

# **Fairfax County Public Schools**

## **School Improvement Plan 2009 – 2010**

### **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
Brendan Menuey	Assistant Principal
Melanie Bukartek	Committee Chair and 2 <sup>nd</sup> grade teacher
Lee Roberts	School Counselor
Aida Lopez	Instructional Coach
Evi Hickman	Reading Specialist
Diane Standiford	Young Scholars Coordinator and 2 <sup>nd</sup> Grade Teacher
Nishika Bawa	Special Educator and Parent
Damien Ettere	5 <sup>th</sup> Grade Teacher and Math Lead
Rachel Sweeney	NNPS Chair and ESOL Teacher
Mary Beth Anderson	PBS Chair and 4 <sup>th</sup> grade teacher



# 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

- Professional Learning Community (PLC)
- Response to Intervention (RtI)
- Young Scholars
- Positive Behavior System (PBS)
- Parent Liaisons
- Common writing program k-6 (Lucy Calkins)
- Common Word Study Program k-6 ( Words Their Way)
- School Based Parent Resource Center with two parent liaisons
- Partnership with Network Solutions.
- Partnership with PNC Bank.
- Partnership with Heritage Fellowship Church
- Mentor Works
- Project Wisdom
- National Network of Partnership Schools (NNPS)
- Integrated SMARTboards in every classroom
- Instructional Coach
- Literacy Coach
- Enhanced ABA Program
- ESOL
- Inclusive classrooms
- Full day kindergarten
- Before school intervention program
- Teachers as Readers
- Classroom meetings
- Reading buddies
- Kagan strategies
- Academic Leadership Team (ALT)

### Essential Life Skills

- Positive Behavior System (PBS)
- SCA
- Reading buddies
- Kagan strategies
- Classroom meetings
- Positive Behavior System (PBS)
- Project Wisdom
- Mentor Works
- Partnership with Network Solutions
- Partnership with PNC Bank
- Partnership with Heritage Fellowship Church

### Responsibility to the Community

- Project Wisdom
- Mentor Works
- Partnership with Network Solutions.
- Partnership with PNC Bank.
- Partnership with Heritage Fellowship Church
- Safety Patrols
- School Aged Child Care (SACC)
- Monthly Coffee Talks
- Monthly Family Nights

Due to our status as a first-year school, Community Use is prohibited within our building for the first six months and on our fields for the first year. During the 2009/2010 school year we anticipate the formation of student clubs and activities, supported by staff and PTA.

## 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   |   |

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**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 Professional Learning Communities to increase student achievement and close the achievement gap in Reading and Writing.

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

Data Sources: This reflects data of students expected to be enrolled at the newly created Coates as of 08/28/2009

Preliminary Language Arts data 2008-2009

**DRA Word Analysis2:**

80% of kindergarteners met benchmark

**DRA2:**

70% of 1<sup>st</sup> graders met benchmark

57% of 2<sup>nd</sup> graders met benchmark

**Reading SOL Test:**

82.3% of 3<sup>rd</sup> graders passed

86.8% of 4<sup>th</sup> graders passed

75% of 5<sup>th</sup> graders passed

**Writing SOL Test:**

53.2% of 5<sup>th</sup> graders passed

## Knowledge of Programmatic/Instructional Strengths and Weaknesses:

### Strengths

- Specific interview questions targeted to elicit best practice responses during teacher and instructional staff interviews.
- Selection of teachers with strong literacy experience including training in Literacy Collaborative and with Lucy Calkins, Irene Fountas and Gay Su Pinnell.
- Purchase of leveled classroom libraries, consisting 500 titles per classroom.
- Reading Teacher and Instructional Coach working together to create a cohesive literacy program k-6 with well designed vertical articulation.

### Weaknesses

- Establishing common vocabulary for new staff.
- Students are coming from varied instructional backgrounds.
- Staff members new to school-wide Language Arts initiatives.

## 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

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	By the end of kindergarten, the percentage of kindergarten students meeting the DRAWA2 benchmarks for kindergarten will increase from 80% to 85%.
1.1.1	By the end of first grade, the percentage of first grade students meeting the DRA2 benchmarks for 1 <sup>st</sup> grade will increase from 70% to 85%.
1.1.1	By the end of second grade, the percentage of second grade students meeting the DRA2 benchmarks for 2 <sup>nd</sup> grade will increase from 57% to 85%.
1.1.1	By the end of third grade, the percentage of third grade students passing the 3 <sup>rd</sup> grade Reading SOL Test will increase from 82.3% to 85%.
1.1.1	By the end of fourth grade, the percentage of fourth grade students passing the 4 <sup>th</sup> grade Reading SOL Test will increase from 86.8% to 89%.
1.1.1	By the end of fifth grade, the percentage of fifth grade students passing the 5 <sup>th</sup> grade Writing SOL Test will increase from 53.3% to 75%.
1.1.1	By the end of fifth grade, the percentage of fifth grade students passing the 5 <sup>th</sup> grade Reading SOL Test will increase from 75% to 85%.
1.1.1	By the end of sixth grade, the percentage of sixth grade students passing the 6 <sup>th</sup> grade Reading SOL Test will be 85% (spring 2009 data not available).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Differentiate instruction based on data from both common formative and common summative assessments (plan and teach for student learning).	Grade Level PLC Karen Siple Brendan Menuey Grade Level Team Meetings	Release time for 2 IAs to cover classes	X	X	X	X	Walk-throughs with focus on differentiation. (I notice/I wonder conversations Celebrations of Learning in staff and students) Review data spreadsheets eCART and Aspire
2. Use the pacing guides to unpack the standards and create focused daily outcomes (learning targets or teaching points) for instruction. (plan and teach for student learning).	Grade Level PLC Aida Lopez Evi Hickman Karen Siple Brendan Menuey Grade Level Team Meetings	<u>Calkins Units of Study</u> \$3,720.60 <u>Words Their Way</u> resource books \$2,115.91	X	X	X	X	Walk-throughs with Best Practices for Teaching and Learning checklist. eCART and Aspire
3. Using co-teaching and coaching strategies (coaching methods like: voice –over, jigsaw, gradual release of responsibility and study groups/PLC) to improve instruction (Create a Student–Centered Learning Environment, plan and teach for student learning, assess student learning).	Aida Lopez Evi Hickman All Staff Members Karen Siple Brendan Menuey		X	X	X	X	Observation of minilesson with flashbacks in Link (LEARN model) Study group reflection sheets and discussion.

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. Support academic learning with instructional resources like word walls, and anchor charts (Plan and Teach for Student Learning).	Evi Hickman Classroom teachers SpEd teachers ESOL teachers	Chart stands \$30/ classroom <u>Words Their Way</u> \$2,115.91 <u>Letters, Words, and How They Work</u> \$396 <u>The Qualities of Writing Bundle</u> \$112					Walk-throughs with focus on student independence in using anchor charts (I notice/I wonder conversations Celebrations of Learning in staff and students)
5. Use intravisitation (Coates lab sites) and intervisitation (FCPS) to build instructional and leadership capacity and deep understanding in instructional staff (create a student-centered learning environment, plan and teach for student learning).	Karen Siple Brendan Menuey Academic Leadership Team Classroom teachers	Within school substitutes and funds from Cluster VIII.	X	X	X	X	Staff reflection sheets, discussions and instruction
6. Use read alouds and shared readings with interactive talk and partnerships as component of balanced literacy to deepen comprehension (Plan and teach for student learning).	Evi Hickman Aida Lopez Classroom teachers ESOL teachers SpEd teachers	Mentor Texts \$3,87.57 Comprehension Toolkit: Texts \$324 Primary bundle \$2,544 Active learning lessons \$1,035 Integrated SMARTboards	X	X	X	X	Anecdotal notes from partnership talk during read alouds, longevity and depth of discussion and sticky notes from reading responses

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
7. 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).	Evi Hickman Aida Lopez Classroom Teachers ESOL teachers SpEd teachers	Guided Reading materials: \$7,500. Classroom leveled libraries \$51,707.98 Book bins \$621.33 Below and above benchmark leveled books \$200/classroom <u>Writing: A Yearlong Curriculum</u> \$477 <u>ELL in Reading and Writing Workshops</u> \$45 <u>Second-Grade Writers with Units of Study</u> \$8 <u>Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward</u> \$20.50 Attendance of 10 teachers at Columbia Teachers College Reading Writing week-long Summer Institutes \$6,000	X	X	X	X	Guided reading, strategy group and/or Conferring anecdotal notes (daily assessment) and student goal setting sheets
8. Use “Friday-review system” (Step-Up Stars program) to work with students to close the achievement gap.	Academic Leadership Team Classroom teachers	None.	X	X	X	X	Data spreadsheets

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
9. DRA2 training for primary and upper grades.	Evi Hickman Classroom Teachers ESOL Teachers SpEd Teachers	\$800 for onsite course	X			X	Administer the DRA2 to all children twice a year, analyze results and make instructional decisions based on data
10. Provide before school intervention to selected students	Academic Leadership Team (extended contract teachers) RtI Team			X	X		Weekly formative assessments

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

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

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

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

Data Sources: This reflects data of students expected to be enrolled at the newly created Coates as of 08/28/2009

Preliminary Mathematics data 2008-2009

**MRA:**

45.3% of 1<sup>st</sup> graders met benchmark  
58.3% of 2<sup>nd</sup> graders met benchmark

**Math SOL Test:**

84.8% of 3<sup>rd</sup> graders passed  
90.2% of 4<sup>th</sup> graders passed  
72.7% of 5<sup>th</sup> graders passed

**Plain English Math SOL Test:**

50.0% of 3<sup>rd</sup> graders passed  
30.0% of 4<sup>th</sup> graders passed  
33.3% of 5<sup>th</sup> graders passed

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

#### Strengths:

- Teachers have designed curriculum maps focused on teaching appropriate content. The curriculum is aligned with the Standards of Learning and with the Program of Studies.
- 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 and individual conferences within a workshop model.

#### Weaknesses:

- As a new school, we have limited resources for the Math Professional Library. This includes workbooks, manipulatives, and guides provided by the county in previous years.

### Best Practice Research:

National Council Teachers Mathematics (NCTM) indicates that teachers need to develop expertise in differentiating instruction and incorporating the use of hands-on activities, real life problem solving, and higher level questioning. This will guide students and develop their ability to think and talk about how they solve math problems. Research also shows the effectiveness of teaching vocabulary as an integral part of each math lesson, especially for LEP students. Building the background knowledge of students through vocabulary development will result in increased test scores and success.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <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 first grade, the percentage of first grade students passing the 1 <sup>st</sup> Grade MRA with a proficient or advanced score will increase from 45.3% to 75%.
1.1.2	By the end of second grade, the percentage of second grade students passing the 2 <sup>nd</sup> Grade MRA with a proficient or advanced score will increase from 58.3% to 75%.
1.1.2	By the end of third grade, the percentage of third grade students passing the 3 <sup>rd</sup> Grade Math SOL Test will increase from 80.6% to 83%.
1.1.2	By the end of fourth grade, the percentage of fourth grade students passing the 4 <sup>th</sup> Grade Math SOL Test will increase from 80.3% to 83%.
1.1.2	By the end of fifth grade, the percentage of fifth grade students passing the 5 <sup>th</sup> Grade Math SOL Test will increase from 64.3% to 83%.
1.1.2	By the end of sixth grade, the percentage of sixth grade students passing the 6 <sup>th</sup> Grade SOL Test will be 83% (Data from previous year not available).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Create, administer, and analyze formative assessments.	Aida Lopez Grade Level PLC	eCart and Aspire Formative assessments 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 Brendan Menuey Aida Lopez Grade Level PLC Grade Level Team Meetings	Key points from <u>Differentiating Math Instruction</u> purchased with library funds eCart and Aspire \$2,000 primary and upper grade manipulatives	X	X	X	X	Walkthroughs with a focus on differentiation. I notice/I wonder conversations and Celebrations of Learning for staff and students. Review data spreadsheets. Focused data analysis for assessments made available in team database.
3. Use the pacing guides to unpack the standards and create focused daily outcomes (learning targets or teaching points) for instruction (plan and teach for student learning).	Karen Siple Brendan Menuey Aida Lopez Grade Level PLC Grade Level Team Meetings	Key points from <u>Differentiating Math Instruction</u> ; <u>Comprehending Math: Adapting Reading Strategies to Teach Mathematics</u> purchased with library funds Math vocabulary cards	X	X	X	X	Walkthroughs with a focus on differentiation. I notice/I wonder conversations and Celebrations of Learning for staff and students. Review data spreadsheets.
4. Use intravisitation (Coates lab sites) and intervisitation (FCPS) to build instructional and leadership capacity and deep understanding in instructional staff (create a student-centered learning environment, plan and teach for student learning).	All Staff Members	Within school substitutes and funds from Cluster VIII	X	X	X	X	Observation of minilessons with flashbacks in Link (LEARN model). Study group reflection sheets and discussions.

**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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Vertical Math Lead Planning and staff training.	Damien Etere Liz Lowe Grade Level Teams	Resources obtained from Math Lead Meetings, Math Talks, etc.	X	X	X	X	Focused data analysis for assessments made available in team database.

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

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**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

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

Data Sources:

Auditorium experience while choosing mascots and school colors at feeder schools during the 2008-2009 school year.  
Staffs prior experience with PBS and classroom meetings.  
Administrators meeting with teachers from feeder schools.  
Parent conferences prior to school opening.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Staff collaboration and willingness to try new strategies.
- Staff interest in initiating a school-wide plan to consistently apply standards of accountability.

- Purchase, summer reading and staff discussion of Choice Words by Peter Johnston to ensure common approach and vocabulary with students.
- Beta group for Response to Intervention (RtI); one of five schools in the county.

Weaknesses:

- Unfamiliar with new students and building.
- Building new routines and procedures.
- Some staff new to PBS.

Best Practice Research:

There is a long standing body of research that PBS is an effective behavior program and it is supported and endorsed by FCPS. PBS is a process for creating safer and more effective schools. PBS 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, PBS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBS 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 Behavior Support (PBS) 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

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	Students will be able to successfully communicate knowledge related to PBS with an overall score of 85% on the School-wide Evaluation Tool (SET).
2.2	On an end-of-year survey, 80% of staff members will respond affirmatively to questions relating to student accountability and positive attitude specifically: <ul style="list-style-type: none"> <li>• more students arriving at all classes prepared</li> <li>• more students going to the cafeteria prepared</li> <li>• more efficient and quiet transitions</li> <li>• more students exhibiting a sense of collaborative teamwork</li> </ul>
2.5	More students will demonstrate an increased interest in accepting learning challenges and will be more focused learners as evidenced by: <ul style="list-style-type: none"> <li>• Improved Citizenship and Study Skills grades on their report cards from Fall to Spring in grades 1-6 in the following areas:               <ul style="list-style-type: none"> <li>○ Accepts Responsibility</li> <li>○ Respects Personal and School Property</li> <li>○ Exhibits Courteous Behavior</li> <li>○ Exhibits Self-Control</li> </ul> </li> </ul>
2.5	Positive results from a student survey adapted from the Developmental Studies Center.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will establish, model and sustain positive school-wide behaviors.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. PBS Team meets monthly to monitor effectiveness of the program, PBS Team Leader attends monthly training	Mary Beth Anderson, Meredith Kennedy, and PBS Team	Provided by FCPS	X	X	X	X	Grade level and PLC dialog, PLC notes, PBS notes, Informal observation, Team Implementation Checklist, discipline referrals, Coates Stars
2. Individual teachers will teach and reinforce the PBS matrix with students in their classrooms using lesson plans developed collaboratively.	PBS Team and all instructional staff	Blackboard 24/7, SMARTboards, and other teacher made materials. No additional cost.	X	X	X	X	Grade level and PLC dialog, informal observation, PBS team monitoring.
3. Students and staff repeat the Coates Pledge each morning.	Karen Hershey News Team All students and staff	None	X	X	X	X	Student memorization of pledge and participation in repeating the pledge.
4. All staff will participate in rewarding students with a star ticket for showing respect, responsibility, and ready to shine.	All staff	Yellow paper \$100	X	X	X	X	Number of star tickets earned by students school-wide.
5. Booster Sessions for students and staff will be planned and delivered.	All Staff/PBS Team	None	X		X		Implementation will be monitored by administrators.
6. Incentives for staff will be implemented through the monthly drawing during staff meetings	All staff	\$300	X	X	X	X	Implementation will be monitored by PBS team.
7. Informing parents of commonly-used language and procedures at school.	All staff	Pamphlets	X				Parent knowledge and question/answer session at PTA meeting.
8. Write and teach the school song.	Music Team	None	X	X	X	X	Student knowledge of school song in music class and sung at assemblies.
9. Beta group for Response to Intervention (RtI)	Lynn Nichols RtI Team	Training, substitutes for training	X	X	X	X	RtI Team notes



## 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.
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**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.

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.

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**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:

- Public boundary meetings held by FCPS in Spring 2009
- Informational meetings held by Cluster VIII for families held in Spring 2009
- Two building tours during the Summer of 2009
- Grand Opening, Open House and cookout in September 2009
- First Coffee Talk held in September 2009
- Back to School Night in September 2009

Project Wisdom is one of the oldest and most respected character education programs in the nation. It is implemented at Coates Elementary. The 2009-2010 school year will be used to establish a baseline of disciplinary referrals with the intention of reducing that number in the following years.

Current indicators show that the majority of staff and students participate in the recycling program. In addition 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. A system will be developed during 2009-2010 school year to record participation.

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

##### Strengths:

- Coates has been proactive in establishing working relationships with Business Partners (Network Solutions, PNC Bank, and Heritage Fellowship Church).
- Currently working with FCPS MentorWorks Office, Business Partners and the community to establish a mentoring program during the 2009-2010 school year.
- Coates is 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.
- Two parent liaisons who speak multiple languages to assist parents and staff.
- Staff and students committed to recycling and stewardship of the environment.

##### Weaknesses:

- Although the fact that our school is so 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.

#### Best Practice Research:

##### **Community Outreach and Family Involvement**

Research on programs encouraging family involvement in school show that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). Through membership in the National Network of Partnership Schools (NNPS) at Johns Hopkins University, educators, researchers, parents, students, and community members work together to develop and maintain effective partnership programs. NNPS provides technical assistance in using research-based approaches to improve policies and practices of school, family, and community partnerships.

National Network of Partnership Schools: <http://www.csos.jhu.edu/P2000/index.htm>

### **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

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <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 on a regular basis throughout the 2009-2010 school year.
3.2	100% of Coates students will be participating in the Project Wisdom character education program.
3.2	Through partnerships throughout the community, 25 at risk students will benefit from one-on-one mentoring and/or tutoring.
3.2	Through the leadership of the SCA, students will participate in a food drive.
3.4	100% of Coates staff and students will participate in a school-wide recycling program.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Staff will establish a positive working relationship with the members of our community. Staff and students will be knowledgeable about the benefits of recycling.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Coates will hold meet and greet sessions, building tours, a staff bus ride through the community, and an Open House and cookout to start the school year.	Karen Siple Brendan Menuey Staff	School building, staff members, bus, grill and food. Open House/Grand Opening: \$189.36 (hot dogs) \$75 (buns) \$169.24 (drinks) \$450.00 (pizza)	X	X	X	X	Number of people attending
2. Implement Project Wisdom grades k-6.	Lee Roberts	\$588.00	X	X	X	X	Office referral data
3. MentorWorks	Lee Roberts	\$600.00	X	X	X	X	Number of Mentors/Mentees
4. Coffee Talks	Karen Siple Parent Liaisons	\$25.00/ month	X	X	X	X	Number of people attending
5. Food drive	SCA	Travel Expense/ Advertising \$50.00		X			Classroom participation as monitored and recorded by students in math classes
6. Set up Paper Recycling Program	All staff/ students	Recycling trash cans and bins = free.	X	X	X	X	Weekly student pick up of recycling
7. National Network of Partnership Schools: coordinated family involvement activities throughout the school year (some held in conjunction with the PTA)	Rachel Sweeney Parent Liaisons PTA	Membership Fee: \$250 Cost of programming for families: \$1,000.00	X	X	X	X	Parent and Staff surveys Number of people attending programs

**RESULTS AND REFLECTION ON THE 2008-2009 SIP  
A Focus on Continuous Improvement**

**We are a newly created school as of the 2009-2010 school year.**

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