

**Fairfax County Public Schools**

**School Improvement Plan  
2008 – 2009**

**Virginia Run Elementary**

**Cluster 8**

**Teresa L. Hicks, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

## COMMITTEE MEMBERS

Name	Position	Name	Position
Teresa L. Hicks	Principal	Margorie Gross (cafeteria hostess)	Essential Life Skills Committee
Jason Pannutti	Assistant Principal	Virginia Mitchell (bus driver)	Essential Life Skills Committee
Lynne Rommel	Academics Committee Chair		
Julianne Trimble	Academics Committee	Rachel Grimsby	Responsibility to the Community Committee Chair
Kay Chodoronek	Academics Committee	Judy Thomson	Responsibility to the Community Comm.
Linda Hoyesen	Academics Committee	Janet Lybarger	Responsibility to the Community Comm.
Matthew Krummert	Academics Committee	Ovambo Brown	Responsibility to the Community Comm.
Todd Pangman	Academics Committee	Maren Pearson	Responsibility to the Community Comm.
Julia Pugarelli	Academics Committee	Becky Petry	Responsibility to the Community Comm.
Karen Zapf	Academics Committee	Jessica Coad	Responsibility to the Community Comm.
Lucy Haydon	Academics Committee	Sarah Niel	Responsibility to the Community Comm.
Kathy Roberts	Academics Committee	Allison Sieber	Responsibility to the Community Comm.
Pamela Nunley	Academics Committee	Mike Ginger	Responsibility to the Community Comm.
Mary Setash (parent)	Academics Committee	Brooke Smith	Responsibility to the Community Comm.
Libby Wayne	Essential Life Skills Committee Chair		
Jennifer Bucci	Essential Life Skills Committee		
LaShon Harrison	Essential Life Skills Committee		
Amy Rhee	Essential Life Skills Committee		
Kit Havey	Essential Life Skills Committee		
Deirdre Herbert	Essential Life Skills Committee		
Chris DelGrosso	Essential Life Skills Committee		
Maren Pearson	Essential Life Skills Committee		
Mark Cutlip (parent)	Essential Life Skills Committee		

## **VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS**

### **FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT**

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

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

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

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

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

### **FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT**

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

### **VIRGINIA RUN ELEMENTARY SCHOOL—VISION STATEMENT**

VRES students, staff, and parents work together to provide a place of active and positive learning by demonstrating respect and accepting responsibility for themselves, others, and the school environment.

### **VIRGINIA RUN ELEMENTARY SCHOOL—MISSION STATEMENT**

- To ensure that students will take responsibility for their learning, behavior, and each other.
- To offer a comprehensive instructional program as outlined in the pos that maintains the highest level of academic achievement and maintains Virginia state accreditation.
- To provide a safe and nurturing environment in which children feel free to take educational risks that result in individual student success and resilience.

## **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.

## **VIRGINIA RUN ELEMENTARY SCHOOL—CORE VALUES/BELIEFS**

We will:

- Insure that all children are valued and respected.
- Model warmth, acceptance and respect for each child.
- Know students and facilitate their strengths.
- Nurture children rather than test scores.
- Make personal connections with each of our students.
- Inspire through enthusiasm and love for learning.
- Consider all types of learning styles and create learning opportunities for the individual child.
- Create a safe and secure environment with emphasis on promoting kindness and respect.
- Utilize available resources to enhance each child's learning environment.
- See the child as an individual.
- Embrace their strengths.
- Be a staff dedicated to working together to provide academic and personal success.
- Provide each student the opportunity to learn in his/her least restrictive environment.

## SPECIAL PROGRAMS

Goal 1: Academics	Goal 2: Essential Life Skills	Goal 3: Responsibility to the Community
<ul style="list-style-type: none"> <li>• Mentoring program for students</li> <li>• Math remediation before school program</li> <li>• Special education inclusion</li> <li>• Reading early intervention program</li> <li>• Thematic events: animal fair; Mexico Day; Ancient Civilizations Day; Colonial Day; Museum of Fifth Grade Cultures; Viking Mall</li> <li>• Chorus and Viking Singers at fifth and sixth grades</li> <li>• Foreign Language Experience before school program sponsored by the PTA</li> <li>• Long-standing policy of art instruction for every student every week</li> <li>• Art Walk in June</li> <li>• Math grouping reviewed quarterly; implementation of FCPS Compacted Math Curriculum, grades 3-6</li> <li>• Passport (geography) Club sponsored at lunch by the PTA</li> <li>• Science Quest</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring program for students</li> <li>• Special education inclusion</li> <li>• Three on Three basketball</li> <li>• Positive Behavior System (PBS) approach schoolwide</li> <li>• Peer Mediation Training</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring program for students</li> <li>• Community Outreach Program</li> <li>• Student Leadership Seminars, grades 5 and 6</li> <li>• Student Council Association</li> <li>• Opportunities for grade 6 students to assist with schoolwide events and orientations for younger students</li> <li>• Art Walk and spaghetti dinner</li> <li>• Business partnership with Luck Stone and Commerce Bank</li> </ul>

## Other Programs in Support of the Schoolwide Mission:

1. Technology:
  - Interactive white board technology in use at every grade level
  - Computer Lab of 30 PC lap top computers: every child in the lab for 45 minutes twice per month; basic instruction in internet use; internet safety; keyboarding; Power Point; word processing; research skills; presentation skills;
  - Internet connections in classrooms and wireless connections throughout building
  - Four desk-top units and one LCD projector per classroom
2. Special Education: inclusion model; non-categorical classes at primary and upper grade
3. Professional Learning Communities
4. Safety Patrols
5. Vertical Curriculum committees
6. Weekly newsletter to parents: *The Viking Voice*
7. Communication with the community through Keep in Touch and the Blackboard website
8. Social Committee: Our mission is to provide support and promote positive morale of the Virginia Run staff. Improve school wide communication through cross-grade level participation.
  - Quarterly breakfast
  - Holiday luncheon
  - Staff fitness challenges
  - Volleyball game against Cub Run in May
  - Volunteer Luncheon
  - Observance of Noteworthy Events (e.g., School Psychology Week, Bosses Week, Secretaries Week, etc.)

## Organizing and Continuous Improvement Virginia Run Elementary School

The new goals of the School Board were shared with the staff by the principal starting at the earliest stages of their development. As the new goals became more well-defined, more information was shared with the staff. In the spring of 2007, the new goals were shared with the community through publication in the weekly newsletter, *The Viking Voice*.

The school staff and administration shared a belief that such a large school required special attention to its communication vehicles and a specific organizational plan to make sure that all stakeholders were included. The staff and administration also shared the belief that collaboration among professionals created a strong educational institution, ongoing professional growth, and a foundation for continuous improvement across the school. The school required both horizontal (at the grade level or specialty area) and vertical (across the grades and specialty areas) structures to insure communication. The horizontal communication fell quite naturally to the grade-level teams and the viability of the teams was strengthened by the maturing of the Professional Learning Communities approach. Team Leaders (one from each horizontal team) met together with the principal biweekly to share progress, instructional concerns, and engage in group problem solving.

Previously, the vertical articulation and communication had been organized around curricular areas and our previous School Plan goals: math; science; language arts and social studies; community building. With the dramatic shift in emphasis in the School Board's goals, the staff at VRES decided that we should re-examine our vertical organizational structures. They received a grant from the Cluster VIII office to support school organizational planning and realignment during the summer. A committee of 8 staff members and the principal spent 14 hours over 3 days to study the School Board's goals and how they would impact the school's structure. They called this the Committee on Committees charged with a Mission Impossible. The committee investigated "what we do and how we do it." They scrutinized their previous structures and decided which to streamline and which to eliminate. They confirmed their commitment to Professional Learning Communities as well as to vertical articulation. They confirmed their VRES vision, mission, and belief statements.

During the 2007-2008 school year, four vertical standing committees were established. Three were reflective of the School Board goals: Academics; Essential Life Skills; Responsibility to the Community. The fourth was organized around staff morale and mutual support. This committee was given full status among committees because it was the belief of the school staff that "happy and supported teachers are the best teachers." The School Staff Morale Committee submitted a goal and end-of-year report as did the other three committees. The three academic-based committees attended to their own goals, work plans, and data collection.

We continued to be pleased with the clear link between the School Plan schoolwide goals and the horizontal grade-level collaborative teams. Each collaborative team under the Professional Learning Communities model, composed a SMART goal to contribute to the School Plan as their own unique strategy for reaching the goal. At the end of the year, all but one team could document success with their SMART goal.

We have continued with this structure. SMART goals for the 2008-2009 were constructed by the collaborative learning teams based on analysis of data. As a result, most teams decided to focus on math achievement and achievement of groups as defined under NCLB. Although this is a complex school structure, it provides support for professional development, grade-level strength, Professional Learning Communities, and a vehicle for monitoring and accomplishing continuous school improvement.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan objective.*

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input checked="" type="checkbox"/> | 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> | 1.3 Explore, understand, and value the fine and practical arts.                                      |
|                                     | <input checked="" type="checkbox"/> 1.1.1 English language arts        | <input type="checkbox"/> | 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
|                                     | <input 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 checked="" type="checkbox"/> 1.1.3 Science                      |                          |  |
|                                     | <input checked="" 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:

VRES teachers will work together in collaborative learning teams to develop instructional strategies that promote individual students' success and reaching their full academic potential.

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### RATIONALE FOR OBJECTIVE:

Data Sources: Standardized test data indicated that some students are not achieving at a level commensurate with their ability. Some students did not demonstrate competence at the level of their peers. Lack of attention to the teacher and response to teacher requests appears to be a growing and widespread issue in our school. The incidence of special education needs is much higher than the FCPS or national averages due to a high incidence of OHI eligibility based on ADD diagnoses. Schoolwide, the lowest success rates are in math for Students with Disabilities.

**Grade 1:** Analysis of data from the previous year's SMART goal indicated the following:

- Need to color code or use highlighter to visually show mastery on the Writing Data for tracking purposes
- Need to develop quarterly instructional strategies for writing
- Need to select common writing prompts for second, third and fourth quarters

**Grade 2:** Analysis of the data from third grade SOL test class work, teacher observations and 2<sup>nd</sup> grade math tests indicated the following:

- Subgroup of students needs specific intensive instruction in math
- Need to modify and adapt current CLT math tests
- Need to develop instructional strategies for targeted skills in math

**Grade 3:** Analysis of the data concerning student performance in beginning of the year assessments and teacher observations indicated a need for additional intensive instruction in math. A subgroup of students has been identified, and focus lessons are being developed based on the 2008 Plain English Math SOL data.

**Grade 4:** Analysis of the data from the 2008 third grade math SOL and 2008 fourth grade math SOL showed that students in specific subgroups may not meet the benchmark for passing this year's math SOL.

- Subgroup of students needs specific intensive instruction in math
- Need to determine appropriate math testing techniques to show mastery of POS math concepts
- Intervention needed for students who are struggling with math concepts
- Continued assessment through development and review of common lesson plans and assessments

**Grade 5:** Analysis of the date from the 2008 fourth grade math SOL showed:

- A higher percent of at risk students in math in 5<sup>th</sup> grade
- Increased AYP to 79% passing in our subsets

**Grade 6:** Class performance, informal teacher observations, and data from 2008 SOL scores contributed to the following:

- Identify at-risk students
- Establish continuum of interventions for each student
- Monitor progress on a monthly basis

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

**Strengths:** SOL scores indicated a high pass and pass advance rate across all subjects. NCLB requirements for AYP were met. DRA reading assessments for grades 1 and 2 show approximately 6% of students not meeting benchmark and approximately 57% significantly above benchmark score. Parents are heavily involved in supporting curriculum achievement (e.g., language arts volunteers, Science Quest, lunch time Passport Club, before school Flex program).

**Weaknesses:** Through analyzing student achievement data over a three year span, we have found a significant decrease in performance in Student's With Disabilities in grades 3-6 across all content areas. The decrease has shown to be approximately 12% over a three year period. While grade 5 has shown an increase in the number of students in the pass advance range across all demographics in mathematics, all other grade levels show between a 5% and 10% reduction of students in the pass advance range in mathematics.

### Best Practice Research:

Time on task and level of student engagement with content are the strongest predictors of achievement (Marzano, 2003). A pyramid of interventions must be constructed so that there is a systematic approach to individual student needs (Du Four, 2005). Specific effective instructional strategies must be planned and implemented across the grade level and content areas to insure equitable opportunity and maximum learning for all students (Marzano; Du Four). Focus on an alternate form of assessment proves beneficial for students with disabilities. We know that the pass rate for meeting AYP this year will increase to 79% in math and 81% in reading.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	All subgroups will meet the 79% AYP pass rate in math.
1.1	All subgroups will meet the 81% AYP pass rate in reading.
1.1	81% of 1 <sup>st</sup> and 2 <sup>nd</sup> grade students measured in NCLB subgroups will meet reading benchmarks as measured on the DRA2 in June.
1.1	79% of 2 <sup>nd</sup> grade students measured in NCLB subgroups will meet math benchmarks as measured on the FCPS Math Reasoning Assessment.
1.1	100% of teams will measure and report the success of their SMART goal.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>					
<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. <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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	
<b><i>Academic Committee</i></b>					
1. Integrate CLT with Academics through committee sharing of SMART goals derived from county provided data.	Grade level teams Committee members		Original SMART goal submitted by 10/19 Monthly evaluation and discussion of progress		SMART goal target area improvement will be measured in teams.
2. Address responsibilities of the curriculum areas such as Science Quest and other Academic initiatives.	Curriculum Lead Teachers and PTA Chairs	Science Quest supplies; monetary support provided by the PTA	As necessary		Implementation of county curriculum policies and procedures within school. Community attendance to events
3. Develop and implement an Early Intervention Program for reading success.	Pamela Nunley, Matt Krummert	FCPS funding resulting from consolidation of summer school.	Implement 1 <sup>st</sup> quarter, Reassess quarterly		Achievement of students involved will be tracked using the DRA2
4. Construct and distribute a standardized VRES Pyramid of Interventions for reading, math, and behavior.	Team Leaders	Staff time	Biweekly team leaders group meeting		Pyramids are published to the faculty
5. Share and assess information from teams.	Grade level representatives		Monthly committee meetings		Successful implementation of SMART goals.
6. Utilize eCart for formative assessment in grades 3-6	eCart Team & Classroom Teachers	eCart Training	All year		NCLB subgroups will be monitored through eCart data groupings.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

<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. <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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<b><i>Kindergarten</i></b>							
Create a common quarterly assessment in math	Kindergarten Team	<ul style="list-style-type: none"> <li>• Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>• Staff time</li> </ul>	<ul style="list-style-type: none"> <li>• CLT meetings 2 times per month throughout school year</li> <li>• Completion of goal before June 2009</li> </ul>				<ul style="list-style-type: none"> <li>• Compare data quarterly</li> <li>• All students achieve grade level standards by the end of Kindergarten</li> <li>• Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>
<b><i>First Grade</i></b>							
<ul style="list-style-type: none"> <li>• On October 27, the first grade team will share data based on a writing prompt/writing rubric. Develop quarterly instructional strategies projecting upcoming writing levels.</li> </ul>	First Grade Team	<ul style="list-style-type: none"> <li>• Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>• Staff time</li> </ul>	<ul style="list-style-type: none"> <li>• CLT meetings 2 times per month throughout school year</li> <li>• Completion of goal before June 2009</li> </ul>				<ul style="list-style-type: none"> <li>• Quarterly writing prompts will show improvement.</li> <li>• Writing Skills checklist</li> <li>• List of instructional strategies</li> <li>• Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<b><i>Second Grade</i></b>							
By October 27, 2 <sup>nd</sup> grade teachers will identify students needing math remediation using math assessments formatted in previous CLT's. We will target specific skills and schedule 15 minutes per week of intensive instruction with those students.	Second Grade Team	<ul style="list-style-type: none"> <li>• FCPS Math curriculum</li> <li>• Math Assessments</li> <li>• Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>• Staff time</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly evaluation</li> <li>• Ongoing throughout year</li> </ul>				<ul style="list-style-type: none"> <li>• Improvement in modified 2<sup>nd</sup> grade CLT math assessments</li> <li>• Improvement in end of chapter tests</li> <li>• List of math skills needing extra support</li> <li>• Mathematics Reasoning Assessment: 79% passing rate for this subgroup</li> <li>• Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>
<b><i>Third Grade</i></b>							
Implement a math lab that will provide additional support/instruction two times a week at a common specified time to students identified in need based upon the beginning of the year assessments and teacher observation. The student to teacher ratio will be 6 – 1, and the groups will be flexible. We will develop focus lessons for these sessions based upon the student performance on the 2008 Plain English Math SOL Data. In addition, we will develop daily common warm-ups reinforcing these lessons (concepts) to be utilized across the grade	Team/supported math teacher	<ul style="list-style-type: none"> <li>• Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>• Staff time</li> </ul>	<ul style="list-style-type: none"> <li>• By end of first quarter</li> <li>• CLT meetings 2 times per month throughout school year</li> </ul>				<ul style="list-style-type: none"> <li>• Exit Slip Performance</li> <li>• Classroom Observations</li> <li>• 2009 SOL Performance</li> <li>• Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
level in math class. All assessments and warm-ups will be in SOL format. <ul style="list-style-type: none"> <li>Identify students (teacher observation/beginning of year)</li> <li>Develop lesson (based upon 2008 SOL Data)</li> <li>Develop “Exit Slips” (assessments)</li> <li>Begin math lab</li> <li>Begin using warm-ups</li> </ul>	J. Coad/D. Sealey		2 <sup>nd</sup> Quarter: Tuesdays/Thursdays beginning on 11/6				
<b><i>Fourth Grade/LST</i></b>							
By June, increase the passing rate of all subgroups to 79% on the math SOL. <ul style="list-style-type: none"> <li>Develop common assessments per grouping</li> <li>Work with specialists to determine proper assessment format for students</li> </ul>	Members of the Fourth Grade Team (classroom teachers and Learning Support teachers)	<ul style="list-style-type: none"> <li>Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>Staff time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout year</li> </ul>				<ul style="list-style-type: none"> <li>Passing rate of subgroups equals 79% or above on the math SOL.</li> <li>Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>
<b><i>Fifth Grade</i></b>							
Identify students needing math remediation using math assessments and previous year SOL scores. Placement of at-risk students will be into one of three supported math classes for daily math. At our next CLT meeting on November 10, will identify, explore, and develop strategies using existing resources to provide additional math remediation		<ul style="list-style-type: none"> <li>Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>Staff time</li> </ul>	<ul style="list-style-type: none"> <li>CLT meetings 2 times per month throughout school year</li> <li>Completion of goal before June 2009</li> </ul>				<ul style="list-style-type: none"> <li>Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>					
<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. <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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	
<b><i>Sixth Grade</i></b>					
Plan interventions for at risk students and monitor those interventions for student improvement.	Sixth grade team Chair: Julia Pugarelli	<ul style="list-style-type: none"> <li>Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>Staff time</li> </ul>	<ul style="list-style-type: none"> <li>Review at the end of October. Reevaluate as it is used and change as needed after 1<sup>st</sup> semester</li> <li>CLT meetings 2 times per month throughout school year</li> <li>Completion of goal before June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Improved academic and effort grades as well as a reduction in the need for monitoring.</li> <li>Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>	
<b><i>Specialist</i></b>					
<p>The VRES specialist will continue to support the school wide PBS plan in a consistent manner in our class and throughout the school</p> <p>By June, the visual art team will develop strategies that will result in more active student participation that will support curriculum (math, science, social studies and writing) for 1-4 grade instruction</p>		<ul style="list-style-type: none"> <li>Funds for substitutes to allow half-day extended teacher collaboration time</li> <li>Staff time</li> </ul>	<ul style="list-style-type: none"> <li>CLT meetings 2 times per month throughout school year</li> <li>Completion of goal before June 2009</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly evaluation and discussion of progress at Goal 1 committee meetings and team leaders meetings</li> </ul>	

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment.                              | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input checked="" type="checkbox"/> 2.2 Be able to contribute effectively with 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 checked="" type="checkbox"/> 2.7 Develop practical life skills.              |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.                                   | <input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices.         |

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### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Virginia Run teachers and staff will continue to practice the Positive Behavior Support program so that students will demonstrate kindness, safety, and responsibility.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

- The staff ascertained the necessity of implementing the PBS program, based on a Positive Behavior Support Spring 2007 Staff Survey and statement of results.
- Information gleaned from surveys and data collections have helped determine what areas of school behavior need support. Behavioral spreadsheets from 2007-08 show that most of the negative behaviors occurred during unstructured times, such as recess and lunch.
- Input provided from selected non-staff sources, specifically Bus Driver, Virginia Mitchell, and Cafeteria Hostess Marjorie Gross, helped the committee to identify negative behaviors and therefore make changes.
- Survey was given to all staff in September 2008 to ask for input regarding our plan in place. Results show that many who completed the survey wish to have some sort of staff development program for dealing with classroom behaviors.
- Victorious Viking data from 2007-08 show that most positive behavior is being shown in the classroom; office referral data shows that many of the negative behaviors are stemming from unstructured periods during the day.
- Anecdotal notes, information from administrators and staff.

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

VRES students can improve their academic and behavioral performance by spending more time in the classroom and less time being disciplined, and by having environmental distractions reduced. Based on anecdotal notes, discussions, prior surveys, and data collection from 2007-08, the committee has found that we need to incorporate other behavior intervention programs into PBS discussions in order to identify strengths and weaknesses to make school-wide interventions more effective.

### Best Practice Research:

The Essential Life Skills committee believes that the staff can reinforce positive behaviors at VRES through the practice of PBS and modeled behaviors based on Best Behavior: Building Positive Behavior Support in Schools. Sprague, Jeff, and Annemieke Golly. Boston, MA: Sopris West Education Services (2005).

Sprague and Golly's research has shown that "[PBS] addresses schoolwide, classroom, and individual student interventions, as well as family collaboration, and is one of the few programs that offers support for all students in the school...", as well as "a single intervention or approach will not meet all the discipline and student support needs within a school", and that the necessary skills needed should be embedded in the everyday workings of the school, staff, and students (page 28).

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1, 2.8	Acts of physical aggression reported to the office will decrease from first semester to second semester.
2.2	The number of teachers holding morning meetings that focus on positive character traits will increase throughout the 2008-09 school year.
2.4, 2.7	Comparison of first semester and second semester staff surveys (behavioral interventions programs; i.e., mentor program, peer mediation, and counseling) will show an increased effectiveness of these programs as perceived by the staff.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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. <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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Inform and advise staff at Staff Meetings	Positive Behavior Support committee	Posters w/ rules, matrices, Victorious Viking slips, Referral slips – cost of approx. \$100	√	√	√	√	Surveying Staff on behaviors in the school; keeping a spreadsheet of discipline referrals; answering questions of the staff
2. Reward students' positive behaviors w/ School-wide recognition system, both in class and at lunch	All Staff	Victorious Viking slips, "tangible" rewards (i.e. pencils, etc.) Costs: approx. \$160	√	√	√	√	Counting the # of Victorious Vikings given each week; drawing a name from each grade level and having the names announced on WVRS, as well as some small token.
3. Communicate with parents / build family and community collaboration; writing notes to parents on back of Victorious Viking slip.	All staff, students	Brochures; Back-to-School Night; email; phone calls	√	√	√	√	A PBS brochure is sent home in Wednesday Envelope; communication with parents via several media to keep updated
4. Focus group will create a format for morning meeting agendas	Committee	Committee, counselors, staff		√			Monthly PBS meeting discussions
5. Establish secured database for office referrals and patrol referrals	Jason Pannutti	Monthly reports given to Shared Documents regarding # of referrals for each month	√	√	√	√	Monthly PBS meeting discussions
6. Send Staff Surveys/ Present and share information at Faculty meetings	Committee	Email surveys / present and clarify rules, procedures at staff mtgs.		√		√	Staff will be surveyed at the beginning of the school year, and again at mid-year, to establish plans set in motion

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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. <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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
7. Address Bullying and Appropriate Behaviors	Counselors, AP, Committee, and Teachers	SCA members will present short “skits” to encourage and reinforce positive actions and attitudes on WVRS News monthly	√	√	√	√	Anecdotal responses, observation, and spreadsheet data tallied weekly and monthly; take part in staff development opportunities
8. PBS Quarterly Updates to staff	Committee	Staff meetings		√		√	Feedback from staff
9. SR&R Lessons and PBS	Classroom teachers	School and classroom matrices	√		√		Teachers will incorporate PBS information in SR&R lessons
10. Class Management/Professional Development	Committee	Instructional Services, PBS resource person (Kathleen McQuillan)	√			√	
11. Mentoring, Peer Mediation, counseling discussions held re: how to improve their effectiveness	Committee	Counselors, staff	√	√	√	√	Committee and counselors will meet to determine effectiveness
12. Intervention Surveys	Jason Pannutti	SurveyMonkey.com	√			√	Use the information from staff responses to better incorporate the PBS program

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

*Check all that apply to this school improvement plan objective.*

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

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### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

VRES students will implement and support programs that will increase student awareness of community and responsibility to their school, community, country and world.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources:

Anecdotal evidence suggests that there has been a decrease in participation in COPS and PTA projects as observed by staff members and parent volunteers. Although the anecdotal evidence and the Sixth Grade End-of-Year Survey suggests that bullying is minimal at VRES, we want *all* students to feel safe and therefore we feel it is necessary to increase student awareness of anti-bullying practices.

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

**Strength:** Students' citizenship skills are currently being fostered by an active parent community, a strong student council association (SCA) that is willing to do more, a Community Outreach Programs (COPS) that is already in place, and a mentoring program that is already in place.

**Weakness:** There are currently inconsistencies in the extent to which teachers explain to students the opportunities to participate in Community Outreach Programs and PTA events. Anecdotal evidence suggests that sixth graders demonstrate a decrease in participation in school activities (e. g. patrols, PTA events).

### Best Practice Research:

Information from the Innovation Center for Community and Youth Development, funded by The Ford Foundation, has published research and information about the connection between developing youth leadership and community involvement. They support the belief that developing leadership is about understanding one's own strengths and the strengths of others. That self understanding leads to a realization that the individual has a role in the welfare of the community. "Youth in Decision-Making: Research Highlights from a student on the Impacts of Youth on Adults and Organizations" and "Youth Leadership for Development Initiative: Broadening the parameters of youth development and strengthening civic activism" both published by the Innovation Center for Community and Youth Development, the Ford Foundation.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Establish a baseline of grade-level and class participation by collecting and analyzing data from all COPS events during the 2008-2009 school year (e.g. COPS, Homeless Walk, Fundraisers, patrols).

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Monthly collection of charitable goods for the Community Outreach Programs (COPS)	Kathleen Esposito, Parent/Coordinator, PTA Liaison Angie Leonard Rachel Grimsby	<ul style="list-style-type: none"> <li>• Parent contributions</li> <li>• Staff time</li> <li>• Time of SCA participants</li> </ul>	√	√	√	√	<ul style="list-style-type: none"> <li>• Monthly collections</li> <li>• Data about participating collected monthly</li> </ul>
2. Teachers will encourage SCA representatives to be involved with leading COPS.	Briana Trupo Brooke Smith Holly DelGrosso	Staff time	√	√	√	√	<ul style="list-style-type: none"> <li>• The committee will create and analyze surveys in 2<sup>nd</sup> and 4<sup>th</sup> quarters</li> <li>• Ms. Smith will bring back reports from SCA meetings</li> </ul>
3. Teachers and counselors will encourage their students to become involved in COPS by giving specific information about program we are collecting.	Janet Lybarger SCA	<ul style="list-style-type: none"> <li>• Staff time</li> <li>• Paper for distribution of flyers</li> </ul>	√	√	√	√	<ul style="list-style-type: none"> <li>• Will send out emails to teachers before COPS collections</li> <li>• Morning announcements</li> </ul>
4. Counselors will present a Power Point lesson on the importance of community outreach in every class.	Counselors	Staff time		√			Counselors will attend all classrooms by the end of second quarter
5. SCA representatives will tally COPS collections by classroom for grade level totals.	SCA	Staff time		√	√		Monthly reports
6. Mrs. Esposito, parent liaison to PTA, will work with teachers to suggest COPS programs for April and May.	Rachel Grimsby	Staff time	√	√			Committee will meet in March to assess first semester projects and discuss spring projects
7. Invite speakers to come in and share the importance of the targeted monthly collection program.	Rachel Grimsby	<ul style="list-style-type: none"> <li>• Instructional time</li> <li>• Possible honorarium/gifts for speakers</li> </ul>	√	√	√	√	Speakers visit classrooms

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
8. Survey 5 <sup>th</sup> and 6 <sup>th</sup> grade students at VRES about involvement in COPS programs about why or why not participating in COPS.	Ovambo Brown	<ul style="list-style-type: none"> <li>Staff time</li> <li>Paper for distribution of surveys</li> </ul>				√	Survey completed fourth quarter
9. Mrs. Crossett will discuss Teardrops to Rainbows with classes (recipient of spring collection, e.g., baskets)	Rachel Grimsby	Instructional time			√		Mrs. Crossett will visit classrooms
10. Collect data monthly about student and class participation in COPS	Holly DelGrosso Rachel Grimsby Ovambo Brown	Staff time	√	√	√	√	Data collected monthly via SurveyMonkey

**RESULTS AND REFLECTION**  
**A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Essential Life Skills</b></p> <p><b>Objective:</b></p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b></p>		<p>Supported:</p> <p>Inhibited:</p>	

# **APPENDIX**

## Community Outreach Programs (COPS) Collection November 2008

Grade Level	Homeroom Teacher	Total Gift Cards
Sixth Grade	Pugarelli	13
	C.DelGrosso	15
	Chodoronek	12 & \$65
	Anderson	7
	Niel	13
Fifth Grade	Wayne	3
	Bower	2
	Pangman	0
	H.DelGrosso	11
	Smith	1
Fourth Grade	Brown	0
	Fulton	8
	Bucci	2
	Richburg	0
	Zapf	2
Third Grade	Haydon	5
	Darif	3
	Herbert	1
	Tate	4
Second Grade	Trimble	2
	Thompson	0
	Boone	0
	Rommel	2
	Lybarger	23
First Grade	Krummert	0
	Petry	1
	Antoncic	0
	Havey	5
Kindergarten	Rhee	3
	Poch	0
Office (no name)		4
Total		142

## **Community Outreach Programs (COPS) Collection December 2008**

Our December COPS collection was not a class to class collection. A box was set up in the main lobby to collect all donations. This type of collection did not allow for a survey to be given.

## Community Outreach Programs (COPS) Collection January 2009

Grade Level	Homeroom Teacher	Total
Sixth Grade	Pugarelli	8 bags
	C.DelGrosso	8 bags
	Chodoronek	7 bags
	Anderson	6 bags
	Niel	5 bags
Fifth Grade	Wayne	2
	Bower	0
	Pangman	3
	H.DelGrosso	4
	Smith	1
Fourth Grade	Brown	0
	Fulton	9
	Bucci	0
	Richburg	0
	Zapf	13
Third Grade	Haydon	2
	Darif	2
	Herbert	0
	Tate	1
Second Grade	Trimble	4
	Thompson	5
	Boone	12
	Rommel	1
	Lybarger	1
First Grade	Krummert	0
	Petry	7
	Antoncic	1
	Havey	2
Kindergarten	Rhee	0
	Poch	0

## Community Outreach Programs (COPS) Survey

1. Did you discuss this month's C.O.P.S collection with your class?  
90% said yes
2. Was the information provided about the program, sufficient enough to allow you to discuss with your students and answer questions?  
90% said yes
3. Did you remind the students to bring in donations?  
90% said yes
4. How many students gave donations?  
A total of 77 students