

FCPS School Improvement Planning Process “Continuous Improvement”



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

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

Enrollment	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
General Education	543	71.92	607	70.17	615	70.69
Advanced Academic Programs - Levels 2-3	108	14.30	152	17.57	140	16.09
English for Speakers of Other Languages	193	25.56	196	22.66	192	22.07
Special Education Services	107	14.17	113	13.06	124	14.25

English Proficiency	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
English Proficient	479	63.44	571	66.01	557	64.02
Limited English Proficient	276	36.56	294	33.99	313	35.98

Gender	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Female	345	45.70	379	43.82	393	45.17
Male	410	54.30	486	56.18	477	54.83

Free/Reduced - Priced Meals	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Yes	140	18.54	159	18.38	182	20.92
No	615	81.46	706	81.62	688	79.08

Ethnicity	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian or Pacific Islander	282	37.35	340	39.31	328	37.70
Black (Not of Hispanic Origin)	121	16.03	132	15.26	137	15.75
Hispanic	70	9.27	88	10.17	89	10.23
White (Not of Hispanic Origin)	212	28.08	233	26.94	232	26.67
Other	70	9.27	72	8.32	84	9.66

Mobility Rate	2007-08	2008-09	2009-10
	%	%	%
Division	14.76	14.59	13.40
School	25.03	27.29	25.58

EAGLE VIEW ELEMENTARY

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

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				95%
	Black				93%
	Hispanic				97%
	White				93%
	Economically Disadvantaged			89%	
	Students with Disabilities			80%	
	Limited English Proficient				95%
2009-2010					
	All Students				90%
	Black		77%		
	Hispanic	*	*	*	*
	White			87%	
	Economically Disadvantaged			84%	
	Students with Disabilities	68%			
	Limited English Proficient				92%
2008-2009					
	All Students				95%
	Black				90%
	Hispanic	*	*	*	*
	White				95%
	Economically Disadvantaged			89%	
	Students with Disabilities				91%
	Limited English Proficient				96%
Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				95%
	Black				92%
	Hispanic				97%
	White				97%
	Economically Disadvantaged				94%
	Students with Disabilities			86%	
	Limited English Proficient				96%
2009-2010					
	All Students				91%
	Black		77%		
	Hispanic	*	*	*	*
	White				94%
	Economically Disadvantaged			88%	
	Students with Disabilities		78%		
	Limited English Proficient				94%
2008-2009					
	All Students				95%
	Black			84%	
	Hispanic	*	*	*	*
	White				95%
	Economically Disadvantaged			89%	
	Students with Disabilities				90%
	Limited English Proficient				97%

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

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

COMMITTEE MEMBERS

Name	Position
Amiee Anthony	Reading Specialist
Erin Boyce	Kindergarten Teacher
Liz Bumbrey	Assistant Principal
Lou Carmack	AAP Teacher
Victoria Curtis	ESOL Teacher
Sandy Edwards	Assistant Principal
Kim El-Amin	First Grade Teacher
Claire Giardino	Third Grade Teacher
Patty Granada	Principal
Andrea Kessler	Counselor
Amy Krejcar	Fifth Grade Teacher
Leslie Leisey	Second Grade Teacher
Erica Loesch	Teacher, Special Education
Kelly Petty	Teacher, Special Education
Sandi Poteet	Sixth Grade Teacher
Michelle Small	Reading Specialist
Jaime Stanczak	School-Based Tech Specialist
Ginnie Stawicki	Fourth Grade Teacher
Sarah Stedman	Fourth Grade Teacher
Michelle Visconti	Math Specialist

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.

SCHOOL—VISION STATEMENT

Eagle View is an inclusive community where staff, students, and families collaborate so that all students care, contribute, and are challenged to excel.

SCHOOL—MISSION STATEMENT

Every student soars every day.

Eagle View Elementary believes that all students can and will learn. Our mission is to meet the needs of all learners by creating an inclusive, respectful, and nurturing learning environment that promotes collaboration and academic rigor. Collaborative professional learning communities utilize early interventions and differentiated instructional approaches that recognize the unique potential of each learner. Our goal is to build upon students' strengths to create lifelong learners and productive citizens.

SCHOOL—CORE VALUES/BELIEFS

- We believe children need to feel safe enough to take risks and thrive in a positive, loving environment.
- We believe it is crucial to teach and lead by setting an example of excellence.
- We believe that every student can learn and succeed at a high level when the student has the motivation and willingness to succeed and high quality instruction is given.
- We believe that parents are equal partners in educating our students.
- We believe to we should instill universal values in students as citizens of the world.
- We believe in fostering the love of learning so students will be life-long learners.
- We believe all students have the right to learn, achieve, and be treated with dignity and respect with regard to their individual self.
- We believe by creating a caring and safe community children will respond and thrive in a classroom.
- We believe that students must master not only core academic skills but essential life skills to enjoy a successful future.

SPECIAL PROGRAMS

<ul style="list-style-type: none"> • Professional Learning Communities • Bi-lingual Parent Liaison • Vertical Teaming • After School Programs 		
Student Achievement Goal- Academics	Student Achievement Goal- Essential Life Skills	Student Achievement Goal- Responsibility to the Community
<ul style="list-style-type: none"> • Young Scholars • Take Home Reading Project • Family Math Night • Family Literacy Night • International Night • Geography Bee • SOAR Intervention and Enrichment Time • Leveled Literacy Intervention • Calendar Math • Fine Arts Pilot • Chess Club • Math Club • After-school Support • Reading Together tutoring with 3rd and 5th Grade • Korean classes Oct-May • Learning Garden 	<ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) • Girls on the Run • Soaring Eagles Mentoring • EV TV News • Wings to Success 	<ul style="list-style-type: none"> • Recycling Program • SCA • Patrols • Eco Team

RESULTS AND REFLECTION

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>ACADEMICS</p> <p>Language Arts Objective</p> <p>We will increase student achievement in English/Language Arts for all students in grades K-6 through a balanced literacy program incorporating best practices in instruction, assessment, and intervention.</p> <ul style="list-style-type: none"> • K DRA from 93.8% to 94% • 1st DRA from 91% to 93% • 2nd DRA from 80% to 85% • 3-6th SOL from 90% to 93% • 3-6th SOL, subgroups: <ul style="list-style-type: none"> ➤ AA from 77.17 to 87% ➤ Hispanic from 85.56 to 96% ➤ LEP from 93.62 to 94% ➤ EcDis from 88% to 89% ➤ SWD from 78.46% to 87% 	<ul style="list-style-type: none"> • K DRA: 92.2% • 1st DRA: 85.2% • 2nd DRA: 84% • 3-6th SOL: 95.42% • 3-6th SOL, subgroups-- <ul style="list-style-type: none"> ➤ AA: 91.76% ➤ Hispanic: 96.61% ➤ LEP: 96.76% ➤ EcDis: 93.52% ➤ SWD: 85.94% 	<p><u>Supported</u></p> <ul style="list-style-type: none"> • Implementation of best practices • Common language, goals, assessments, and planning • Support for focusing on students in Tier 2 • Personalized Support Plans for at-risk students • SOAR time • CLT development <p><u>Inhibited</u></p> <ul style="list-style-type: none"> • Scheduling for some grade levels • Wide range of student needs to support 	<ul style="list-style-type: none"> • Continue to develop instructional strengths and team strengths among staff • Continue to implement best practices in instruction and assessment • Continue to explore scheduling possibilities • Continue to maximize support available • Continue to provide opportunities for SOAR time and spreadsheet to be explored and maximized

<p>Math Objective</p> <p>We will increase student achievement in Math for all students in grades K-6 through best practices in instruction, collaborative planning, and monitoring identified students.</p> <p>KMRA: greater or equal to 90%</p> <p>1st MRA: 80.5% to 85% 2nd MRA: 83.1% to 85% 3rd-6th SOL: 90.16% to 93% 3rd-6th subgroups--</p> <ul style="list-style-type: none"> • AA from 76.92 to 83% • Hispanic from 97.78% to 98% • LEP from 92.02 to 93% • ECDis from 84.85 to 85% • SWD from 68.66% to 83% 	<p>KMRA: Each of the 7 tasks: 90% and above</p> <p>1st MRA: 93% 2nd MRA: 87% 3rd-6th SOL: 94.84% 3rd-6th SOL, subgroups--</p> <ul style="list-style-type: none"> • AA: 92.77% • Hispanic: 96.67% • LEP: 92.02% • ECDis: 88.89% • SWD: 79.69% 	<p><u>Supported</u></p> <ul style="list-style-type: none"> • Best practices implemented: manipulatives, anchor charts • Weekly SOL test question practice • SOAR time <p><u>Inhibited</u></p> <ul style="list-style-type: none"> • Scheduling for some grade levels • More opportunities needed to explore most effective use of SOAR time and spreadsheet • Desire for more planning/collaboration 	<ul style="list-style-type: none"> • Continue to develop instructional strengths and team strengths among staff • Continue to implement best practices in instruction and assessment • Continue to explore scheduling possibilities • Continue to maximize support available • Continue to provide opportunities for SOAR time and spreadsheet to be explored and maximized
--	--	---	--

<p>Essential Life Skills</p> <p>Objective:</p> <p>We will improve student behavior by continuing with our third year of Positive Behavior Intervention and Support: Employing our current universal prevention strategies in the cafeteria, walkways and buses, and establishing new routines and procedures in the bathrooms and playground.</p>	<p>Analysis of the PBIS staff midyear and end of the year survey data for <i>bathroom behavior</i> shows a 1.8 % improvement in positive teacher reporting in the area of respect for <u>others</u>. (In Feb 2011, 83.1% of teachers perceived respect for others in the bathroom as excellent, good or OK. In June 2011, 84.9% perceived respect for others in the bathroom as excellent, good or OK.) In the area of respect for <u>self</u>, positive teacher reporting decreased by 2.2% from 93.3% in Feb 2011 to 91.1% in June 2011. Positive teacher reporting in the area of respect for <u>surroundings</u> decreased by 10.6% from 79.3% in Feb 2011 to 68.7% in June 2011.</p> <p>Analysis of the PBIS staff midyear and end of the year survey data for <i>playground behavior</i> shows a .7% increase in positive teacher reporting in the area of respect for <u>surroundings</u>. (In Feb 2011, 93.3% of teachers perceived respect for surroundings on the playground as excellent, good or OK. In June 2011, 94% perceived respect</p>	<p><u>Supported:</u> (Bathrooms)</p> <ul style="list-style-type: none"> • Student sign-out and self-report and self-monitoring procedures • Visual system that charted cleanliness of bathrooms • Teacher reinforcement <p><u>Inhibited:</u> (Bathrooms)</p> <ul style="list-style-type: none"> • Challenges when students went to bathroom with same gender pairs • Placement of bathroom patrol signs not in line of sight <p><u>Supported:</u> (Playground)</p> <ul style="list-style-type: none"> • Over \$1,000 investment in playground equipment • Rotating playground area assignments to closely monitor student behavior outside • Walkie-talkies 	<p>PI 1.</p> <ul style="list-style-type: none"> • Address challenges of same gender pair visits • Implement a more consistent system for tracking and rewarding positive bathroom behavior • Create a daily bathroom monitor job in each classroom to check the hallway bathrooms for cleanliness. • Move bathroom patrol signs to different place. <p>PI 2.</p> <ul style="list-style-type: none"> • Continue rotation of teacher supervision areas on the playground. • Purchase additional balls, jump ropes, etc for student use. • Combine bully prevention
---	--	---	---

	<p>for surroundings on the playground as excellent, good or OK.) In the area of respect for <u>self</u>, positive teacher reporting decreased by .3% (Feb 2011-96.6%, June 2011 96.3%). In the area of respect for <u>others</u> on the playground, positive teacher reporting decreased by .2% (Feb 2011-88.2%, June 2011 88%).</p>	<p><u>Inhibited:</u> (Playground)</p> <p>Installation of additional trailers on the blacktop/field areas decreased the amount of space students had this year to run and move about safely.</p>	<p>initiative in 2011-12 with problem solving strategies to teach students ways to resolve playground conflicts.</p>
--	--	---	--

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <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

We will increase student achievement in English/Language Arts for all students in grades K-6 through a balanced literacy program incorporating best practices in instruction, assessment, and intervention.

RATIONALE FOR OBJECTIVE

Data Sources

Data from 2010-2011 results indicate that overall students at Eagle View are successful in Reading. The percentage of kindergartners making benchmark on the DRA Word Analysis was 92.2%. The percentage of first grade students making benchmark on the DRA was 85.2%. The percentage of second grade students making benchmark on the DRA was 84%.

In grades 3-6, students' overall SOL Reading pass rate was 95.42%, an improvement of 4.5% over the 2009-2010 school year. In third grade, 49.6% of students earned pass/proficient scores, and 46% earned pass/advanced scores. In fourth grade, 42.7% of students earned pass/proficient scores, and 52.7% earned pass/advanced scores. In fifth grade, 59.2% of students earned pass/proficient scores, and 37.6% earned pass/advanced scores. In sixth grade, 39.3% earned pass/proficient scores, and 50.9% earned pass/advanced scores.

The SOL Reading achievement gap for African American/White students has narrowed from 13% in 2009-2010 to 5% in 2010-2011. There have continued to be no Hispanic/White and Limited English Proficient/White gaps. The Economically Disadvantaged/White gap has narrowed from 5% in 2009-2010 to 3% in 2010-2011.

Knowledge of Programmatic/Instructional Strengths

Now in its sixth year, the Eagle View Language Arts Program has laid the foundation for best practice instruction in classrooms. A common language is in place regarding Balanced Literacy and all of its components. Teachers expose all children to appropriate levels of text during Language Arts instruction. Teachers collaboratively plan in teams and differentiate instruction across all grade levels. We use common assessments in grades K-6 to guide our decision making for further instruction. Ongoing professional development occurs where reading specialists meet with teams and individual teachers to coach them through their planning, assessments, and instruction. Reading specialists provide modeling, co-teaching, observational feedback, and support to students, as they work with teachers. At CLT meetings and planning meetings, teachers are reflecting on their own teaching and how to refine their craft to help students succeed. Overall, the focus on best practices in instruction has been very strong at Eagle View.

Knowledge of Programmatic/Instructional Weaknesses

Despite implementation of best practices, there still remains an “achievement gap” between white students and students in other subgroup categories. There is a 11% gap for Students with Disabilities, a 5% gap for African American students, and a 3% gap for Economically Disadvantaged students.

Best Practice Research

Current research in the field of education that focuses on successful schools and schools facing reform continually stresses the importance of empowering teachers to do the work that must be done to improve student achievement. Experts such as Robert Marzano in his book *What Works In Schools - Translating Research Into Action* identify three general factors to school success: school, teacher and student. Since the teacher is the most critical attribute to student success, Eagle View is addressing this factor through its components of instructional strategies, classroom management and classroom curriculum design. The academic goals and work plans identified in this School Improvement Plan are aligned to these factors.

In addition, Eagle View will maintain its current professional development model, which focuses on-going embedded staff development. Eagle View will focus on teachers using “evidence of learning to adapt teaching and learning to meet immediate learning needs, minute-to-minute and day-to-day” (Thompson & William, 2007, p.6). We will utilize formal and informal assessment data to check for understanding, measure evidence of learning, and inform day-to-day instruction. Combined with the goals of this school plan, we will ensure the use of best practices that engage students in learning and are differentiated to meet the needs of learners across all curriculum areas.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators
1.1.1	The percentage of kindergarten students meeting benchmark on the DRA2 Word Analysis will increase from 92.2% in June 2011 to 93% in June 2012.
1.1.1	The percentage of first grade students meeting benchmark on the DRA2 will increase from 85.2% in June 2011 to 90% in June 2012.
1.1.1	The percentage of second grade students meeting benchmark on the DRA2 will increase from 84% in June 2011 to 90% in June 2012.
1.1.1	Students in all subgroups in grades 3-6 will score in the 90-100% performance band on the 2011-2012 Reading SOL test.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will increase student achievement in English/Language Arts for all students in grades K-6 through a balanced literacy program incorporating best practices in instruction, assessment, and intervention.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Use formal and informal assessment data, such as common assessments, running records, ECART data, and kindergarten assessments to inform instruction on a daily basis.	Amiee Anthony Michelle Small	None. Family Literacy Nights (K-2 and 3-6)	X	X	X	X	Monitored by reading specialists through weekly attendance at CLT meetings and administrators through weekly attendance at CLT meetings or reading CLT meeting notes
2. Identify and monitor reading progress of students, using on-going data and personalized support plans for at-risk students.	Amiee Anthony Michelle Small Sandra Edwards Patty Granada Liz Bumbrey	Next Steps in Guided Reading by Jan Richardson for Teachers as Readers (\$700) Reading Together (\$5,000)	X	X	X	X	Formally monitored through personalized Support Plans facilitated 6-8 weeks by reading specialists
3. Use school wide weekly 60 minute “SOAR” time (“Students On A Roll” -- enrichment, extension, re-teaching) to support student achievement in Reading.	Amiee Anthony Michelle Small Sandra Edwards Patty Granada Liz Bumbrey	None.	X	X	X	X	Monitored through bi-weekly administrator visits to classrooms during SOAR time
4. Establish and implement best practices in writing at all grade levels.	Amiee Anthony Michelle Small	Writing Institute (\$3000) 4 Teachers to Writing Project training in NYC (\$5,000)	X	X	X	X	Monitored by reading specialists through weekly attendance at CLT meetings and bi-weekly visits to classrooms

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input 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 | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE

We will increase student achievement in Math for all students in grades K-6 through best practices in instruction, collaborative planning, and monitoring identified students.

RATIONALE FOR OBJECTIVE

Data Sources

Data from 2010-2011 MRA results indicate that overall students are successful in Math. In kindergarten, over 90% of students met benchmark on each task of the Math Reasoning Assessment. In first grade, 93% of students met benchmark on the Math Reasoning Assessment. In second grades, 87% of students met benchmark on the Math Reasoning Assessment.

In grades 3-6, students' overall Math performance pass rate improved from 90.16% in 2009-2010 to 94.84% in 2010-2011. In third grade, 35.90% of students earned pass/proficient, and 60.70% earned pass/advanced. In third grade, 20% of students earned pass/proficient, and 76.5% earned pass/advanced. In fifth grade, 26.6% earned pass/proficient, and 70.20% earned pass/advanced. Of the sixth grade students who took the sixth grade Math SOL test, 27.9% earned pass/proficient, and 52.3% earned pass/advanced. An

additional 29 sixth graders took the 7th Grade Math SOL test. Of these, 92.6% of these earned pass/advanced, with 18 of these students earning the highest possible score.

There still continue to be no Math SOL achievement gaps for Hispanic/White and LEP/White students. The achievement gap for Economically Disadvantaged/White students remained at 4%. The African American/White achievement gap, which was 12% in 2009-2010, closed in 2010-2011.

Knowledge of Programmatic/Instructional Strengths and Weaknesses

The staff at Eagle View works collaboratively to understand the curriculum and student expectations set forth in the standards of learning. Our staff has a strong knowledge base and understanding of what students should know and be able to do. We align our common assessments to the SOLs and use data to drive our instruction. Our staff continues to strengthen instruction to include differentiation and the use of manipulatives. We continue to strengthen our focus on the four essential PLC questions to increase student achievement.

According to the National Council for Teaching Mathematics, there are six principles fundamental to high-quality mathematics instruction. The principles are: The Equity Principle, The Curriculum Principle, The Teaching Principle, The Learning Principle, The Assessment Principle, and the Technology Principle.

- 1) The Equality Principle. Teachers at Eagle View believe that all students must have the opportunity and adequate support to learn mathematics. Excellence in mathematics education requires equity-high expectations and strong support for all students (NCTM, 2000, P. 12)
- 2) The Curriculum Principle. The staff at Eagle View works collaboratively to understand the curriculum and student expectations set forth in the standards of learning.
- 3) The Teaching Principle. Our staff continues to learn the mathematics they are teaching and to strengthen instruction to include differentiation for all students.
- 4) The Learning Principle. According to the NCTM 2000, effective mathematics teaching requires understanding of what students need to learn and then challenging them and supporting them to learn it well.
- 5) The Assessment Principle. At Eagle View we collaborate to create and align our common assessments to the Standards of Learning and the Program of Studies. Our teachers use the data from these assessments to drive our instruction and support students in their learning of mathematics. Assessment should support the learning of mathematics and furnish useful information to both teachers and students (NCTM, 2000, p. 22).
- 6) The Technology Principle. The Teachers at Eagle View use technology as a critical tool for exploring and learning mathematics in the classroom. According to the NCTM, 2000, technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

As a school, we are continuing to understand the mathematics we are teaching, to learn how children learn mathematics, and to select instructional strategies and tasks that will enhance student learning. We are also learning to use the five process standards as our focus for instruction, and we are learning to use the five process standard to direct methods for doing all mathematics. We continue to learn how these mathematical processes should be seen as an integral component of teaching and learning mathematics.

Best Practice Research

According to NCTM research, a goal for the study of mathematics is to give children experiences that promote the ability to solve problems that build mathematics from situations generated with the context of everyday experiences. Students are expected to discuss their reasoning in words, both written and spoken. They are also expected to use pictures, graphs and charts, and manipulatives. Students learn to value mathematics when they make connections between topics in mathematics, between the concrete and abstract, between concepts and skills, and between mathematics and other areas of the curriculum.

The NCTM identifies five process standards through which students should acquire and use mathematical knowledge. The problem solving standard is seen as a vehicle in which children develop and learn new mathematical ideas. The reason and proof standard emphasizes the logical thinking that helps us decide if and if our answers make sense. The communication standard develops the students' abilities to talk about, write about, describe and explain mathematical ideas. The connections standard allows students to recognize and use mathematical ideas which interconnect and build on one another. The representation standard allows students to develop their mathematical understanding using a variety of mathematical representations such as symbols, manipulatives, charts and graphs, and visuals.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators
1.1.2	The percentage of kindergarten students achieving at or above grade level on the Kindergarten Math Reasoning Assessment will be maintained at 90% or increase from June 2011 to June 2012.
1.1.2	The percentage of first grade students achieving at or above grade level on the first grade Math Reasoning Assessment will be maintained at 93% or increase from June 2011 to June 2012.
1.1.2	The percentage of second grade students achieving at or above grade level on the second grade Math Reasoning Assessment will increase from 87% in June 2011 to at least 90% in June 2012.
1.1.2	Students in all subgroups in grades 3-6 will score in the 90-100% performance band on the 2011-2012 Math SOL test.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will increase student achievement in Math for all students in grades K-6 through best practices in instruction, collaborative planning, and monitoring identified students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Implement the LEARN model with a focus on effective tasks, differentiation, and the use of manipulatives.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	Math Institute (\$5000) Manipulatives (\$7000) Half Day Planning Meeting each quarter about Teaching Math	X	X	X	X	Monitored by math specialist through weekly attendance at CLT meetings and administrators through weekly attendance at CLT meetings or reading CLT meeting notes
2. Implement 60 minutes of weekly designated time for intervention and enrichment for all students. (SOAR Time)	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	None	X	X	X	X	Monitored through bi-weekly administrator visits to classrooms during SOAR time
3. Use data to continually monitor the progress of students and provide differentiated instruction.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	Family Math Night (K-2 and 3-6) SOAR spreadsheet	X	X	X	X	Monitored by math specialist through weekly attendance at CLT meetings and administrators through weekly attendance at CLT meetings or reading CLT meeting notes
4. Continue to use the four PLC questions to drive collaborative decision making within teams at CLT's and planning meetings.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards		X	X	X	X	Monitored by math specialist through weekly attendance at CLT meetings and administrators through weekly attendance at CLT meetings or reading CLT meeting notes

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

- | | | | | | |
|-------------------------------------|-----|---|--------------------------|-----|--|
| <input type="checkbox"/> | 2.1 | Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 | Work effectively within a group dynamic. | <input type="checkbox"/> | 2.6 | Courageously identify and pursue their personal goals. |
| <input checked="" type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> | 2.7 | Develop practical life skills. |
| <input type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict. | <input type="checkbox"/> | 2.8 | Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

We will improve student behavior by continuing to implement Positive Behavior Intervention and Support, now in our fourth year: Employing our current universal prevention strategies in the cafeteria, walkways, busses, bathrooms and playgrounds; and emphasizing bully prevention rules and strategies based on Fairfax County's Bullying Initiative.

RATIONALE FOR OBJECTIVE

Data Sources

- Pre/Post survey data was collected after bullying prevention guidance lessons in classes in Oct.'10
- Database of Behavioral Referrals was examined for bullying related content
- Survey on Bullying administered to a random sample per grade level

Knowledge of Programmatic/Instructional Strengths

- Counselors annually teach bullying guidance lessons in October. Guidance topics for 2010-11 supported the acquisition of communication skills, especially in conflict situations.
- Out of 105 third graders surveyed in pre/post guidance lesson surveys, pre-data showed that 66% of students could identify 3 or more appropriate strategies for handling a bullying situation. Post-data showed that 77% of students could identify newly acquired appropriate strategies.

- Second, third and 5th grade students whose bullying lesson post-survey results indicated the need for additional appropriate strategies were invited to a follow-up group session to reinforce strategies with more than 10 groups held.
- Fourth and sixth grade students met in follow-up sessions to the bullying prevention lesson to extend role playing opportunities.
- Staff was trained on Bullying Prevention strategies in April of 2011 and retrained in August of 2011.
- Sixth grade students of the Respect SOS Team created an Xtra Normal Video on Bullying strategies to be presented to the student body in the 2011-12 school year.
- A video on the topic of bullying was created by a sixth grade class and is available for teacher use in 2011-12.
- Behavioral Referral Data analysis indicates a decrease in referrals from 2009-10 to 2010-11, in the following locations: Walkways, specials, bathrooms and classrooms.
- Assertive communication skills were taught and problem solving sessions provided by counselors when self, teacher, parent, or administrator referrals related to bullying or interpersonal conflict situations.
- Restorative Justice Practices training opportunity was offered to staff during August, 2010 staff development.
- Stefan Mascoll, of the Student Safety and Wellness Office of FCPS, presented Bullying Prevention Information session to parents following Language Arts Night 1/25/11.
- Based on Survey on Bullying results, over 80% of students surveyed have used helpful/respectful strategies to address bullying with varying frequency.

Knowledge of Programmatic/Instructional Weaknesses

- Behavioral referrals didn't have a place to indicate whether the inappropriate behavior was bullying related.
- Behavioral Referral Data indicated an increase of 'Bodily Contact with Intent' in 2010-11.
- Behavioral Referral Data analysis indicates an increase in incidents in the following locations: Playground, busses and cafeteria.
- 43% of level 3 Behavioral Referrals was for behaviors involving 'Bodily Contact with Intent.' The second highest category was 'slurs' at 18%. While these categories are not necessarily bullying, they are the categories most closely connected to the definition of bullying.
- Other than October guidance lessons, no wide spread, systematized instruction for bullying prevention previously existed.
- The highest percentages of behavioral referrals were given between 11AM and 1PM, which included lunch and recess, less structured times with greater supervision ratios.

Best Practice Research

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

Best practice research also validates Eagle View's whole school emphasis on respect for self, others and surroundings (S.O.S). This focus on respectful relationships provides a safe and supportive environment where students learn best. Further, promoting these relationships across all school settings builds a collaborative climate where students are working toward a common goal. The school wide "soaring sticker" reinforcement system with quarterly goals also teaches students about synergistic outcomes when the collaboration of individual children surpasses the sum of their independent efforts (Covey, 1992).

In addition, the importance Eagle View places on respectful relationships builds an atmosphere of trust and safety. The building blocks of these trusting relationships are respect, personal regard, competence, and personal integrity (Schaps, 2003, Wolk, 2003). PBS universal prevention strategies provide the framework to integrate all of these elements through direct instruction, rules, routines, positive reinforcement and data collection.

Finally, Sebring and Bryk's (2003) research informs us that when students learn in an atmosphere of emotional security, they are encouraged to challenge themselves academically. The supportive and trusting relationships promoted under the PBS system allow students to take intellectual risks and to "soar."

Between 10% and 30% of children and youth are involved in bullying. (Nansel et al; Solberg & Olweus, 2003)

The Olweus Bullying Prevention Program (OBPP) is based on over 35 years of study and research. It presents a long-term, comprehensive approach to changing norms related to bullying behavior, creating situations where bullying is rewarded less by bystanders, and empowering targets and bystanders to speak up against bullying behavior when it occurs and report it.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators
2.3	Students' perceptions of the prevalence of bullying will decrease by 10% on a survey from April 2011 to April 2012.
2.3	Office Behavioral Referrals for bullying related behavior will decrease by 10% between October 2011 and May 2012.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	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. Teach and review bullying rules, definition and Stop/Walk/Talk strategy	Classroom teachers Rita Hemmig Andrea Kessler	Smart Board lessons created for all teaching staff No cost	X		X	X	Student exit ticket responses after classroom bullying lessons have been taught and after mid-year review. Stop/Walk/Talk strategy usage survey in October, February and May
2. Conduct regular class meetings to review and problem solve bullying related concerns and practice prevention strategies	Classroom teachers Rita Hemmig Andrea Kessler	Class meeting resources provided through Olweus training No cost	X	X	X	X	Class Meeting Logs kept by classroom teachers and reviewed by counselors
3. Teach classroom Guidance Lessons focusing on bullying prevention strategies and communication skills	Rita Hemmig Andrea Kessler	FCPS approved school counseling guidance materials No cost	X	X	X	X	Guidance Calendar kept by counselors, shared with classroom teachers Various pre/post survey or exit ticket results for acquisition of strategies and skills
4. Monitor number of office referrals due to bullying behaviors	PBIS Data Subcommittee	Behavioral Referral Data Base No cost	X	X	X	X	Monthly office referral data to be monitored for change in frequency
5. Attend PBIS Coach/Team Leader Trainings and Development opportunities	Andrea Kessler Leslie Leisey Rita Hemmig	PBIS Training Course Materials No cost	X	X	X	X	My PLT registration

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Eagle View will promote service learning opportunities for all students.

RATIONALE FOR OBJECTIVE:

Data Sources

The 2010-2011 school year was our second year of incorporating student service learning at Eagle View. Sixth grade classes continued with fire safety, and the rest of the school continued to embark on a wide arrange of grade-level service learning activities.

The value and potential impact of service learning is well-documented. Authentic service-learning experiences, while diverse, have some common characteristics (taken mostly from Eyler & Giles, [*Where's the Learning in Service-Learning?*](#), 1999):

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as

might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.

- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

Knowledge of Programmatic/Instructional Strengths

A primary strength is a school-wide culture that promotes continuous improvement in the area of environmental stewardship, care and concern for others, and service learning. For example, a 2008-2009 school recycling initiative has become an established component of the Eagle View culture. Chalk4Peace has been an annual school event that beautifies our school entrance and raises awareness about the importance of peace. During the 2010-2011 school year, the Eagle View staff, with support from students and parents, created a learning garden, which promotes, among other things, environmental stewardship. Our continuing "less paper" initiative has resulted in streamlined home-school communications and significantly less paper usage for the school newsletter. Finally, after an introduction to the Eco-Schools from the World Wildlife Federation in 2011, Eagle View has begun to learn about pathways to becoming an Eco-School. Overall, Eagle View is a community where service learning and respect for self, others, and surroundings is part of "The Eagle View Way."

Knowledge of Programmatic/Instructional Weaknesses

Integrating service learning components seamlessly into the academic learning of Eagle View students can sometimes pose challenges.

Best Practice Research

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

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

References:

- *Barkley, Stephen G. *Tapping Student Effort: Increasing Student Achievement*. Performance Learning System: Cadiz, KY, 2007.
- *Experience Service Learning. (2009). *National Youth Leadership Council*. Retrieved from August 13, 2009.
- Marzano, Robert, et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Association for Supervision and Curriculum Development: Alexandria, Virginia, 2001.
- *Price, Hugh B. *Mobilizing the Community to Help Students Succeed*. ASCD: Alexandria, Virginia, 2008.
- *Sloan, Willona M. "Serving the Needs of Learners," *Education Update*. ASCD: Alexandria, Virginia, 2008.
- *Smith, Mandi. *Improving Community Involvement and Citizenship Among Elementary School Students Through Service Learning Experiences*. Retrieved Aug. 13, 2009 from ERIC Database.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators
3.2	At least 90% of sixth graders will accrue at least five hours of service learning during the 2011-2012 school year.
3.2	At least 90% of all students will participate in, and reflect on, a service learning opportunity.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Engage students in opportunities to recycle materials locally and internationally and provide students with knowledge of how recycling helps our community and world.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Involve all sixth grade students in at least five hours of community service and a reflection.	Erica Loesch Janet Bartling	http://www.servicelearning.org/ http://fcps.edu/dis/servicelearning/		X	X	X	Student logs, journal reflections
2. Engage grades K-5 classes in a service learning project of their choice from a school-generated list.	Erica Loesch	http://www.servicelearning.org/ http://fcps.edu/dis/servicelearning/		X	X	X	Service Learning Committee minutes
3. Promote student reflection upon the service learning experience by creating a bulletin board that represents all community service activities completed by the students.	Erica Loesch	Art supplies		X	X	X	Bulletin Board

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts