

Fairfax County Public Schools

School Improvement Plan 2011-2012

Virginia Run Elementary

Cluster 8



Laraine Edwards, Principal
Jason Pannutti, Assistant Principal

September, 2011

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Laraine Edwards	Principal	Barbara Castro	Parent Representative School Improvement Plan
Jason Pannutti	Assistant Principal (SIP Chair)		
Courtney Baker	Academic Committee, Math Res.		
Kathleen Mirro	Academic Committee, Spec. Ed K-1		
Pamela Nunley	Academic Committee, Reading Spec.		
Julia Pugarelli	Academic Committee, Gr.6		
Theresa Schilling	Academic Committee, Gr.4		
Rebecca Wyland	Academic Committee, Kdg.		
Heidi Antoncic	Essential Life Skills, Gr.2		
Audrey Chang	Essential Life Skills, ESOL		
Kit Havey	Essential Life Skills, Gr.1		
Angela Leonard	Essential Life Skills, Counselor		
Elizabeth Wayne	Essential Life Skills, Gr.5		
Mary Evelyn Anderson	Responsibility to the Community Gr.6		
LaShon Harrison	Responsibility to the Community Gr.5		
Rebecca Petry	Responsibility to the Community Gr.2		
Suzanne Poch	Responsibility to the Community Gr.2		
Janice Tate	Responsibility to the Community Gr.3		

All members of grade level Collaborative Learning Teams, including classroom teachers and learning support teachers at that level, participated in the development of grade level SMART goals included in this document.

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

Virginia Run Elementary School 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.
- View the child as an individual.
- Embrace children's strengths.
- Dedicate ourselves 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"> • Mentor Program • Intervention/Enrichment Block during school day for Reading and/or Math • Reading early intervention program • Grade level thematic events aligned with the curriculum • Foreign Language Experience (FLEX) before school programs • Teachers as Readers • June Art Walk • Read Across America Celebration • Passport (geography) Club • .5 Mathematics Resource Specialist • Science Quest • Cultural Arts Assemblies • Chess Club • Member, Chantilly Pyramid Minority Student Achievement Committee • Advanced Mathematics available at all grade levels 	<ul style="list-style-type: none"> • Mentor Program • Special education inclusion • Class meetings • “Three on Three” basketball • Positive Behavior System (PBS) approach • Peer Mediation Training • Ribbons recognizing citizenship and study skills • Morning newscast • Girls Run • Spring, summer sports camps • Chess Club • “Check in, check out” program • Member, Chantilly Pyramid Minority Student Achievement Committee 	<ul style="list-style-type: none"> • Mentor Program • Community Outreach Programs (COPS) • “Pathways to Leadership” seminars, grades 5 and 6 • Opportunities for grade 6 students to assist with school events and orientations for younger students • Art Walk and ice cream social • Business partnership with Luck Stone and TD Bank • Social committee for teachers to support positive staff morale • Walk for Homeless in partnership with the PTA • Pennies for [leukemia] Patients • Member, Chantilly Pyramid Minority Student Achievement Committee

Other Programs in Support of the School Mission:

- Technology:
 - Interactive white board technology in use at every grade level
 - Several desktop computers and one LCD data projector per classroom
 - 5 mobile computer labs
- Special Education: inclusion model; non-categorical classes at primary and upper grade; enhanced autism program
- Collaborative Learning Teams meet weekly or bi-monthly to discuss reading and mathematics
- Bi-weekly newsletter to parents: *The Viking Voice*
- Communication with the community through Keep in Touch and 24/7 Blackboard and the Principal's Blog
- An active Social Committee with grade level representation that promotes camaraderie through quarterly breakfasts, holiday and volunteer luncheons, staff fitness challenges, a May volleyball game against Cub Run, observance of noteworthy events (e.g., School Psychology Week, Bosses Week, Secretaries Week, etc.)

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"/> 1.1.3 Science | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student achievement in math and reading through professional collaboration that will include gathering and analyzing student performance data, sharing and implementing best practices, using assessments to improve teaching and learning, and providing support for struggling learners.

RATIONALE FOR OBJECTIVE: Performance of all students, including Subgroups as measured by NCLB over the 2010 and 2011 school years, and assessment of programmatic strengths and weaknesses and Best Practice Research.

Data Sources: Data sources listed include: Standards of Learning (SOL) assessments (2009-2011), Developmental Reading Assessment (DRA) and District level (eCART and MRA), Fall and Spring assessments in both reading and mathematics (2010-2011).

Reading

Percentage of Students Achieving Pass or Pass Advanced on the Reading Standards of Learning (SOL) test

By Grade	2008-2009	2009-2010	2010-2011
3	97/49	93/51	95/67
4	96/66	95/43	97/74
5	98/45	94/40	96/40
6	99/55	95/52	96/55

Percentage of Students Achieving Pass or Pass Advanced by Subgroup

By Subgroup	2008-2009	2009-2010	2010-2011
All Students	98	94	96
Black Students	100	86	100
Hispanic Students	93	81	96
Limited English Proficient	95	72	86
Students with Disabilities	93	83	90
White Students	98	96	97
Economically Disadvantaged	92	88	100

1st Grade Developmental Reading Assessment performance by subgroup

2009-10 Grade 1										2010-2011 Grade 1									
	Below 1		Mid 1		End of 1		Above 1		Tested		Below Mid 1		Mid 1		End of 1		Above 1		Tested
	%	#	%	#	%	#	%	#			%	#	%	#	%	#	%	#	
All	13.6	12	2.3	2	66.3	57	19.8	17	86	All	10.8	10	8.6	8	60	64.5	16.1	15	99
Asian	0	0	0	0	50	4	50	4	8	Asian	0	0	0	0	76.9	10	23.1	3	13
Black	0	0	0	0	100	2	0	0	2	Black	33.3	1	0	0	33.3	1	33.3	1	3
Hispanic	14.3	1	14	1	85.7	6	0	0	7	Hispanic	41.7	5	8.3	1	50%	6	0	0	12
White	13.7	8	10	6	65.5	38	20.7	12	58	White	6.6	4	11.5	7	63.9	39	18	11	61
Other	27.3	3	27	7	63.6	7	9.1	1	11	Other	0	0	0	0	100	4	0	0	4
LEP	16.7	1	17	1	83.3	5	0	0	6	LEP	45.5	5	9.1	1	36.4	4	9.1	1	11
Spec. Ed.	37.5	3	25	2	62.5	5	0	0	8	Spec. Ed.	55.6	5	22.2	2	22.2	2	0	0	9
Econ. D.	14.3	1	14	1	71.4	5	14.3	1	7	Econ. D.	83.3	5	0	0	16.7	1	0	0	6

2nd Grade Developmental Reading Assessment performance by subgroup

2009-10 Grade 2										2010-11 Grade 2									
	Below Mid 2		Mid 2		End of 2		Above 2		Tested		Below Mid 2		Mid 2		End of 2		Above 2		Tested
	%	#	%	#	%	#	%	#			%	#	%	#	%	#	%	#	
All	10	9	3.3	3	68.9	62	21.1	19	90	All	3	3	8.1	8	77.8	77	11.1	11	99
Asian	0	0	0	0	75	9	25	3	12	Asian	0	0	0	0	83.3	5	16.7	1	6
Black	0	0	0	0	100	1	0	0	1	Black	0	0	0	0	100	3	0	0	3
Hispanic	0	0	0	0	100	2	0	0	2	Hispanic	7.1	1	21.4	3	71	10	0	0	14
White	12.9	9	4.3	3	65.7	46	21.4	15	70	White	2.9	2	5.8	4	76.8	53	14.5	10	69
Other	0	0	0	0	80	4	20	1	5	Other	0	0	14.3	1	85.7	6	0	0	7
LEP	0	0	0	0	100	5	0	0	5	LEP	14.3	1	28.6	2	57.1	4	0	0	7
Spec. Ed.	53.3	8	1.3	1	46.7	7	0	0	15	Spec. Ed.	6.7	1	33.3	5	53.3	8	6.7	1	15
Econ. Dis.	25	1	25	1	75	3	0	0	4	Econ. Dis.	10	1	20	2	70	7	0	0	10

Reading Data Analysis:

Reading pass rates from 2011 increased in every grade level (grade 3: 93% to 95%; grade 4: 95% to 97%; grade 5: 94% to 96%; grade six: 95% to 96%). With the exception of fifth grade, the percentage of students achieving pass advanced also increased (grade 3: 51% to 67%; grade 4: 43% to 74%; and grade 6: 52% to 55%). Grade 5 remained the same.

The percentages of students achieving pass/pass advanced according to subgroup increased (All: 94% to 96%; Black: 86% to 100%; Hispanic: 81% to 96%; Limited English Proficient: 72% to 86%; Students with Disabilities: 83% to 90%; White: 96% to 97%; Economically Disadvantaged: 88% to 100%).

When comparing June 2011 with the June 2010 Developmental Reading Assessment results for Grade 1, fewer students performed below grade level (13.6% to 10.8%); however, less students performed above grade level (19.8% to 16.1%). Small membership in subgroups affects data interpretation; however, the subgroup performance of Students with Disabilities (5 of 9 students below level), Limited English Proficient (5 of 11 below grade level), and Economically Disadvantaged (5/6 below grade level) was noted as a concern.

When comparing June 2011 with the June 2010 Developmental Reading Assessment results for Grade 2, fewer students performed below grade level (10% to 3%); however, less students performed above grade level (21.1% to 11.1%). The performance of Students with Disabilities increased (8 of 15 to 1 of 15 below grade level).

Mathematics

Percentage of Students Achieving Pass or Pass Advanced on the Mathematics Standards of Learning (SOL) test

By Grade	2008-2009	2009-2010	2010-2011
3	90/46	93/57	94/65
4	91/56	94/58	99/69
5	95/54	94/63	98/54
Gr. 5 taking SOL 6	N/A	100/80	100/81
6	94/34	90/32	87/22
Gr. 6 taking SOL 7	100/66	100/50	100/53
Gr. 6 taking SOL 8	N/A	100/100	N/A

% Pass + Pass Advanced/% Pass Advanced

Percentage of Students Achieving Pass or Pass Advanced by Subgroup

By Subgroup	2008-2009	2009-2010	2010-2011
All Students	94	94	96
Black Students	83	86	87
Hispanic Students	78	85	96
Limited English Proficient	68	71	86
Students with Disabilities	84	86	94
White Students	95	95	96
Economically Disadvantaged	80	92	92

Math Reasoning Assessments, Grades 1-2

	2009-10		2010-2011	
		Ave Score		Ave Score
Grade 1	VA Run	89.30% n=86	VA Run	77.90% n=95
	FCPS	81.50%	FCPS	83.10%
Grade 2	VA Run	85.70% n=91	VA Run	88.20% n=97
	FCPS	84.40%	FCPS	86.40%

Math Data Analysis:

In 2010-2011, math pass rates increased slightly at third grade (93% to 94%), fourth grade (94% to 99%), and fifth grade (94% to 98%). Sixth grade had a slight decrease in pass rates (90% to 87%). Of those sixth graders taking the Math 7 SOL, 100% passed.

At least 54% of third, fourth, and fifth graders achieved pass advanced on the Math SOL tests, with increased percentages at some grade levels when compared to the previous year (grade 3: 57% to 65% and grade 4: 58% to 69%). Fifth grade had a decrease from 63% to 54%. At sixth grade, the percentage of students achieving pass advanced decreased (32% to 22%).

Although Virginia Run students continue to achieve at high levels, there is a gap between the performances of some subgroups when compared to total students (Black: -9%, Limited English Proficient: -10%, Students with Disabilities: -2 %, and Economically Disadvantaged: -4%). Hispanic and White subgroups performed at the same level as all students. Although the pass rates of these groups stayed the same or increased from the previous year, improvement is needed to meet/exceed the 90%, the June 2012 benchmark.

First grade results of the Math Reasoning Assessment decreased by approximately 11% and fell below FCPS averages by approximately 5%. Second grade results of Math Reasoning Assessment increased approximately 3% from last year and exceeded FCPS averages by approximately 2%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Reading: At Virginia Run, powerful reading strategies include guided reading, literature circles, and Balanced Literacy supported by our full-time language arts resource teacher. An extensive book room, quality library collection, and other resources support teacher efforts to create a print-rich environment. Grade levels 3-6 teachers are receiving training in Fountas and Pinnell Benchmark Assessment System to assess students three times per year (fall, winter, spring). Specialized reading programs, such as Edmark, LLI (Leveled Literacy Intervention), Language!, Wilson, SRA Corrective Reading, are available to provide additional instruction to struggling readers. Collaborative Learning Teams work within grade levels to promote a common language and approach to reading/writing instruction. Flexible grouping, differentiated instruction, and lessons informed by data support student learning. Selected primary teachers attended the Lucy Calkins Writing Workshop at Teachers College at Columbia University. Selected Kindergarten, ESOL, and Special Education teachers will attend the EL (English Learners) Cohort within FCPS to learn strategies for engaging EL in the classroom.

Math: Teams are becoming more collaborative in identifying and addressing student instructional needs during their Collaborative Learning Time meetings and our part-time math resource teacher. Teachers use the curriculum framework and EMIS (Elementary Mathematics Instructional Sequence) to identify objectives, and plan and differentiate instruction based on math standards. Beginning of the year assessments, pre-tests, reassessments, varied formative assessments, and eCART results help teachers identify student needs, group students for instruction, and track progress. Kindergarten through second grade teachers consistently administer the Mathematical Reasoning Assessment (MRA) to inform instruction. Many teachers attended the Summer Mathematics Institute to lead the implementation of the new mathematics curriculum. Kindergarten is implementing the Everyday Counts Calendar Math program. A selected group of teachers are attending the Math Explorers training in Fall 2011.

Grade level teams throughout the school are using various grouping strategies to maximize instructional opportunities in reading and mathematics.

Weaknesses:

There is continued need for targeted math remediation based on data and individual students.

Consistency with instructional strategies and common language continue to improve, but there is a need for vertical articulation between grade-levels to promote fluidity. Recognizing the importance of both language arts and math, teachers continue to struggle to find a balance between these core subjects while addressing expanding curriculum and program demands.

Instruction and strategies from the Balanced Literacy program needs to be implemented at all grade levels in the language arts blocks.

Best Practice Research:

Research has shown that when teachers use common assessments and common language to evaluate student learning, then instruction can be tailored to identify student needs. According to Dufour, Dufour, and Eaker (2007), the use of common assessments increased the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria. Common formative assessments are more effective in monitoring and improving student learning and can inform and improve the practice of individual and teams of teachers. “Team-developed common assessments will never eliminate the needs for individual teachers to monitor student learning each day through variety of strategies that check for understanding. But if schools are ever to take full advantage of the power of assessment to impact student learning in a positive way, they must include common formative assessment in their arsenal. (Dufour, Dufour, Eaker, September 2007).

Attention to varied student learning styles when designing assessments and developing instructional strategies is also critical to student success. Students need many and varied opportunities to demonstrate their learning. It has long been understood that “all students can learn and reach their fullest potential if they are taught in their natural learning style.” Attention to learning style affects student productivity, attitude, self esteem, sense of control, communication, and academic achievement. Activities that incorporate multiple learning styles foster independence, capitalize on student strengths and weaknesses, foster self understanding, help students develop a “can do” attitude, and create buy-in with learning. (Rose, Colin, 1985).

Research also indicates that collaboration between teachers provides stronger instructional opportunities and promotes deeper conceptual learning. (Marzano, Pickering, and Pollack, 2001).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound: SMART)</i>
1.1	While strengthening the reading achievement of all students, increase the collective performance of targeted subgroups, grades 3-6 (Black, Hispanic, Limited English Proficient, Students with Disabilities, Economically Disadvantaged) to meet or exceed the 91% cluster benchmark.
1.1	While strengthening the math achievement of all students, increase the collective performance of targeted subgroups, grades 3-6 (Black, Hispanic, Limited English Proficient, Students with Disabilities) to meet or exceed the 90% cluster benchmark.
1.1	<p>All grade level teams (100%) will measure and report achievement of their June 2011 SMART goals:</p> <p>Smart Goals</p> <p>Kindergarten Reading: By the end of the 2011-2012 school year, 95% of Kindergarten students will meet benchmark on the DRA Word Analysis (WA). Math: By the end of the 2011-2012 school year, 95% of Kindergarten students will score Grade Level or above on the Kindergarten Mathematics Reasoning Assessment (K-MRA).</p> <p>Grade 1 Reading: By the end of the 2011-2012 school year, 91% of all 1st graders will meet grade level standards in reading as measured by the Spring DRA at the end of the 2011-2012 school year. All NCLB subgroups will show 4 levels of growth in reading as measured by the Spring DRA, and 20% of all 1st grade students will meet above grade level standards as measured by the Spring DRA. Math: By the end of the 2011-2012 school year, 90% of all 1st grade students will meet grade level standards in mathematics as measured by the Spring MRA.</p> <p>Grade 2 Reading: By the end of the 2011-2012 school year, 91% of all 2nd grade students will meet grade level standards in reading as measured by the Spring DRA. All NCLB subgroups will show 4 levels of growth in reading as measured by the Spring DRA at the end of the 2011-2012 school year. Math: By the end of each quarter, 90% of all 2nd grade students will pass the grade level made assessments. 90% of all 2nd grade students will meet grade level standards in mathematics as measured by the Spring MRA at the end of the 2011-2012 school year.</p>

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound: SMART)</i>
	<p>Grade 3 Reading: By the end of the 2011-2012 school year, 91% of all 3rd grade students will pass the Reading SOL, including NCLB subgroups.</p> <p>Math: By the end of the 2011-2012 school year, 96% of all 3rd grade students, NCLB subgroups included, will pass the Math SOL, with 67% of the students receiving Pass Advanced score.</p>
	<p>Grade 4 Reading: By the end of the 2011-2012 school year, 91% of all 4th grade students will pass the Reading SOL, including NCLB subgroups.</p> <p>Math: By the end of the 2011-2012 school year, 90% of all 4th grade students will pass the Math SOL, including NCLB subgroups.</p>
	<p>Grade 5 Reading: By the end of the 2011-2012 school year, All students in Grade 5 will be at or above 95% pass rate on the Reading SOL with all NCLB subgroups at 92% pass rates or higher.</p> <p>Math: By the end of the 2011-2012 school year, All students in Grade 5 will be at or above 95% pass rate on the Math SOL by the end of the 2011-2012 school with all NCLB subgroups at 91% pass rates or higher.</p>
	<p>Grade 6 Reading: By the end of the 2011-2012 school year, 96% of all 6th grade students taking the 6th Reading SOL will pass.</p> <p>Math: By the end of the 2011-2012 school year, 94% of all 6th grade students taking the 6th grade Math SOL will pass. 100% of students taking the 7th grade Math SOL will pass, and 75% of those students will achieve Pass Advance.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
K-6: Dedicate and structure time 5 days a week to implement and enrichment initiatives during the regular school day and academic year.							
Schedule 4 thirty-minute intervention/enrichment blocks per week within the grade level's master schedule.	Administration Grade Level Teams		√				Academic schedule w/ imbedded intervention blocks daily
Identify students not making adequate progress according to DRAs, SOLs, eCART, MRAs, and other evidence.	Grade Level Teams Jason Pannutti Specialists	DRA, SOL and eCART assessments and data reports	√	√	√	√	Create, update, and analyze grade-level data collections.
Develop an Individual Learning Plan and/or IEP for selected students of interest.	Grade Level Teams			√	√	√	Create and update ILPs.
Monitor student progress and the impact of interventions through eCART reports through grade level data analysis.	Grade Level Teams Jason Pannutti	eCART/Horizon		√	√	√	Visual representations of student status.
K-6: Work in collaborative teams to clarify what students must learn, gather evidence of student learning, analyze the evidence, identify the most powerful teaching strategies, and transfer these strategies across team members.							
Create and utilize common assessments and analyze results to identify student strengths and needs. Administer formative assessments on a regular basis. Examples are exit tickets, pre-assessments, running records, rubrics, student conferences, etc.	Grade Level Teams (K-6)		√	√	√	√	Data collection from use of common assessments. Continued development of common assessments throughout school year.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
K-6 Within Collaborative Learning Teams, identify area (s) of focus and achieve a SMART goal based on June and September 2011 data. Identify, share, and implement strategies to accomplish the goal.							
Kindergarten Reading:							
1.) Identify students not meeting benchmark for each individual task on the DRA-WA.	Kindergarten Team (Anne Carroll)	DRA-WA		√	√	√	Spreadsheet
2.) Design intervention strategies to use with those students not meeting benchmark.	Kindergarten Team (Anne Carroll)	Teacher resources; EIRI funds to purchase materials for intervention instruction		√	√	√	Teacher created lessons posted on Kindergarten server
3.) Reassess students not meeting benchmark by Mid-February using the DRA-WA.	Kindergarten Team (Anne Carroll)	DRA-WA		√			DRA WA scores
Mathematics:							
1.) Utilize K-MRA to identify Support-Level students for each task.	Kindergarten Team (Courtney Baker)	K-MRA Kit		√	√	√	K-MRA Scores Teacher created lessons posted on Kindergarten server K-MRA Scores
1.) Create intervention lesson plans using the LEARN model for identified students	Kindergarten Team (Courtney Baker)	Mathematics manipulatives and resources		√	√	√	K-MRA Scores Teacher created lessons posted on Kindergarten server K-MRA Scores

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
2.) Re-assess Support-Level students after 2 weeks of intervention instruction	Kindergarten Team (Courtney Baker, Math Resource Specialist)			√	√	√	K-MRA Scores Teacher created lessons posted on Kindergarten server K-MRA Scores
First Grade Reading: 1.) Use Leveled Literacy Intervention (LLI) as a program for intervention with students at risk.	For LLI: Pamela Nunley, Katie Mirro, Anne Carroll	LLI Kits (Orange, Blue, Green) plus accompanying materials		√	√	√	Student plan and electronic data
2.) Continue to use small group, differentiated instruction to meet variety of student needs.	For LLI: Pamela Nunley, Katie Mirro, Anne Carroll	LLI Kits (Orange, Blue, Green) plus accompanying materials		√	√	√	Anecdotal records/spreadsheets
3.) Implement the LEARN model to develop common-language in focus lessons on reading strategies	Grade Level Team						Teacher created LEARN lessons on 1 st Grade server
4.) Use Balanced Literacy along with Words our Way and Guided Reading strategies during Language Arts Block	Grade Level Team		√	√	√	√	Student Notebooks, Anchor Charts, Lesson Plans

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
5.) Implement strategies for Independent Reading Workshop from <u>Growing Readers</u> book	Grade Level Team	<u>Growing Readers</u> book	√	√	√	√	Student Conferences, Anecdotal Notes
Mathematics: 1.) Ensure differentiated instruction during Intervention/Enrichment Block	Grade Level Team (Courtney Baker Math Resource Specialist)	Mathematics Resource Specialist, instructional resources and manipulatives, EMIS	√	√	√	√	Anecdotal records/spreadsheets
2.) Implement the LEARN model to develop common-language in focus lessons for math, as per pacing guide	Grade Level Team		√	√	√	√	Anecdotal records/spreadsheets
3.) Utilize EMIS to guide planning	Grade Level Team		√	√	√	√	CLT meeting notes
4.) Utilize common assessments to evaluate students per unit	Grade Level Team		√	√	√	√	Results from Common Assessments

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
Second Grade Language Arts: 1) Test all rising second grade students with the DRA2	Grade Level Team Anne Carroll, Reading Resource Specialist ESOL Teachers	DRA2 Kits	√	√	√	√	DRA2 Scores/Rubric
2.) Create common language vocabulary to teach, remediate and enrich targeted reading strategies	Grade Level Team Anne Carroll, Reading Resource Specialist Audrey Chang, ESOL Teacher		√	√	√	√	CLT Meeting Notes
3.) Create a quarterly common rubric and lesson to assess retelling and inference skills of each second grade student	Grade Level Team		√	√	√	√	Rubric/Lesson plan
4.) Share results and chart grade level data on number of students still needing remediation to make reading benchmark	Grade Level Team		√	√	√	√	Spreadsheet/Chart

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
Mathematics: 1.) Review grade level assessments and plan intervention lessons to review with at risk students.	Grade Level Team		√	√	√	√	Grade Level Assessment Results
2.) Create common language vocabulary to teach, remediate and enrich targeted math strategies	Grade Level Team		√	√	√	√	CLT Meeting Notes
3.) Create a quarterly common assessments and lessons to assess 3 digit numeral and fraction skills of each second grade student	Grade Level Team		√	√	√	√	Exit tickets and informal and formal observation to check for understanding/created assessments.
4.) Share results and chart grade level data on number of students still needing remediation to make math benchmark	Grade Level Team		√	√	√	√	Spreadsheets/Charts

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
Grade 3 Reading: 1.) Follow Fountas and Pinnell’s <u>Guiding Readers and Writers Grades 3-6</u> as a team throughout the year	Grade Level Team	Fountas and Pinnell’s <u>Guiding Readers and Writers Grades 3-6</u>	√	√	√	√	Weekly check-in at CLT Meetings
2.) Utilize Beginning of the Year (BOY), district eCART assessments and teacher & team created assessments to inform instruction.	Grade Level Team	FCPS Horizon Test Player VRES Reading Comprehension Resources	√	√	√	√	Use data to evaluate students’ progress and make reading groups Record grades from formative/summative assessments use for planning lessons
3.) Meet as a CLT weekly for Language Arts planning	Grade Level Team	Pacing guide/ Fountas and Pinnell/Curriculum Map	√	√	√	√	Meeting minutes Consistent pacing across grade Consistent lessons
Math: 1.) Implement Guided Math Instruction of lessons	Grade Level Team (Courtney Baker Math Resource Specialist)	Manipulatives, math resources, smartboard	√	√	√	√	Exit tickets ECART Pre/Post Assessments Monthly ECART Assessments Teacher created Assessments

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
2.) Meet as a CLT Weekly for planning lessons and differentiation of instruction	Grade Level Team (Courtney Baker, Math Resource Specialist)	Math resources paper/on-line	√	√	√	√	Meeting Minutes Lesson Plans
3.) Utilize the Beginning of the Year (BOY), eCART assessments, teacher generated assessments and exit tickets to inform instruction.	Grade Level Team (Courtney Baker, Math Resource Specialist)	Horizons/Blackboard Math resources	√	√	√	√	Use data to evaluate students' progress and make math groups
4.) Identify students at risk/LEP: above grade level provide differentiated work	Grade Level Team Courtney Baker, (Math Resource specialist)	Assessment results	√	√	√	√	Exit tickets ECART Pre/Post Assessments Monthly ECART Assessments Teacher created Assessments
Fourth Grade Reading: 1.) Meet biweekly as a CLT to collaborate on instruction and common assessment	Grade Level Team	eCart/Horizon Fountas and Pinell Benchmark assessment Language!	√	√	√	√	CLT meeting notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
2.) Implement Language! with selected special education students	Allison Sieber Suzanne McDevitt Ann Slusher	eCart/Horizon Fountas and Pinell Benchmark assessment Language!	√	√	√	√	CLT meeting notes
Mathematics: 1.) Utilize eCART catalog assessments to better understand pre and post assessment of student knowledge to inform instruction .	Grade Level Team	eCart	√	√	√	√	Collect data from pre and post assessments
2.) Identify areas of strengths and weaknesses based on eCART and Horizon assessment data.	Grade Level Team	eCart	√	√	√	√	Collect data from the BOY-eCart 1 st quarter, midyear, and end of year assessments
Fifth Grade Language Arts: 1.) Follow Fountas and Pinnell’s <u>Guiding Readers and Writers, Grades 3-6</u> as a team throughout the school year.	Grade Level Team	Fountas and Pinnell. <u>Guiding Readers and Writers, Grades 3-6.</u>	√	√	√	√	20 day planning sheet Weekly check-in and discussion at team meetings

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
2.) Utilize Beginning of the Year a (BOY), district eCART assessments, and teacher & team created assessments given at pre-arranged times and as needed.	Grade Level Team	Horizons site on 24/7 Blackboard Reading materials available at VRES	√	√	√	√	Use data to re-evaluate students' progress Recorded grades for formative/summative assessments and planning purposes
3.) Meet as a CLT weekly for Reading/Language Arts planning.	Grade Level Team	Fountas and Pinnell School materials	√	√	√	√	Meeting notes / consistent lesson plans for team
4.) Implement Reading Logs (20 min. of at-home reading 5 days/week)	Individual team members	Reading Log reproducible	√	√	√	√	Check: Weekly graded reading logs
5.) Hold reading/writing small group and one-on-one conferences.	Grade Level Team	Individual progress charts for students	√	√	√	√	Record of individual conference sheets in student portfolios
6.) Identified LEP students that will receive additional intervention in collaboration with grade level team and specialist.	Grade Level Team, Support staff (ESOL, Counselor, Librarian, etc.)		√	√	√	√	Use of I/E time to support LEP students in small groups and/or individually

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
Mathematics: 1.) Utilize Data analysis for initial groupings: SOL scores Teacher recommendations Basic Facts test (mult., div) Inventory Test.	Grade Level Team	4 th grade SOL scores Placement cards Copies of 100 each mult, and div facts Released 5 th gr. SOL	√				Data / completed spread sheet
2.) Meet as a CLT weekly for Math planning.	Grade Level Team Courtney Baker, (Math Resource specialist)	Pacing guides, POS, SOL standards		√	√	√	Meeting notes Consistent lesson plans for team
3.) Administer and analyze Beginning of the Year (BOY), district eCART, and team generated assessments.	Grade Level Team	Horizon SBG supplemental materials	√	√	√	√	Data/ Recorded grades for formative and summative assessment and planning purposes
4.) Utilize additional staff such as: IAs and resource teachers to create Smaller Class sizes and allow for greater flexibility in grouping for students.	Grade Level Team		√	√	√	√	Students will be monitored and assessed to ensure they receive appropriate instruction according to needs and abilities

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
5.) Use manipulatives and visuals to support student achievement, understanding, and overall learning.	Grade Level Team Courtney Baker, (Math Resource specialist)	Manipulatives from math resource teacher at school as well as in the classroom	√	√	√	√	Documentation to make sure that necessary manipulatives and visuals are available
Sixth Grade Language Arts: 1.) Follow Fountas & Pinnell's <u>Guiding Readers and Writers, Grades 3-6</u> First 20 Days to institute guided reading instruction and use it as a guide throughout the school year.	Grade Level Team	Fountas & Pinnell. <u>Guiding Readers and Writers, Grades 3-6.</u>	√	√	√	√	CLT Meeting Notes
2.) Identify essential v. expected standards and use that information, along with the pacing guide, to create rough curriculum maps.	Grade Level Team	eCART/ Horizon FCPS POS VDOE SOL Pacing Guide	√	√	√	√	CLT Meeting Notes
3.) Meet bi-weekly as a CLT to collaborate on instruction and common assessment with assistance of reading resource teacher.	Grade Level Team Pamela Nunley	- eCART/ Horizon - Fountas & Pinnell - Time \	√	√	√	√	CLT Meeting Notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
4.) Use the Beginning of Year Assessment (BOY), quarterly eCART/Horizon assessments, and Fountas & Pinnell Reading Assessment to guide instruction and identify students at risk of not passing the SOL.	Grade Level Team	eCART/ Horizon: BOY and Quarterly Assessments Fountas & Pinnell Reading Assessment	√	√	√	√	BOY data Quarterly eCART/Horizon data Fountas & Pinnell Reading Assessment data CLT Meeting Notes
5.) Create fluid reading groups, including those for remediation, based on needs gleaned through formative assessments.	Grade Level Team	eCART/Horizon Assessments Fountas & Pinnell Reading Assessment Grade-level wide assessments	√	√	√	√	eCART/Horizon data Fountas & Pinnell Reading Assessment data Grade-level wide assessments data Teacher observations CLT Meeting Notes
6.) Administer reading VGLA's for identified students.	Grade Level Team	VGLA materials	√	√	√	√	CLT Meeting Notes VGLA materials
7.) Provide small group pullout during Language Arts and Intervention/Enrichment time.	Grade Level Team	Intervention/ Enrichment reading activities	√	√	√	√	CLT Meeting Notes informal assessments data Teacher observation

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
8.) Use a quarterly pre-assessment to guide instructional focuses.	Grade Level Team	Quarterly Pre-Assessment (created using Horizon/eCART, SOL released, and SBG questions)	√	√	√	√	CLT Meeting Notes Pre-Assessment Data
Mathematics: 1.) Use the same pre-assessment as a post-assessment as an indicator of student progress. Provide remediation when necessary.	Grade Level Team	Quarterly Pre/Post-Assessment	√	√	√	√	CLT Meeting notes Pre/Post-Assessment Data
2.) Use eCART tests to identify “language of testing” and incorporate this language into unit assessments.	Grade Level Team	eCART/ Horizon SBG supplemental materials	√	√	√	√	CLT Meeting Notes Assessment Data
3.) Identify areas of weakness by using 5 th and 6 th grade student performance by question SOL data to guide instructional focuses and remediation.	Grade Level Team	5 th grade SOL performance by question data 6 th grade SOL performance by question data	√	√	√	√	CLT Meeting Notes Pre/Post- Assessment Data

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in math and reading through professional collaboration.							
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.	
4.) Broaden the use of manipulatives with the assistance of Virginia Run's math resource teacher to support student achievement, understanding, and overall learning.	Grade Level Team Courtney Baker, (Math Resource specialist)	Manipulatives from math resource teacher at school as well as in the classroom	√	√	√	√	Documentation to make sure that necessary manipulatives are available Pre/Post-Assessment Data Teacher observations informal assessments
5.) Meet bi-weekly to collaborate as a CLT on instructional best practices and common assessments with assistance of our math the resource teacher.	Grade Level Team Courtney Baker, (Math Resource specialist)	Horizon/ eCART SBG materials Time	√	√	√	√	CLT meeting notes

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Extend Virginia Run’s focus on the Viking Virtues: Kindness, Safety, and Responsibility to include other character traits. Continue and enhance the Positive Behavior System based on June 2011 data.

RATIONALE FOR OBJECTIVE:

Data Sources:

Office Discipline Referrals, 2010-2011

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	TOTAL
By Grade					
K	0	0	2	0	2
1	5	7	4	2	18
2	1	4	2	0	7
3	1	0	1	0	2
4	2	5	1	1	9
5	0	2	1	0	3
6	6	0	2	0	8
Totals	15	18	13	3	49
By Location					
Bus	0	1	0	0	1
Cafeteria	9	2	0	0	11

Classroom	1	6	9	2	18
Hallway	1	1	2	0	4
Music	1	0	0	0	1
PE	0	1	0	0	1
Recess	3	7	3	1	14
Restroom	0	1	0	0	1
By Infraction					
Physical aggression	2	11	10	3	26
Verbal	5	2	4	0	11
Disrespect	3	5	1	0	9
Disrespect/ property	0	0	0	0	0

Data Analysis:

There was a 40% decrease in office referrals during the 2010-2011 school year. Additionally there was a 29% decrease in the number of infractions.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Beginning of the school year procedures are taught, modeled, and reinforced through classroom, Students Responsibilities and Rights (SR&R) review and teacher modeling during the first and second quarters of the school year. Data gathered monthly through the collection of Victorious Vikings slips indicates high levels of Positive Behavioral Intervention Support (PBIS) reinforcement. Throughout the year, positive incentives are in place for students who display kind, safe, and responsible behaviors. A school-wide cafeteria behavior incentive program (Apple System) is also in place for all classes.

Weaknesses:

Full participation in the school-wide PBIS program is still in process. Implementation of school-wide character education and community building is also in process. Introduction of Responsive Classroom practices are being evaluated and teacher feedback will be elicited. Due to large turnover in staff, introduction of PBIS practices are being introduced. The mentor program needs additional support and accountability, to include business partners and goal setting.

Best Practice Research:

The Essential Life Skills Committee believes that staff can reinforce positive behaviors at Virginia Run through the practice of Positive Behavior Support (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 school wide, 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).

Numerous research studies and field applications have shown that appropriate behavior must be explicitly taught (Elliott, Hamburg, and Williams, 1998) through regularly scheduled skill instruction. This instruction is successful with a diverse population of students, in many settings, and is applicable to interventions for individual students as well as prevention models for entire schools (Sugai, G., Horner, R. H., Dunlap, et al., 2000; Taylor-Greene, Susan J., Kartub, and Douglas, T., 2000; Fox, Lise, Little, Nancy, 2001; Scott, Terrance M., 2001; Safran, Stephen, P., Oswald, Karen, 2003; Sugai, G., Horner, R., 2005). When students learn pro-social behaviors through lessons, teachers can better focus on teaching and students can better focus on learning (FCPS Student Services PBS page). Implementation of PBS systems, including positive reinforcement and setting routines and procedures, have the expected outcomes of decreased discipline referrals, suspensions, and expulsions and increased academic performance (PBS page, FCPS Student Services website).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound: SMART)</i>
2.1, 2.8	The number of students involved in acts of physical aggression reported to the office will decrease from first semester to second semester.
2.2	The number of teachers using “teachable moments” that focus on positive character traits will increase throughout the 2011-2012 school year.
2.4, 2.7	The benefit of the mentor program will show a positive outcome as based on pre/post-mentoring surveys and goal setting objectives.
2.4, 2.7, 2.8	The number of classes earning 500 or more cafeteria “apples” during the year will increase from 6 in 2011 to 8 in 2012.
2.1, 2.2, 2.4	The number of teachers who hold classroom meetings will increase by 10% from September 2011 to June 2012.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Extend focus on Viking Virtues to other character traits.							
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.) Present weekly character building activities presented on WVRS morning news program.	Catherine Conley Angie Leonard		√	√	√	√	Teachers will utilize the character building activities within their classrooms.
2.) Provide systematic instruction in identified character traits during monthly guidance lessons.	Angie Leonard Emily Habermeyer		√	√	√	√	Staff surveys at the beginning of the school year, and again at mid-year, to establish/evaluate plans
3.) Reward students' positive behaviors through a school-wide recognition system: weekly count of Victorious Vikings slips and random drawing of Victorious Vikings.	Catherine Conley Angie Leonard	Victorious Viking slips, "tangible" rewards (i.e. pencils, etc.) Costs: approx. \$160	√	√	√	√	PBS discipline database reported weekly and summarized monthly Biweekly editions of <i>The Viking Voice</i>
4.) Guide students and inform parents of the responsibilities associated with social media.	Jason Pannutti Angie Leonard Emily Habermeyer		√	√	√	√	Back-to-School Night, Quarterly meeting agendas Grade level nine week plans

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Extend focus on Viking Virtues to other character traits.							
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 use 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.	
5.) Build a positive community through classroom morning meetings emphasizing empathy and relationships. Provide turnaround training to staff in Responsive Classroom philosophy and strategies.	Chris DelGrosso Becky Wyland Angie Leonard Jason Pannutti Janice Tate Deirdre Herbert	Training materials: \$100	√	√	√	√	Teacher surveys/CLT meetings
6.) Mentors, mentees and teachers will establish individual goals for students participating in the Westfield HS mentor program.	HS Mentor teachers Angie Leonard		√	√	√	√	Observation of mentee and mentor meeting and weekly feedback from teachers.

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.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Increase student awareness of community needs and responsibility to their school, community, country and world through varied Community Outreach Programs (COPS), service activities, and reflection.

RATIONALE FOR OBJECTIVE:

Data Sources:

The following data was taken from quarterly COPS collections and the sixth grade service project.

Walk for the Homeless

- 91 students participated in the Walk for Homeless

Our Neighbor's Child

- 20 boxes of toys donated to Our Neighbor's Child

Pennies for Patients

- The school collected over \$400 for Pennies for Patients

Tear Drops for Rainbows

- 88 spring baskets for Teardrops for Rainbows
- 33 Emergency food bags to Western Fairfax Christian Ministries
- 167 pounds of leftovers went to the Chantilly Food Pantry

Data Analysis:

Lack of coordination between committee and parent volunteer resulted in insufficient data. It was observed by staff that there was a noticeable decrease in student participation in Walk for the Homeless grades K-6, in COPS collections.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The role of the SCA and school community contributed to Virginia Run's success. Despite a difficult economy, students continued to contribute to COPS collections, with participation across grade levels. Quarterly reminders in The Viking Voice, staff news, staff alert board, and VRES news encouraged both teachers and students alike to participate in the collections. Parent volunteer and SCA helped organize and facilitate the collections.

The sixth grade service project benefitted local organizations which contributed to authentic learning for students.

Weaknesses:

The Walk for the Homeless creates inequitable access for all students to participate because it takes place after school. Lack of coordination between committee and parent volunteers resulted in insufficient data. There was a lack of advanced notice and advertisement to staff/parent.

Best Practice Research:

Service learning provides an avenue for teaching students to make connections to personal lives and interests while giving them opportunities to help others in a collaborative environment. Building on this heightened level of engagement, service learning is an effective strategy for raising student achievement (Barkley, 2007; Marzano, et al., 2001; Price, 2008). Service learning projects also present students the opportunity to apply their knowledge while developing communication, critical thinking, and problem solving skills, thereby gaining a firmer grasp of concepts and synthesizing their learning.

Service learning projects empower students with a sense of accomplishment and provide a concrete model of the connection between effort and achievement (Barkley, 2007; Marzano et. al., 2001; Price, 2008). By becoming active participants in service learning projects, students broaden their awareness of community and social responsibility (Smith, 2007). Such experiences build character, provide a better understanding of social responsibility, and lay the foundation for future career skills (Sloan, 2008; Barkley, 2007). Service learning is a process that is built from reflection in the planning, action, and post-service phases of the project (NYLC, 2009).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals: SMART)</i>
3.2	All sixth graders (100%) will report completion of at least five community service hours.
3.2	At least 100% of all grade levels will report participation in at least one community service activity.
3.2	By the end of fourth quarter at least 75% of all grade levels will report that personal motivation was a factor that influenced their participation in community service.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student awareness of community needs and responsibility to their school, community, country and world.							
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.) Increase student sense of ownership and participation in service learning opportunities by clustering activities according to quarterly emphases: Q1: Walk for the Homeless Q2: Our Neighbor's Child/ 6 th Grade Service Learning Q3: Pennies for Patience Q4: Teardrops for Rainbows/ 6 th Grade Service Project	<u>Human Relations Team</u> Libby Wayne, Lisa Frattini, Terri Schilling, Libby Wayne, Allison Sieber, Becky Petry, Mary Evelyn Anderson, Deborah Sealey, Sharon Everton Susan Murphy (Parent representative)		√	√	√	√	Quarterly student surveys grades K-6 COPS collection data by grade level, counted by SCA (grade level boxes located in the foyer)
2.) Integrate service learning emphases across curricula, advising teachers of resources in advance for planning.	Human Relations Team Catherine Conley (Librarian)	Trade books Calendar of COPS activities	√	√	√	√	Virginia Run homepage, staff news Morning News features
3.) Involve SCA representatives in explaining and promoting service learning projects in homerooms and graphing participation data as appropriate.	Holly DelGrosso		√	√	√	√	SCA meeting agendas, minutes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student awareness of community needs and responsibility to their school, community, country and world.

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.	
4.) As a sixth grade service project, we will partner with first grade to present lessons/activities to meet grade level needs, such as health awareness, hygiene, and safety. The project will be based on an authentic need in the curriculum. Additionally, the project will provide leadership opportunities for sixth graders to nurture, teach, and develop empathy towards youngsters in the school, and build community between grades.	Mary Evelyn Anderson			✓	✓		Photos of tri-fold brochures of projects to promote grade level and school wide reflection Sixth grade summative reflections First grade journal entries
5.) Ensure all sixth graders will participate in a service project which supports local needs. Projects are coordinated with 6 th grade parent liaison and completed 4 th quarter	Mary Evelyn Anderson			✓	✓		Reflective journal entry.
6.) Enter student survey data quarterly in an effort to track student participation.	Grade level Teachers		✓	✓	✓	✓	Spreadsheet and visual display