

Fairfax County Public Schools

School Improvement Plan 2011 – 2012

Lutie Lewis Coates Elementary School

Cluster VIII



Karen Siple, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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


COMMITTEE MEMBERS

Name	Position
Karen Siple	Principal
Sharon Hickey	Assistant Principal
Satonya Dews	Administrative Intern
Damien Ettere	Committee Co-chair, Math Resource Teacher, Math Lead
Tracey Jenkins	Committee Co-chair, Advanced Academic Resource Teacher (AART)
Nishika Bawa	Special Education (SPED) Teacher
Donna Winston	School Social Worker
Rachel Sweeney	English for Speakers of Other Languages (ESOL) Teacher
Dana Garcia	English for Speakers of Other Languages (ESOL) Teacher, Positive Behavior Interventions and Supports (PBIS) Team
Aida Lopez	Instructional Coach
Jenna Campbell	Leveled Literacy Intervention (LLI) Specialist
Mary Beth Anderson/ Ava Wolfram	Reading Specialist
Lee Roberts	School Counselor
Elizabeth Werner	Kindergarten Teacher
Hollie Copeland	Special Education (SPED) Teacher, Social Studies Lead
Lynn Wergland-Nichols	Special Education (SPED) Teacher
Lisa O'Donovan	6 th Grade Teacher




Student Membership Demographics and Supplemental Programs (as of June for each school year)


Enrollment	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
General Education	0	0.00	504	94.03	613	93.16
Elementary Advanced Academics - Levels II,III	0	0.00	40	7.46	134	20.36
English Language Services	0	0.00	170	31.72	253	38.45
Special Education Services	0	0.00	59	11.01	78	11.85

[Graph](#) 


English Proficiency	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
English Proficient	0	0.00	297	55.41	371	56.38
Limited English Proficient	0	0.00	239	44.59	287	43.62

[Graph](#) 


Gender	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Female	0	0.00	275	51.31	330	50.15
Male	0	0.00	261	48.69	328	49.85

[Graph](#) 


Free/Reduced - Priced Meals	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Free Or Reduced Fees	0	0.00	217	40.49	282	42.86
No Fee Waiver	0	0.00	319	59.51	376	57.14

[Graph](#) 

Ethnicity	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Asian	0	0.00	191	35.63	223	33.89
Black (Not Of Hispanic Origin)	0	0.00	97	18.10	111	16.87
Hispanic	0	0.00	155	28.92	220	33.43
White (Not Of Hispanic Origin)	0	0.00	62	11.57	90	13.68
Other	0	0.00	31	5.78	14	2.13

[Graph](#) 

Mobility Rate	2008-09	2009-10	2010-11
	%	%	%
Division	14.59	13.40	12.81
School	NA	33.49	29.78

[Graph](#) 

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

LUTIE LEWIS COATES ELEMENTARY SCHOOL—VISION STATEMENT

Lutie Lewis Coates ES is a unified community of reflective and compassionate learners that empowers its members to be successful, positive thinkers in their passionate quest for knowledge and their march towards excellence.

LUTIE LEWIS COATES ELEMENTARY SCHOOL—MISSION STATEMENT

The mission of Lutie Lewis Coates ES is to collaborate with all members of the community, to engage and support all students in a nurturing environment, and to challenge them to be innovative thinkers.

LUTIE LEWIS COATES ELEMENTARY SCHOOL—CORE VALUES/BELIEFS

At Lutie Lewis Coates ES we believe and commit to:

- the collaboration of school, home and the community so all students use their strengths and talents to achieve excellence in a community of lifelong learners;
- our strong belief that every child can be successful and that our diversity is a strength; and
- holding high expectations for all members of our community in order to contribute and promote a healthy global society.

SPECIAL PROGRAMS

Academics

- Instructional Coach
- Math Resource Teacher
- Leveled Literacy Intervention Specialist
- Advanced Academics Resource Teacher
- Parent Liaison
- Collaborative Learning Teams (CLT)
- Responsive Instruction (RI)
- Young Scholars
- Positive Behavior Interventions and Supports (PBIS)
- Common writing program K-6 (Lucy Calkins)
- Common Word Study Program K-6 (Words Their Way)
- School Based Parent Resource Center
- MentorWorks
- Project Wisdom
- George Mason Clinical Faculty
- Integrated SmartBoards in every classroom
- Language Arts Intervention/Enrichment Block
- Leveled Literacy Instruction (LLI)
- Enhanced ABA Program
- ESOL
- Inclusive classrooms
- Responsive Instruction blocks
- Teachers as Readers
- Classroom meetings
- Reading buddies
- Challenge 24
- Kagan strategies
- Site Based FCPS ACE Courses
- Strategy Games
- Partnership with Network Solutions
- Partnership with PNC Bank
- Partnership with Heritage Fellowship Church
- Sixth Grade Advanced Math

Essential Life Skills

- Positive Behavior Interventions and Supports (PBIS)
- Student Council Association (SCA)
- Check-In/Check-Out Program
- Reading buddies
- Kagan strategies
- Classroom meetings
- Project Wisdom
- MentorWorks
- Southview Community Church
- Partnership with Network Solutions
- Partnership with PNC Bank
- Partnership with Heritage Fellowship Church
- Girls on the Run
- Peer Mediation Program

Responsibility to the Community

- Project Wisdom
- NNPS
- MentorWorks
- George Mason University Professional Development School
- Partnership with Network Solutions.
- Partnership with PNC Bank.
- Partnership with Heritage Fellowship Church
- Safety Patrols
- School Aged Child Care (SACC)
- Monthly Coffee Talks
- Quarterly Family Programs
- Neighborhood Network Delivery Team Meetings
- School Recycling program

Community Use: Heritage Fellowship Church, local basketball and soccer leagues, Network Solutions

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 type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teachers will utilize best practices in balanced literacy and Collaborative Learning Teams to increase student achievement and close the achievement gap in Reading and Writing.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Language Arts data 2010 -2011

DRA2:

Kindergarten DRA2 WA – 92% passed
Grade 1 DRA2– 86% passed
Grade 2 DRA2 – 89% passed

Reading SOL Test:

Grade 3 86% passed (including VGLA and VAAP)
Grade 4 96% passed (including VGLA and VAAP)
Grade 5 89% passed (including VGLA and VAAP)
Grade 6 91% passed (including VGLA and VAAP)

Writing SOL Test:

Grade 5 94% passed

An explanation of DRA2 and SOL scores:

Please note that the DRA2 tests and SOL tests require different test-taking skills. The DRA2 test asks students to read aloud passages for accuracy and fluency, discuss their reading habits and their use of reading comprehension strategies as they apply to the passage read. The SOL test asks the students to read passages silently and answer multiple choice questions. The scores on these tests do not always show equal mastery of both these skills. Often the DRA2 test shows lower reading scores but points to instructional implications or next steps.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Selection of teachers with strong literacy experience including training in Literacy Collaborative and with Lucy Calkins.
- Implementation of guided reading and best practices as advocated by Irene Fountas and Gay Su Pinnell.
- New intervention specialist to deliver targeted instruction to small groups.
- Five teachers trained in Leveled Literacy Instruction to focus instruction for Tier II interventions.
- Reading Teacher, Instructional Coach, and Intervention Specialist working together to create a cohesive literacy program K-6 with well designed vertical articulation to include daily learning targets consistent across each grade level.
- Implementation of multi-level alternative reading programs by Special Education teachers for Special Education and ESOL students.
- Quarterly Collaborative Learning Team (CLT) planning days to unpack the standards and create daily learning goals for reading and writing.
- Horizon formative assessments created and analyzed monthly by CLTs.

Weaknesses:

- Varying instructional backgrounds and high mobility (33%) for students.
- Time required to train new staff members to school-wide Language Arts initiatives.
- Leveled classroom libraries in each general education classroom were not sufficient for the range of reading levels.

Best Practice Research:

Writing is a tool for thinking. When writers actually write, they think of things that they did not have in mind before they began writing. The act of writing generates ideas. It suggests a number of important uses for writing: to solve problems, to identify issues, to construct questions, to reconsider something one had already figured out.

Writing and reading are related. People who read a lot have a much easier time getting better at writing. Writing can also help people become better readers. In their earliest writing experiences, children listen for the relationships of sounds to letters, which contributes greatly to their phonemic awareness and phonics knowledge. Writers also must learn how texts are structured, because they have to create them. The experience of plotting a short story, organizing a research report, or making line breaks in a poem permits the writer, as a reader, to approach new reading experiences with more informed eyes. One way to help students become better writers is to make sure they have lots of extended time to read, in school and out. Most research indicates that the easiest way to tap motivation to read is to teach students to choose books and other texts they understand and enjoy, and then to give them time in school to read them. In addition to making students stronger readers, this practice makes them stronger writers.

Writing has a complex relationship to talk. In early writing, we can expect lots of talk to surround writing, since what children are doing is figuring out how to get speech onto paper. As they grow, writers still need opportunities to talk about what they are writing about, to rehearse the language of their upcoming texts and run ideas by trusted colleagues before taking the risk of committing words to paper. To take advantage of the strong relationships between talk and writing, teachers must minimally understand:

- Ways of setting up and managing student talk in partnerships and groups.
- Ways of organizing the classroom and/or schedule to permit individual teacher-student conferences.

The Writing Study Group of the NCTE Executive Committee. "NCTE Beliefs about the Teaching of Writing." *NCTE Guideline* November 2004: Web. 21 Sep 2009. <<http://www.ncte.org/positions/statements/writingbeliefs>>.

“Professional development of teachers/faculty is a central factor leading to student success.”

NCTE Executive Committee. "Principles of Professional Development." *NCTE Position Statement* November 2006: Web. 21 Sep 2009. <<http://www.ncte.org/positions/statements/profdevelopment>>.

Reading supports writing development and writing supports reading development. For example, through reading readers learn the power of a strong introduction and eventually use such knowledge as they write their own pieces. Conversely, writing develops awareness of the structures of language, the organization of text, and spelling patterns which in turn contributes to reading proficiency. Teachers provide **effective reading instruction** when they:

- Teach students about reading within the context of authentic reading using texts with authentic language.
- Use a variety of instructional groupings, including whole group, small group and individual instruction, to provide multiple learning experiences [reading workshop model].
- Use multiple instructional methods such as shared reading, guided reading, and literature discussion circles, as appropriate for their students.
- Encourage students to use effective reading strategies such as self-monitoring for meaning and self-correcting when meaning breaks down.
- Provide specific feedback to students to support their reading development [conferences].
- Provide daily opportunities for students to read books of their own choice in school.
- Provide daily opportunities for students to write on topics of their own choice in school.
- Provide regular opportunities for students to work together to learn through reading and writing.
- Gradually release instructional responsibility to support independent reading.
- Reflect on their students' progress and their own teaching practices in order to make changes that meet the needs of students [PLC meetings].

The Commission on Reading of the National Council of Teachers of English. "On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It." *NCTE Guideline* August 2008: Web. 21 Sep 2009. <<http://www.ncte.org/positions/statements/onreading>>.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	By the end of kindergarten, the percentage of kindergarten Hispanic students meeting the DRA2 WA will increase from 79% to 91%.
1.1.1	By the end of first grade, the percentage of first grade students meeting the DRA2 benchmarks for 1 st grade will increase from 86% to 91%.
1.1.1	By the end of second grade, the percentage of second grade students meeting the DRA2 benchmarks for 2 nd grade will increase from 89% to 91%.
1.1.1	By the end of third grade, the percentage of third grade Black students passing the 3 rd grade Reading SOL Test will increase from 74% to 91%.
1.1.1	By the end of third grade, the percentage of third grade Hispanic students passing the 3 rd grade Reading SOL Test will increase from 81% to 91%.
1.1.1	By the end of third grade, the percentage of third grade economically disadvantaged students passing the 3 rd grade Reading SOL Test will increase from 74% to 91%.
1.1.1	By the end of third grade, the percentage of third grade LEP students passing the 3 rd grade Reading SOL Test will increase from 83% to 91%.
1.1.1	By the end of third grade, the percentage of third grade White students passing the 3 rd grade Reading SOL Test will increase from 85% to 91%.
1.1.1	By the end of fourth grade, the percentage of fourth grade Black students passing the 4 th grade Reading SOL Test will increase from 87% to 91%.
1.1.1	By the end of fifth grade, the percentage of fifth grade students passing the 5 th grade Writing SOL Test will increase from 90% to 91%.
1.1.1	By the end of fifth grade, the percentage of Hispanic fifth grade students passing the 5 th grade Reading SOL Test will increase from 71% to 90% (Excluding VAAP/VGLA scores).
1.1.1	By the end of sixth grade, the percentage of Hispanic sixth grade students passing the 6 th grade Reading SOL Test will increase from 83% to 91%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.							
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. Use monthly common assessments for Language Arts.	Grade Level CLTs	Horizon common assessments, DRA2, DRA2 WA, Fountas and Pinnell Benchmark Assessment, Teachers College Reading Assessment, on-demand writing, and other team created assessments.	X	X	X	X	Data collection from monthly common assessments and monitoring progress of at-risk students at CLTs.
2. Differentiate instruction based on data from common formative and summative assessments in reading (Plan and teach for student learning).	Grade Level CLTs	Student data	X	X	X	X	Collaborative Learning Walks with a focus on differentiation. Review data spreadsheets in Horizon.
3. CLT Planning Days for quarterly unpacking of the standards and creating learning goals.	Grade Level CLTs Karen Siple Sharon Hickey Satonya Dews Aida Lopez Mary Beth Anderson	Subs for quarterly CLT days using SIP funds	X	X	X	X	Data collection from common assessments throughout the year. Collaborative Learning Walks with school created best practice checklist.
4. Modeling and co-teaching using instructional strategies.	Aida Lopez Mary Beth Anderson Jenna Campbell Tracey Jenkins	Resources obtained from specialists	X	X	X	X	Observations of lessons and student performance.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.

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. Support academic learning with instructional resources like word walls, and anchor charts reflecting learning targets	Mary Beth Anderson Classroom teachers SPED teachers ESOL teachers	Professional library resources	X	X	X	X	Collaborative Learning Walks with focus on student independence in using anchor charts.
6. Use intervisitation across grade level, as well as vertically to build instructional and leadership capacity.	Classroom teachers	Teacher coverage provided within school	X	X	X	X	Staff reflection sheets/guide sheets, vertical conversations.
7. Use read alouds and shared readings with turn and talk strategies as components of balanced literacy to deepen comprehension and content area knowledge	Mary Beth Anderson Jenna Campbell Aida Lopez Classroom, ESOL and SPED teachers	Comprehension Toolkits Professional library resources	X	X	X	X	Anecdotal notes from partnership talk during read alouds, longevity and depth of discussion and sticky notes from reading responses?
8. Use variety of small group and individual research-based teaching methods – guided reading, strategy groups, reading and writing conferences (Assess student learning and plan and teach for student learning).	Mary Beth Anderson Jenna Campbell Aida Lopez Classroom, ESOL, and SPED teachers	LLI, DRA2 data Professional library resources	X	X	X	X	Guided reading, strategy group and/or conferring anecdotal notes, daily assessment, and student goal setting sheets.
9. Use Friday Review Initiative (F.R.I.) to plan for instruction.	All Grade Level CLTs	Horizon common assessment, MRA, and other team created assessments.	X	X	X	X	Data collection from weekly common, spiraling, multi-subject assessments.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.

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.	
10. DRA2 training for primary and upper grades.	Mary Beth Anderson Jenna Campbell Classroom Teachers ESOL Teachers SPED Teachers	Academy courses (DRA2, Balanced Literacy)	X	X	X	X	Administer the DRA2 to all children twice a year, analyze results and make instructional decisions based on data.
11. Use Strategy Games to support and enhance vocabulary and language.	Tracey Jenkins Classroom teachers	Resources obtained from AART classroom	X	X	X	X	Reflection sheets and anecdotal observations, class composite sheets for planning and feedback.
12. Intervention and Enrichment block build into master schedule to ensure that ALL students are given the necessary support and time as needed.	Classroom Teachers ESOL, SPED, AART	Provides AART Resources Teacher created materials	X	X	X	X	Differentiate instruction at learner levels using a variety of instructional practices and strategies to meet student needs. Collected data from Grade Level Teams.
13. Provide in-school intervention (Responsive to Intervention/Enrichment)	All staff RI Team Tracey Jenkins Karen Siple Sharon Hickey Satonya Dews	Staff resources	X	X	X	X	Monthly common assessments, CLT discussions, and bi-weekly RI committee meetings.

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.

- | | |
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| <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. |
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| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teachers will utilize real life application, common vocabulary, problem solving strategies, and newly acquired resources to increase student achievement in mathematics.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources: Spring 2011 SOLs and MRA results

Math Reasoning Assessment (MRA)

90% of 1st graders met benchmark
87% of 2nd graders met benchmark

Mathematics Standards of Learning (SOL)

98% of 3rd graders passed
96% of 4th graders passed
91% of 5th graders passed
85% of 6th graders passed

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Teachers have unpacked the standards, developed “learning goals,” and created curriculum maps focused on teaching appropriate content. The curriculum is aligned with the Standards of Learning, Program of Studies, and Elementary Mathematics Instructional Sequence (EMIS).
- As a school, we focus on learning activities for essential knowledge and real life application. This will be enhanced through the use of manipulatives and resources.
- Classrooms utilize a variety of active learning strategies, including small group instruction, intervention group instruction, and individual conferences within a workshop model.
- Classrooms receive assistance during the Responsive Instruction Block Tuesday through Friday during math (30 minutes daily).

Weaknesses:

- We are still in the process of building our Math Professional Library and Math Manipulative Library. This includes workbooks, manipulatives, and guides provided by the county in previous years.
- We are continuing to realign created Horizon common assessments and CLT created materials with EMIS.

Best Practice Research:

National Council Teachers Mathematics (NCTM) indicates every student deserves an excellent program of instruction in mathematics that challenges each student to achieve at the high level required for productive citizenship and employment. Teachers guide the learning process in their classrooms and manage the classroom environment through a variety of instructional approaches directly tied to the mathematics content and to students’ needs. Hands-on activities, real life problem solving, and higher level questioning must be incorporated. In addition to this, building the background knowledge of students through vocabulary development will result in increased test scores and success.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	By the end of kindergarten, the percentage of kindergarteners achieving a Level 4 (Meeting Benchmark) on the Kindergarten Progress Report will be 90%.
1.1.2	By the end of first grade, the percentage of all first grade classes passing the 1 st Grade MRA with a proficient or advanced score will increase from 86% to 90%.
1.1.2	By the end of second grade, the percentage of all second grade classes passing the 2 nd Grade MRA with a proficient or advanced score will increase from 85% to 90%.
1.1.2	By the end of third grade, the percentage of third grade students passing the 3 rd Grade Math SOL Test with a pass advance will increase from 59% to 75%.
1.1.2	By the end of fourth grade, the percentage of fourth grade students passing the 4 th Grade Math SOL Test in the Black student subgroup will increase from 86% to 90%.
1.1.2	By the end of fifth grade, the percentage of fifth grade students passing the 5 th Grade Math SOL Test in the Hispanic student subgroup will increase from 77% to 90%.
1.1.2	By the end of sixth grade, the percentage of sixth grade students passing the 6 th Grade SOL Test in the Hispanic student subgroup will increase from 77% to 90%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics through the use of real life application, common vocabulary and problem solving strategies.							
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. Create, administer, and analyze formative assessments each month.	Aida Lopez Grade Level CLT	Horizon and eCart/EDSL formative assessment data	X	X	X	X	Focused data analysis for assessments made available in team database.
2. Differentiate instruction based on data from both formative and summative assessments (Plan and teach for student learning).	Karen Siple Sharon Hickey Satonya Dews Aida Lopez Damien Etere Grade Level CLT	Key points from <u>Now I Get It</u> eCart/EDSL and Horizon primary and upper grade manipulatives Number Worlds, Do the Math, and Math Explorers	X	X	X	X	Collaborative Learning Walks with a focus on differentiation. Review data spreadsheets in Horizon.
3. Use the pacing guides to unpack the standards and create focused daily outcomes (“learning goals”) for instruction (Plan and teach for student learning).	Karen Siple Sharon Hickey Satonya Dews Aida Lopez Damien Etere Grade Level CLT	Key points from <u>Differentiating Math Instruction</u> and <u>Now I Get It</u> EMIS eCart/EDSL resources	X	X	X	X	Collaborative Learning Walks with a focus on differentiation. Review data spreadsheets in Horizon.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics through the use of real life application, common vocabulary and problem solving strategies.

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 intravisation (Coates lab sites) to build instructional and leadership capacity and deepen understanding in instructional staff (Create a student-centered learning environment, plan and teach for student learning).	All Staff Members	Teacher coverage provided within school	X	X	X	X	Observation of mini-lessons with flashbacks in Link (LEARN model). Study group reflection sheets and discussions. Math resource teacher for modeling and co-teaching in classrooms.
5. Vertical Math Lead Planning and staff training.	Damien Ettore Grade Level Teams	Resources obtained from Math Lead Meetings, Math Talks, etc. Number Worlds, Do the Math, and Math Explorers	X	X	X	X	Focused data analysis for assessments made available in team database. Observations of new math intervention use within classrooms.
6. Use Strategy Games to support and enhance problem solving skills.	Tracey Jenkins Classroom teachers	Resources obtained from AART room	X	X	X	X	Review check-out logs for frequency of use among classes.
7. Fairfax County Math Institute for Cluster VIII.	Damien Ettore Aida Lopez Grade Level Teams	Registration on MyPLT and quarterly meetings	X	X	X	X	Turn-around training, staff development, and CLT sharing.
8. CLT Planning Days for quarterly unpacking of the standards and creating “learning goals.”	Damien Ettore Aida Lopez Grade Level CLTs	Within school substitutes and SIP funds	X	X	X	X	Data collection from common assessments throughout the year.
9. Friday Review Initiative (F.R.I.) beginning the first week of school.	Grade Level CLTs	Horizon, eCart/EDSL, MRA, KMRA and other team created assessments	X	X	X	X	Data collection from weekly common, spiraling, multi-subject assessments.
10. Implement Responsive Instruction Block T-F during math (30 minutes).	All Grade Level Classrooms	Number Worlds, Do the Math, and Math Explorers	X	X	X	X	Data collection from monthly common assessments.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student achievement in mathematics through the use of real life application, common vocabulary and problem solving strategies.

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.	
11. Family programming held quarterly to provide math games, strategies, and resources for students and families at all grade levels.	All Grade Level Teams and Staff	Use of materials from Family Learning Night 2010-2011 (dice, business donated items)	X	X	X	X	Attendance from Family Learning Night and Coffee Talks.

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 type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input checked="" type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teachers will integrate social studies curriculum through language arts instruction by incorporating reading strategies and common content vocabulary to increase student achievement in social studies.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best practice research)*
SOL scores from 2009-2011 for Virginia Studies and United States History to 1877 have indicated a downward trend of student achievement.

Data Sources: This reflects data spring 2010 and spring 2011 SOLs

History SOL pass rate (2010)

Third grade 98% pass rate

Fourth Grade VA History 95% pass rate

Sixth Grade US History 1877 62% pass rate

History SOL pass rate (2011)

Third grade 92% pass rate

Fourth grade VA history 80% pass rate

Sixth grade US History 61% pass rate

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Classrooms utilize a variety of active learning strategies, including small group instruction and individual conferences.
- Teachers use Interactive Notebooks for grades 3-5 in social studies.
- Third grade utilized additional common planning time to support students' learning goals.
- Fourth grade used eCart/EDSL and Horizon test released questions.

Weaknesses:

- Data indicates a trend in the number of students passing History SOLs is decreasing.
- Teachers did not structure their Pacing Guide to include adequate review before History SOL.
- Pacing Guides not closely followed.
- Teachers underutilized FCPS resources from eCart/EDSL, ESOL library, book room, and United Streaming.
- Lack of integrating the social studies curriculum in Guided Reading.

Best Practice Research:

Research from the article, “Integration of language arts and social studies in the elementary grades” by Andrea Harb.

While many teachers continue to use traditional approaches to teach their students, several are turning to curriculum integration because of its advantages. One of the main reasons teachers use this approach is to help their students make connections across subject areas (Johnson & Janisch, 1998; Papai, 2000; Weilbacher, 2001). Students are excited about these connections and are stimulated to produce new ideas, thus increasing their desire to learn (Grant & VanSledright, 2001). Students who cannot see meaningful connections across content or skills are unlikely to be able to use their knowledge and skills to solve problems or make decisions about issues raised in the curriculum (Lipson, Valencia, Wixson, & Peters, 1993). Weilbacher (2001) performed interviews with four middle school teachers and found that they used curriculum integration because it assisted them in forming relationships with their students and helped to foster relationships among the students themselves. In addition, it made learning more relevant to their students. It also provided their students with opportunities to make connections among the traditional academic disciplines, the community, and their own experiences.

Moreover, curriculum integration enhances the meaning of what is taught and provides students with rich literacy instruction. Some teachers have found that focusing on social studies topics is an effective way to organize their students' literacy learning (Johnson & Janisch, 1998). Because social studies is a subject that endures reduced time allocations, integration is a way to respond to problems of content balance as well as save time and provide a holistic learning experience (Alleman & Brophy, 1993). Regardless of the many benefits to curriculum integration, teachers need to be cautious as to how they implement their integration practices. Several activities suggested in general textbook series describe ways to integrate social studies with other subjects. Too often, these activities either lack

educational value in any subject or promote progress toward significant goals in other subjects but not in social studies (Alleman & Brophy).

Adding content drawn from a secondary subject can enrich the content in the primary subject. In addition, combining knowledge from a content-area subject such as social studies with processes from a skills subject such as language arts can be effective. According to Alleman and Brophy (1993), integration activities may or may not have educational value, depending on the nature of their primary goals. For an activity to be considered part of the social studies curriculum, its primary focus should be one of the social education goals that have been established for the social studies unit – a goal that would be pursued whether or not this particular activity were included.

Taylor (1985) examined the effectiveness of reading and/or writing instruction in social studies that focused on text organization, main idea statements, and important supporting details. Ninety-eight 6th grade students were randomly assigned to one of four groups: Group A, receiving reading and writing instruction in social studies focusing on main ideas and important details; Group B, receiving reading instruction alone; Group C, receiving writing instruction alone; or Group D, a control condition. Three-to-five page selections from the students' social studies textbook were used as reading material for the reading and writing instruction as well as for the tests in reading and writing. The selections for the instruction consisted of the material currently being studied by the students in social studies class. Students received five reading lessons and five writing lessons. Lessons alternated between reading and writing and occurred once a week during the regular social studies hour. Lessons were provided by four regular classroom teachers who were randomly assigned to the study groups and followed scripted lesson plans written by the investigator. The inclusion of subjects who were randomly chosen for participation is a definite strength of this study. Results indicated that students who received the reading instruction, in general, included more ideas in their summaries than students who did not receive the reading instruction. However, the students who received the reading instruction did not produce higher quality summaries. Whereas other studies have found curriculum integration to be valuable, the results of this study do not support the notion that a relatively integrated program of reading and writing instruction in a content subject is particularly effective in terms of enhancing students' reading and writing skills (Taylor, 1985).

Curriculum integration in the language arts and social studies subject areas proved to be effective for both students and teachers. Several studies revealed that the use of content-based instruction expands the students' conceptual knowledge base while teaching language through meaningful activities. A unified approach to social studies and reading/writing instruction is more efficient than either subject alone. Through the use of social studies themes as the content in reading and language arts lessons, teachers were able to explore social studies topics in depth while helping their students become skilled readers, writers, and thinkers (Johnson & Janisch, 1998).

Various methods can be used to assist students with writing and content area learning. Teachers can help develop the students' reading comprehension and writing abilities by providing structured lessons on how to find the main idea, how to take notes, and how to summarize what they have read (Papai, 2000). Journals can also be used to help children record information from their reading and to help them understand their responses to their learning. To extend the students' writing, teachers can suggest that they keep a literature log, a notebook where they record their thoughts and ideas about the books they read. Students can also keep a learning log, a folder where they record their thoughts and ideas related to the social studies centers created by teachers (Grant & VanSledright, 2001).

- Alleman, J., & Brophy, J. (1993). Is curriculum integration a boon or a threat to social studies? *Social Education*, 57(6), 287-291.
- Grant, S. G. & VanSledright, B. (2001). *Constructing a powerful approach to teaching and learning in elementary social studies*. Boston, MA: Houghton Mifflin.
- Johnson, M. J., & Janisch, C. (1998). Connecting literacy with social studies content. *Social Studies & the Young Learner*, 10(4), 6-9.
- Lipson, M. Y., Valencia, S. W., Wixson, K. K., & Peters, C. W. (1993). Integration and thematic teaching: Integration to improve teaching and learning. *Language Arts*, 70(4), 252-263.
- Papai, N. D. (2000). Literacy development through content based instruction: A case study. *Working Papers in Educational Linguistics*, 16(2), 81-95.
- Taylor, B. M. (1985). Improving middle-grade students' reading and writing of expository text. *Journal of Educational Research*, 79(2), 119-125.
- Wasta, S., & Lott, C. (2000). My right to be: Children's voices in trade books. *Social Studies & the Young Learner*, 12(3), 24-27.
- Weilbacher, G. (2001). Is curriculum integration an endangered species? *Middle School*

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.4	By the end of third grade, the percentage of third grade students passing the 3 rd grade History and Social Science SOL Test will increase from 92% to 95%.
1.1.4	By the end of fourth grade, the percentage of fourth grade students passing the 4 th grade Virginia History SOL Test will increase from 80% to 91%.
1.1.4	By the end of sixth grade, the percentage of sixth grade students passing the 6 th grade US History 1877 SOL Test will increase from 61% to 89%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.							
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. Integrate Social Studies into the already created Language Arts curriculum maps during CLT planning days.	Mary Beth Anderson, Jenna Campbell	Pacing guides	X	X	X	X	Lesson plans and agenda
2. Provide staff development in using social studies interactive notebooks.	Tracey Jenkins Grade Level Team Leaders	Notebooks; no cost		X	X	X	Notebooks
3. Purchase SOL Coach study workbooks in Social Studies for 3 rd , 4 th , and 6 th .	Sharon Hickey	\$3000 for workbooks	X	X	X	X	Workbooks
4. Stay on pacing guide	Grade Level Team Administrator	Pacing Guide	X	X	X	X	Lesson Plans
5. Will create and administer common assessments	Sharon Hickey Grade Level Teams	eCart/EDSL	X	X	X	X	Datawall
6. Implement test taking strategies, critical thinking strategies, and utilization of school/county/state SOL resources	Sharon Hickey Grade Level Teams	SOL Review materials County assessments					Lesson Plans eCart/EDSL resources

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"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input 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. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teachers will establish, model and sustain positive school-wide behaviors by demonstrating respect, responsibility and readiness to learn.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

School-wide Evaluation Tool (SET) with PBIS office
Office Referral Data
Information shared during monthly PBIS meetings
CLT Dialogue

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Earned 96% on School-Wide Evaluation Tool (SET)
- Strong PBIS Leadership Team
- 100% staff involvement
- Teachers effectively manage problem behaviors in classroom

Weaknesses:

- Students need more experience with conflict resolution strategies at school and home.
- During the 2010-2011 school year Coates was ranked number 4 for student displacement in the county. Of all the 139 elementary schools, Coates was the 4th most mobile.
- Coates is continuing to cultivate parent/school relationships.

Best Practice Research:

There is a long standing body of research that PBIS is an effective behavior program and it is supported and endorsed by FCPS. PBIS is a process for creating safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS includes school-wide procedures and processes intended for:

- ALL students, ALL staff, and in ALL settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers
- Individual student supports for the estimated 1-5% of students who present the most challenging behaviors

"Positive Behavioral Interventions and Support (PBIS) Information." *Fairfax County Public Schools: Department of Special Services*. 21 Jun 2007. FCPS,

Web. 26 Sep 2009. <<http://www.fcps.edu/dss/sei/related-services/pba/>>.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.4	Students will demonstrate their knowledge of conflict resolution skills through a post-assessment during selected guidance lessons with 85% mastery.
2.5	75% of respondents will respond positively to a student survey adapted from the Developmental Studies Center.
2.8	Office Referral Data (tracked through SASI) will show a decrease of 10% in the area of Minor Physical Altercations.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will establish, model and sustain positive school-wide behaviors by demonstrating respect, responsibility, and readiness to learn.							
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. PBIS Team meets monthly to monitor effectiveness of the program and analyze office referral data, PBIS Team Leader attends monthly training.	Dana Garcia, Lisa O'Donovan, Elizabeth Werner, and PBIS Team	Provided by FCPS	X	X	X	X	Grade level and CLT dialogue, CLT notes, PBIS notes, Informal observation, discipline referrals (logged in SASI), weekly Coates Stars
2. Individual teachers will teach and reinforce the PBIS matrix with students in their classrooms using lesson plans developed collaboratively.	PBIS Team and all instructional staff	Blackboard 24/7, SmartBoards, classroom posters, and other teacher made materials. No additional cost.	X	X	X	X	Grade level and CLT dialogue, informal observation, PBIS team monitoring
3. Students and staff repeat the Coates Pledge each morning.	Karen Hershey News Team All students and staff	Morning News Show	X	X	X	X	Student memorization of pledge and participation in repeating the pledge
4. All staff will participate in rewarding students with star tickets for showing respect, responsibility, and ready to shine.	All staff	Yellow paper \$500	X	X	X	X	Number of star tickets earned by students school-wide.
5. Booster Sessions for students and staff, including cafeteria and custodial staff and bus drivers, will be planned and delivered.	All Staff/PBIS Team	\$500	X	X	X	X	Implementation will be monitored by administrators
6. Incentives for staff will be implemented through the monthly drawing during staff meetings.	All staff	\$150	X	X	X	X	Implementation will be monitored by PBIS team
7. Informing parents of commonly-used language and procedures at school. Provide home matrices to families with discipline difficulties.	All staff	Pamphlets and home matrices based on school wide expectations.	X	X	X	X	Parent knowledge and question/answer session at PTA meeting. Back to school night information shared by teachers

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will establish, model and sustain positive school-wide behaviors by demonstrating respect, responsibility, and readiness to learn.

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. School counselors will teach and demonstrate conflict resolution skills with all students K-6.	Lee Roberts and Emily Weyant	SmartBoard lessons and other teacher made materials.	X	X	X	X	School counselors will collect data from pre and post assessments given during monthly lessons.
9. School counselors and peer mediators will attend the George Mason University Peer Mediation Conference	Lee Roberts and Emily Weyant	\$350				X	School counselors will meet with peer mediators during the school day to discuss and mediate conflicts.

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: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Staff and students will establish a positive working relationship with the members of our community. Families will be included as active partners in their children's education. Business partnerships will be strengthened and extended.

Mentors will be recruited and trained to work with children.

Staff and students will participate in a character education program with the goal of reducing discipline referrals.

Staff and students will be knowledgeable about the benefits of recycling.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Feedback received from families and community members through multiple forums:

- 10 Coffee Talks held during 2010-2011, beginning in September, 2010

- Requests for assistance with school supplies (over 270 students received supplies for the 2011-2012 school year through a “Back to School Boutique” organized by Southview Community Church in August, 2011)
- Feedback from parents after Open House & Ice Cream Social, September 1, 2011
- Back to School Night, September 13 and 21, 2011
- Fairfax County Public Schools Teacher Working Conditions Survey, 2011

Community Involvement:

The MentorWorks program will be expanded to increase staff participation and to increase participation from our current business partners, Network Solutions and Heritage Fellowship Church. Mentors will also be recruited from Southview Community Church.

During the 2010-2011 school year we developed several activities to increase parent involvement, including Family Math Night, International Night (with a “Breads of the World” theme), a school-wide Diwali Celebration, Medieval Night and classroom-based Writers' Celebrations. This year we will coordinate a Family Learning Night in December as well as an International Celebration to honor the diversity of our community. The PTA is planning a Fall Festival as well as several other family activities throughout the school year.

Character Education:

Project Wisdom is one of the oldest and most respected character education programs in the nation. It is implemented at Coates Elementary. Once a week a staff member reads an inspirational piece over the morning broadcast that is timely and child focused.

Three outstanding citizens per class are nominated by their classroom teacher once a quarter based upon outstanding citizenship, helpfulness and caring. Students receive a certificate, a picture taken with their Principal and Assistant Principal, a special lunch and a dessert.

Recycling:

Several initiatives have been put into place to establish Coates as a ‘green’ school. Examples include: using electronic versions of commonly accessed documents, networked printers, building lights on motion sensors, and paper recycling bins in every classroom. Current indicators show that the majority of staff and students participate in the recycling program. Student members of the Green Club are responsible for the school wide paper recycling program. These students are Special Education students who have embraced this role and learned a great deal in terms of responsibility to their school community and to the larger world around us.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Coates has been proactive in establishing working relationships with current business partners. We have added Southview Community Church to this list of organizations for the 2011-2012 year—the church organized a highly successful “Back to School Boutique” in August, supplying more than 270 students with school supplies and gently used and new clothing and accessories, and will run a Fall Clean-Up and Beautification Day on October 1st, 2011.
- Coates has established a strong MentorWorks program that now can be strengthened and expanded.
- Coates was one of a small group of FCPS schools selected to participate in of the National Network of Partnership Schools (NNPS) sponsored by Johns Hopkins University in both the 2009-2010 and 2010-2011 school years. Through this membership we learned a great deal about family involvement and were able to put structures.
- We have a Parent Liaison to assist all of our parents, including our Spanish-speaking parents, with accessing information about our school and about their children's progress.
- We have begun a relationship with George Mason University's Professional Development School (PDS) Program. In 2011-2012 three PDS interns are spending the school year at Coates, and several field experience students are completing their hours with us as well. We will also be welcoming student teachers from Marymount University.
- Our staff and students are committed to recycling and to our stewardship of the environment.

Weaknesses:

- Although the fact that our school is still relatively new may be viewed as a weakness by some, the Coates team views this unique time as an opportunity to form relationships, build a community and establish traditions. We look forward to our third year as a chance to expand and strengthen these relationships and traditions, and to solidify our sense of community.
- During the 2010-2011 school year Coates was ranked number 4 for student displacement in the county. Of all the 139 elementary schools, Coates was the 4th most mobile.
- New staff: during the 2011-2012 we have welcomed a new Assistant Principal, a new Administrative Intern, and new classroom teachers at every grade level. We view this as an opportunity to build new relationships between Coates and our families and community members.
- Coates is continuing to cultivate parent/school relationships.

Best Practice Research:

Character Education

Character education is an intentional effort to help students understand core ethical values and to foster responsible and caring behaviors. Project Wisdom is a simple, but effective character education program. This centerpiece of the program is a collection of thought-provoking messages designed to be read over the in-house television system. These messages take less than one minute to broadcast and can reap the following results:

- decreased incidents of student teasing and bullying
- decreased discipline referrals
- creation of positive school climate
- positive impact on teacher morale
- increased social-emotional competencies
- student conversation about character issues

Project Wisdom: <http://www.projectwisdom.com>

Recycling

Students need to learn about the importance of recycling. They should understand that their actions affect the environment. Research supports that reducing, reusing, and recycling are life skills that children can readily embrace if involved from early ages. By making changes in the way we live our life, in and outside of school, we can help students, staff, and the community care for the environment.

FCPS has developed a recycling program that serves several purposes:

- Contribute to a cleaner environment
- Educate students on the benefits of recycling
- Divert materials from the waste stream
- Generate financial savings from reduced waste disposal

FCPS currently has two primary recycling efforts:

- Recycling of paper, cardboard, glass, plastic bottles, and metal
- Recycling of fluorescent lamps

The program to recycle paper, cardboard, glass, plastic bottles, and metal is a school-based effort in which all staff and students are required to participate. The recycling of fluorescent lamps is a program that can only be enacted by the custodial staff and trained staff members in the Office of Procurement Services. The School Board regulation requiring all facilities to recycle is [Regulation 8541](#).

"Fairfax County Public Schools' Recycling Program." *Fairfax County Public Schools Facilities and Transportation Services*. 12 Mar 2000. FCPS, Web. 30 Sep 2009. <<http://www.fcps.edu/fts/facmanagement/recycle.htm>>.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Through partnerships with staff and the PTA, family programming designed to build relationships and to support School Improvement Plan goals will be held quarterly throughout the 2011-2012 school year.
3.2	100% of Coates students will participate in the Project Wisdom character education program.
3.2	Through business partnerships and staff members, 60 at risk students will benefit from one-on-one mentoring and/or tutoring.
3.2	Through the leadership of the SCA, 100% of students will participate in a food drive.
3.4	100% of Coates staff and students will participate in a school-wide paper and plastic recycling program.
3.5	100% of the sixth grade students will participate in a service learning program to benefit our community.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will establish a positive working relationship with the members of our community. Staff and students will be knowledgeable about the benefits of recycling.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Coates will host an Open House/Ice Cream Social, Back to School Night, and Monthly Coffee Talks to continue building relationships with the community. Over the summer students and families were invited to the local library to read and talk with Coates staff members every Wednesday morning (10-12) from June through August. This will be continued next summer.	Karen Siple Sharon Hickey Satonya Dews Rachel Sweeney Luz Patinos (Parent Liaison) Staff PTA	Translators (no cost, use of Parent Liaison), LIS translation equipment (no cost, through the Office of Translation Services), refreshments (\$25.00 a month), copying costs for hand-outs (\$10.00 a month), rental of meeting room at the Herndon Fortnightly Library (free: fee waived by the library)	X	X	X	X	Number of people attending programs Feedback on written surveys
2. Coordinated family involvement activities throughout the school year (some held in conjunction with the PTA). <i>Family Learning Night</i> will be held on December 13 th , 2011.	Rachel Sweeney Luz Patinos (Parent Liaison) Responsibility to the Community Committee PTA	Cost of programming for families: \$1,000.00 (copying costs, supplies for events, refreshments as applicable)	X	X	X	X	Parent and Staff surveys Number of people attending programs
3. Continue Project Wisdom (Series 2 & 3) grades K-6.	Lee Roberts	\$599.00 per set (\$1,093.00 total)	X	X	X	X	Office referral data
4. MentorWorks	Lee Roberts	\$600.00 for games, refreshments, celebrations	X	X	X	X	Number of mentors and mentees Feedback from mentors and mentees
5. Thanksgiving Food Drive: food will be collected for Reston Interfaith's Thanksgiving Basket initiative	SCA: Damien Ettore and Renee Stegman	Travel expense to deliver the food to Reston Interfaith/ copying costs \$50.00		X			Classroom participation as monitored and recorded by students in math classes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will establish a positive working relationship with the members of our community. Staff and students will be knowledgeable about the benefits of recycling.

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.	
6. Run paper and plastic recycling program.	All staff/ students Special Education teachers and students to run the program and monitor compliance	Recycling trash cans and bins	X	X	X	X	Bi-weekly student pick- up of recycling
7. Sixth grade service learning project	Lee Roberts Sixth grade students and staff	Supplies needed for projects: \$250 budget estimated	X	X	X	X	Sixth grade reflection sheets, incoming student data

**RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	SIP Objectives
<p style="text-align: center;">Academics:</p> <p>Objective: Mathematics</p> <p>Teachers will utilize real life application, common vocabulary, problem solving strategies, and newly acquired resources to increase achievement in mathematics.</p>	<p style="text-align: center;">Performance Indicator:</p> <p>*By the end of kindergarten, the percentage of kindergarten students completing seven tasks on KMRA at grade level 4 or higher will be 85%. <i>*By the end of kindergarten, 111 out of 143 kindergarten students (77.6%) completed the 7 tasks at level 4 or higher.</i></p> <p>*By the end of first grade, the percentage of all first grade classes passing the 1st Grade MRA with a proficient or advanced score will increase from 85% to 90%. <i>*The percentage of all first grade classes passing the 1st Grade MRA with a proficient or advanced score was 90%.</i></p> <p>*By the end of second grade, the percentage of all second grade classes passing the 2nd Grade MRA with a proficient or advanced score will increase from 80% to 90%. <i>*The percentage of all second grade classes passing the 2nd Grade MRA with a proficient or advanced score was 87%.</i></p>	<p style="text-align: center;">Supported:</p> <p>*Horizon and eCart Formative assessments created and analyzed monthly by teams at PLC/CLT meetings</p> <p>*Focused data analysis for created assessments was made available in team databases</p> <p>*Using the pacing guides to unpack the standards and create focused daily outcomes (“learning targets” or “teaching points”) for instruction at each grade level. The standards were unpacked at PLC/CLT days and through work at the Math Institute for Cluster VIII quarterly work days</p> <p>*Using Strategy Game Kits/Lab to support and enhance problem solving skills in the classroom through the help of AART lessons</p> <p>*Fairfax County Math Institute for Cluster VIII assisted with unpacking the standards and created focused pacing guides and curriculum maps</p> <p>*Weekly created and implemented Friday Review Initiative (F.R.I.).</p>	<p style="text-align: center;">Academics:</p> <p>Objective: Mathematics</p> <p>Teachers will utilize real life application, common vocabulary, problem solving strategies, and newly acquired resources to increase achievement in mathematics.</p>

<p>SOL Results – Grade 3 97% passed with 27 students achieving a score of 600</p> <p>The Grade 3 level average in Spring 2010 was 519 and the average in Spring 2011 increased to 520</p>	<p>*By the end of third grade, the percentage of third grade students passing the 3rd Grade Math SOL Test with a pass advance will increase from 65% to 75%. <i>*The percentage of third grade students passing the 3rd Grade Math SOL Test with a pass advance was 56.7%</i></p>	<p>These were created and analyzed at PLC/CLT through the use of eCart, Horizon, and MRA questions</p> <p>*Tuesday – Friday 30 minute Responsive Instruction Block for all classrooms</p>	<p>SOL Results – Grade 3 97% passed with 27 students achieving a score of 600</p> <p>The Grade 3 level average in Spring 2010 was 519 and the average in Spring 2011 increased to 520</p>
<p>SOL Results – Grade 4 92% passed with 16 students achieving a score of 600</p> <p>The Grade 4 level average in Spring 2010 was 501 and the average in Spring 2011 increased to 506</p>	<p>*By the end of fourth grade, the percentage of fourth grade students passing the 4th Grade Math SOL Test in the black student subgroup will increase from 82% to 87%. <i>*The percentage of fourth grade students passing the 4th Grade Math SOL Test in the black student subgroup was 80%</i></p>	<p>*Family programming held quarterly as planned (particularly Family Math Night which provided math games and strategies for students and families at all grade levels)</p> <p>*Parent Coffee Talks held monthly on various topics (particularly testing and problem strategies)</p>	<p>SOL Results – Grade 4 92% passed with 16 students achieving a score of 600</p> <p>The Grade 4 level average in Spring 2010 was 501 and the average in Spring 2011 increased to 506</p>
<p>SOL Results – Grade 5 87% passed with 26 students achieving a score of 600</p> <p>The Grade 5 level average in Spring 2010 was 496 and the average in Spring 2011 increased to 515</p>	<p>*By the end of fifth grade, the percentage of fifth grade students passing the 5th Grade Math SOL Test in the black student subgroup will increase from 73% to 85%. <i>*The percentage of fifth grade students passing the 5th Grade Math SOL Test in the black student subgroup was 94%</i></p>	<p>*Use of intravisiatation to build instructional and leadership capacity and deepen understanding in instructional staff</p> <p>*Use of team and vertical walkthroughs with a focus on differentiation</p>	<p>SOL Results – Grade 5 87% passed with 26 students achieving a score of 600</p> <p>The Grade 5 level average in Spring 2010 was 496 and the average in Spring 2011 increased to 515</p>
<p>SOL Results – Grade 6 78% passed with 2 students achieving a score of 600</p> <p>The Grade6 level average in Spring 2010 was 395 and the average in Spring 2011 increased to 455</p>	<p>*By the end of sixth grade, the percentage of sixth grade students passing the 6th Grade Math SOL Test will increase from 46% to 85%. <i>*The percentage of sixth grade students passing the 6th Grade SOL Test was 78%</i></p>	<p>*Step Up Stars Morning Tutoring for 43 students in grades 3-6 for one hour/three days per week for 7 weeks</p> <p>*Multiplication Boot Camp for grades 4 and 5 from February to May</p> <p>* ESOL Basic Skills and math vocabulary remediation block (2 months)</p>	<p>SOL Results – Grade 6 78% passed with 2 students achieving a score of 600</p> <p>The Grade6 level average in Spring 2010 was 395 and the average in Spring 2011 increased to 455</p>

<p style="text-align: center;">Academics:</p> <p>Objective: Reading</p> <p>Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.</p>	<p style="text-align: center;">Performance Indicator:</p> <p>*By the end of kindergarten, the percentage of kindergarten students meeting the DRAWA2 benchmarks for kindergarten will increase from 83% to 89%. <i>*The percentage of kindergarten students meeting the DRAWA benchmark was 92%.</i></p> <p>By the end of first grade, the percentage of first grade students meeting the DRA2 benchmarks for 1st grade will increase from</p>	<p style="text-align: center;">Inhibited:</p> <p>*Lack of constant math resource teacher support as a result of leave replacements and in-house long term subbing</p> <p>*A slowly growing Math Professional Library (including workbooks, manipulatives, and guides provided by the county in previous years).</p> <p>*Math Institute Cluster VIII was made available for only grades 3, 4, 5, and 6.</p> <p>*In the Step Up Stars Morning tutoring program, 27/70 students were unable to attend due to lack of transportation</p> <p>*Very high student mobility - 33%</p> <p style="text-align: center;">Supported:</p> <p>*Quarterly PLC planning days to unpack the standards and create daily learning goals for reading and writing</p> <p>*Horizon and eCART Formative assessments created and analyzed monthly by teams at PLC/CLT meetings</p> <p>*Focused data analysis for created assessments was made available in team databases.</p>	<p style="text-align: center;">Academics:</p> <p>Objective: Reading</p> <p>Teachers will utilize best practices in balanced literacy and Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.</p>
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<p>SOL Results – Grade 3 80% passed with 5 students achieving a score of 600</p> <p>The Grade 3 level average in Spring 2010 was 488 and the average in Spring 2011 increased to 476</p> <p>SOL Results – Grade 4 93% passed with 15 students achieving a score of 600</p> <p>The Grade 4 level average in Spring 2010 was 489 and the average in Spring 2011 increased to 510</p>	<p>71.4% to 89%. *The percentage of first grade students meeting the DRA2 benchmarks was 86%.</p> <p>*By the end of second grade, the percentage of second grade students meeting the DRA2 benchmarks for 2nd grade will increase from 58.3% to 89%. *The percentage of second grade students meeting the DRA2 benchmarks was 89%.</p> <p>*By the end of third grade, the percentage of third grade black students passing the 3rd grade Reading SOL Test will increase from 66.6% to 89%. *The percentage of third grade black students passing the SOL Reading test is 67%.</p> <p>*By the end of third grade, the percentage of third grade multiracial students passing the 3rd grade Reading SOL Test will increase from 80% to 89%. *The percentage of third grade multiracial students passing the SOL Reading test is 100%.</p> <p>*By the end of fourth grade, the percentage of fourth grade black students passing the 4th grade Reading SOL Test will increase from 83% to 89%. *The percentage of black fourth grade black students passing the SOL Reading test was 87%.</p>	<p>*Strong Mentor Works Program provided encouragement to selected students at least once a week</p> <p>*Successful Responsive Instruction Program provided additional support for classroom teachers to create and monitor individualized learning goals</p> <p>*Level Literacy instruction before school with selected first and second graders</p> <p>*Intervisitations from 21 FCPS and Loudon County schools provided opportunities for reflection on best practices</p> <p>*Staff training to support the Lucy Calkins model of reading and writing workshops and DRA2 training</p> <p>*School-wide Collaborative Learning Visits, grade level intravisitations and Vertical Articulation observations focused on language arts instruction</p> <p>*Step Up Stars Morning Tutoring for 42 students in grades 3-6 for one hour/three days per week for 8 weeks</p> <p>*Leveled classroom libraries in each general education classroom</p> <p>*VGLA and VAAP scores were all pass advanced</p>	<p>SOL Results – Grade 3 80% passed with 5 students achieving a score of 600</p> <p>The Grade 3 level average in Spring 2010 was 488 and the average in Spring 2011 increased to 476</p> <p>SOL Results – Grade 4 93% passed with 15 students achieving a score of 600</p> <p>The Grade 4 level average in Spring 2010 was 489 and the average in Spring 2011 increased to 510</p>
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<p>SOL Results – Grade 5 86% passed with 3 students achieving a score of 600</p> <p>The Grade 5 level average in Spring 2010 was 466 and the average in Spring 2011 increased to 488</p> <p>SOL Results – Grade 6 89% passed with 4 students achieving a score of 600</p> <p>The Grade6 level average in Spring 2010 was 460 and the average in Spring 2011 increased to 470</p>	<p>*By the end of fourth grade, the percentage of fourth grade Hispanic students passing the 4th grade Reading SOL will increase from 81% to 89%. <i>*The percentage of fourth grade Hispanic students passing the SOL Reading test was 87%.</i></p> <p>*By the end of fifth grade, the percentage of fifth grade students passing the 5th grade Writing SOL Test will continue at 100%. <i>*The percentage of fifth grade students passing the SOL Writing test was 90%.</i></p> <p>*By the end of fifth grade, the percentage of Hispanic fifth grade students passing the 5th grade Reading SOL Test will increase from 87.8% to 90%. <i>*The percentage of fifth grade Hispanic students passing the SOL Reading test was 71%.</i></p> <p>*By the end of sixth grade, the percentage of black sixth grade students passing the 6th grade Reading SOL Test will increase from 62.5% to 89%. <i>*The percentage of black sixth grade black students passing the SOL Reading test was 91%.</i></p> <p>*By the end of sixth grade, the percentage of Hispanic sixth grade students passing the 6th grade Reading SOL Test will increase from 33.3% to 89%. <i>*The percentage of sixth grade</i></p>	<p>*Weekly created and implemented Friday Review Initiative (F.R.I.). These were created and analyzed at PLC/CLT through the use of eCART, Horizon, and MRA questions.</p> <p>*Online books, such as Tumble Books and MyOn were widely accessed at home</p> <p style="text-align: center;">Inhibited:</p> <p>*In the Step Up Stars Morning tutoring program, 29/71 students were unable to attend due to lack of transportation</p> <p>*Leveled classroom libraries in each general education classroom did not accommodate lowest readers</p>	<p>SOL Results – Grade 5 86% passed with 3 students achieving a score of 600</p> <p>The Grade 5 level average in Spring 2010 was 466 and the average in Spring 2011 increased to 488</p> <p>SOL Results – Grade 6 89% passed with 4 students achieving a score of 600</p> <p>The Grade6 level average in Spring 2010 was 460 and the average in Spring 2011 increased to 470</p>
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	<i>Hispanic students passing the SOL Reading test was 73%.</i>		
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