan and implement bully awareness and prevention lessons using pre and post assessment data to determine needs.	Kimberly Shoemaker Wendy Lindner		X	X	X	X	Pre and post assessments with the grade level lessons
4. Staff will complete the “School Self Assessment Guide: Student Positive Behavior Approach.”	Shannon Whitney			X	X	X	Staff will complete the self assessment guide in the fall and spring of the 2011-2012 school year to monitor improvements and needs for PBIS.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student awareness and understanding of service learning opportunities through the implementation of a native species habitat and learning environment and sixth grade service learning projects for each sixth grade student.

RATIONALE FOR OBJECTIVE:

Data Sources: The information from the Results and Reflection page indicated a need to continue to develop a structured outdoor learning environment and monitor student participation. In the 2010-2011 school year, five classes actively participated in activities in the outdoor learning environment. 100% of sixth grade students participated in and reflected on teacher directed service learning projects in the 2010-2011 school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: The outdoor learning environment was implemented with very limited student participation. Teachers indicate a need for additional staff development to find ways to make connections for the students to have opportunities to participate and reflect on their learning in the native species habitat. Administrators and teachers need to foster good stewardship of the environment which correlates to the current K-6 science curriculum. Student participation in good stewardship of the environment will increase through the use of hands-on materials and school community participation in building and maintaining an outdoor learning environment.

Sixth grade students have been participating in teacher directed service learning projects. These in school activities will continue as the teachers assist the sixth grade students in finding opportunities to give back to the community in areas of their own personal interests.

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 at 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	During the 2011-2012 school year, 100% of K-6 classes will participate in at least one activity which supports or develops the Native Habitat and Learning Environment as indicated on the surveys given in October, February and June.
3.2	The number of students participating in the 2011-2012 sixth grade service learning projects will be 100%.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student awareness and understanding of service learning opportunities through the implementation of a native species habitat and learning environment.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Staff will actively seek funding sources and volunteers for school based grounds improvements.	Kathleen Case Holly Walker Jenn McAdoo Rebecca Wysocki		x	x	x	x	~Sharing information and application deadlines through staff meetings and/or staff communication ~Feedback through PTA meetings and monthly PTA board meetings
2. Students, staff, and the community will help create and implement native habitats on the grounds of Union Mill.	Jenn McAdoo Rebecca Wysocki Kathleen Case Holly Walker	Gardening materials will be purchased and/or donated	x	x	x	x	Staff will provide feedback on development and usage of native habitats through surveys given in October, February and June.
3. Communicate ongoing opportunities for service learning with sixth grade students, staff and parents.	Kathleen Case Holly Walker Larry Brickwedde Mark McCullor Betty McLaughlin Jamie Renn Elizabeth Turner Sara Kennedy Wendy Lindner Kimberly Shoemaker	Family Newsletter PTA UMES Messenger UMES Home Page Keep in Touch Messages	X	X	X	X	~Quarterly checks and reflection opportunities to determine the current level of student participation in service learning ~Instruction will be adjusted as needed to meet student needs

**2011-2012 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 align="center">Academics English: Reading Objective:</p>	<p>Performance Indicator: Qualitative/Qualitative Data:</p> <p>Performance Indicator: Qualitative/Qualitative Data:</p> <p>Performance Indicator: Qualitative/Qualitative Data:</p> <p>Performance Indicator: Qualitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p align="center">Academics Mathematics Objective:</p>	<p>Performance Indicator: Qualitative/Quantitative Data:</p> <p>Performance Indicator: Qualitative/Quantitative Data:</p> <p>Performance Indicator: Qualitative/Quantitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Essential Life Skills Objective:	Performance Indicator: Qualitative/Quantitative Data: Performance Indicator: Qualitative/Quantitative Data: Performance Indicator: Qualitative/Quantitative Data:	Supported: Inhibited:	
Responsibility to the Community Objective:	Performance Indicator: Qualitative/Quantitative Data:	Supported: Inhibited:	