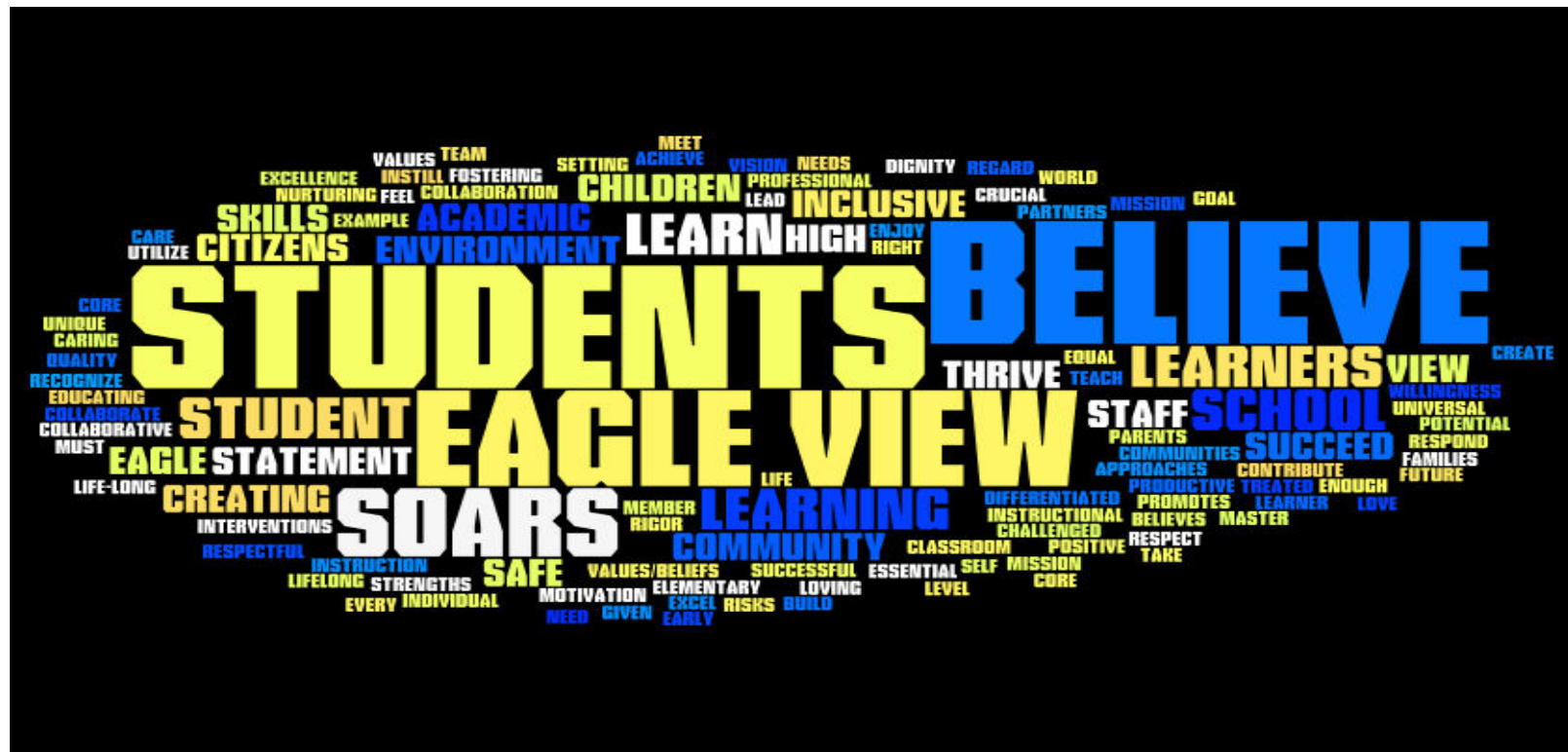


Fairfax County Public Schools  
School Improvement Plan  
2010-2011

Eagle View Elementary School  
Cluster VII  
Patty Granada, Ed.D., Principal



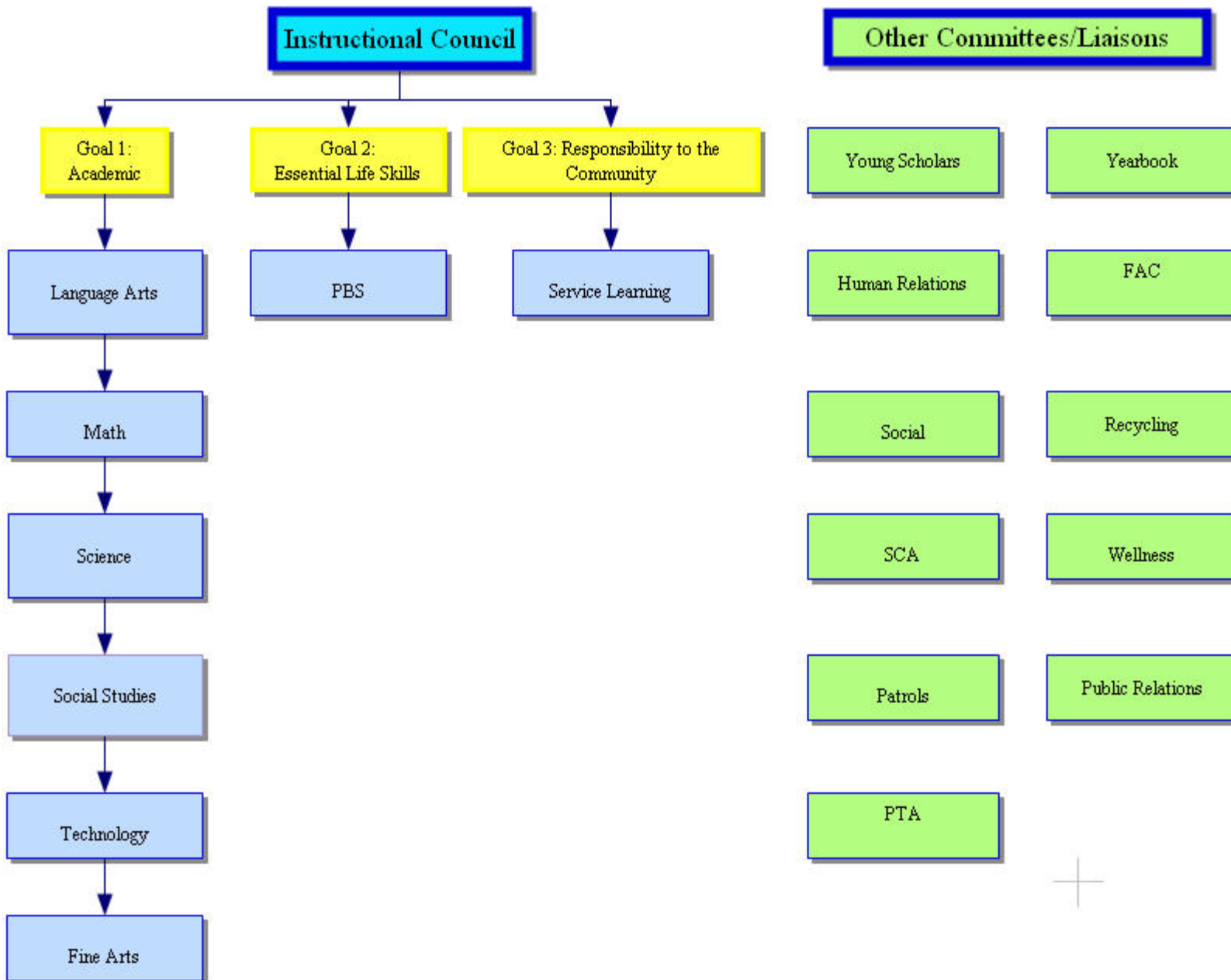
# FCPS School Improvement Planning Process “Continuous Improvement”



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

## COMMITTEE MEMBERS

Name	Position	Name	Position
Amiee Anthony	Reading Specialist	Michelle Visconti	Math Coach/Specialist
Erin Boyce	Kindergarten Teacher	Kris Zeman	6 <sup>th</sup> Grade Teacher-Social Studies Lead
Liz Bumbrey	Assistant Principal		
Lou Carmack	AART Teacher		
Jessica Chinn	Art Teacher-Fine Arts Lead		
Stacey David	4 <sup>th</sup> Grade Teacher		
Sandy Edwards	Assistant Principal		
Kim El-Amin	1 <sup>st</sup> Grade Teacher		
Claire Giardino	3 <sup>rd</sup> Grade Teacher		
Patty Granada	Principal		
Rita Hemmig	Counselor		
Amy Krejcar	5 <sup>th</sup> Grade Teacher		
Erin Lambert	2 <sup>nd</sup> Grade Teacher		
Kelly Petty	6 <sup>th</sup> Grade Teacher – Special Education		
Sandi Poteet	6 <sup>th</sup> Grade Teacher		
Carole Puckett	2 <sup>nd</sup> Grade Teacher, Science Lead		
Susannah Santana	ESOL Teacher		
Michelle Small	Reading Specialist-Instructional Council Co-Chair		
Ginnie Stawicki	4 <sup>th</sup> Grade Teacher – Instructional Council Co-Chair		
Jaime Stanczak	School-Based Technology 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, every staff member, every team 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 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"> <li>• Professional Learning Communities</li> <li>• Teachers as Readers</li> <li>• Bi-lingual Parent Liaison</li> <li>• Vertical Teaming</li> <li>• After School Programs</li> </ul>		
<b>Student Achievement Goal- Academics</b>	<b>Student Achievement Goal- Essential Life Skills</b>	<b>Student Achievement Goal- Responsibility to the Community</b>
<ul style="list-style-type: none"> <li>• Young Scholars</li> <li>• Take Home Reading Project</li> <li>• K-12 Vertical Articulation</li> <li>• Family Literacy Night</li> <li>• Challenge 24 Math</li> <li>• International Night</li> <li>• Geography Bee</li> <li>• Math Night</li> <li>• Math Intervention Program</li> <li>• Calendar Math</li> <li>• Fine Arts Pilot</li> <li>• Chess Club</li> <li>• Math Club</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Behavior Support (PBS)</li> <li>• Girls on the Run</li> <li>• Soaring Eagles Mentoring</li> <li>• EV TV News</li> </ul>	<ul style="list-style-type: none"> <li>• TEOCO and Van Management Business Partnerships</li> <li>• Recycling Program</li> <li>• SCA</li> <li>• Patrols</li> </ul>

## 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   |   |

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### 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.

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### RATIONALE FOR OBJECTIVE

#### Data Sources

Data from 2009-2010 SOL test results indicate that most students are successful in Reading. Students' overall English performance pass rate was 90.89%. Of these, 42.73% passed at the advanced rate in third grade; 46.55% passed at the advanced rate in fourth grade; 43.40% passed at the advanced rate in fifth grade; and 33% passed at the advanced rate in sixth grade. Data from the 2009-2010 DRA2 assessment in first and second grades show an overall pass rate of 85.5%. First grade passed at 91.1%, and second grade passed at 80%.

Since Eagle View opened in 2006-2007, there have been inconsistent results with subgroup performance. For example, Black students' pass rate was 85% in 2006-2007 and 77% in 2009-2010; Hispanic students, 80% in 2006-2007 and 96% in 2009-2010; White students, 86% in 2006-2007 and 94% in 2009-2010; Students with Disabilities 70% in 2006-2007 and 78% in 2009-2010; Economically Disadvantaged students 92% in 2006-2007 and 88% in 2009-2010; and Limited English Proficient Students 86% in 2006-2007 and 94% in 2009-2010.

#### Knowledge of Programmatic/Instructional Strengths

In its fifth 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 PLC meetings and planning meetings, teachers are beginning to reflect on student progress instead of material that has already been covered. In addition, 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.

The achievement gap between white students and Hispanic students has closed, as has the gap between white students and Limited English Proficient students.

#### Knowledge of Programmatic/Instructional Weaknesses

Despite implementation of best practices, there still remains an "achievement gap" between white students and students in other demographic categories. There is a 13% gap for Students with Disabilities, a 14% gap for African American students, and a 2% gap for Economically Disadvantaged students.

Although many of our meetings had a component dedicated to "Kid Talk," where teachers discussed and brainstormed ideas to work with struggling students, the venue did not provide enough time to thoroughly cover all of our "At Risk" students. Since there were time limitations at these meetings, we did not create a targeted intervention plan for each individual "At Risk" student.

## 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 93.8% in June 2010 to 94% in June 2011.
1.1.1	The percentage of first grade students meeting benchmark on the DRA2 will increase from 91% in June 2010 to 93% in June 2011.
1.1.1	The percentage of second grade students meeting benchmark on the DRA2 Word Analysis will increase from 80% in June 2010 to 85% in June 2011.
1.1.1	The percentage of 3 <sup>rd</sup> to 6 <sup>th</sup> grade students passing the SOL Reading test will increase from 90% in June 2010 to 93% in June 2011.
1.1.1	The SOL performance of students in targeted subgroups will increase (African-American from 77.17% in June 2010 to 87% in July 2011, Hispanic from 95.56% in June 2010 to 96% in June 2011, Limited English Proficient from 93.62% in June 2010 to 94% in June 2011, Economically Disadvantaged from 88% in June 2010 to 89% in June 2011, and Students with Disabilities from 78.46% in June 2010 to 87% in June 2011).

## 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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> 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 day to day basis.	Amiee Anthony Michelle Small	None.	X	X	X	X	Notes from PLC meetings, planning meetings with reading specialists, develop a “At Risk List” of students, Observations and reflective feedback from reading specialists
2. Identify and monitor the reading progress of “At Risk” students using ongoing data to target intervention	Amiee Anthony Michelle Small Sandra Edwards Patty Granada Liz Bumbrey	None.	X	X	X	X	Ongoing documentation at PLC meetings, evaluating and developing interventions to put in place for children on the “At Risk” list, Communicate concerns with parents
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	Notes from PLC meetings, comparison of pre and post assessment scores
4. Devise an ongoing personalized support plan for students identified as “At Risk.”	Amiee Anthony Michelle Small	None.	X	X	X	X	Documentation from planning meetings with reading specialists, Communicate plan with parents

## 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   |   |

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### 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.

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### RATIONALE FOR OBJECTIVE

#### Data Sources

Data from 2009-2010 SOL test results indicate that many students are successful in Math. Students' overall Math performance pass rate was 90.16%. Of these, 56.77% passed at the advanced rate in third grade; 56.41% passed at the advanced rate in fourth grade; 66.98% passed at the advanced rate in fifth grade. In sixth grade, 26 students took the seventh grade or eight grade SOL test; of these students, all of them passed, 88% of these passing at the advanced rate.

Since Eagle View opened in 2006-2007, there have been inconsistent results with subgroup performance. For example, Black students' pass rate was 77% in 2006-2007 and 77% in 2009-2010; Hispanic students, 63% in 2006-2007 and 98% in 2009-2010; White students, 88% in 2006-2007 and 88% in 2009-2010; Students with Disabilities, 69% in 2006-2007 and 69% in 2009-2010;

Economically Disadvantaged students, 81% in 2006-2007 and 85% in 2009-2010; and Limited English Proficient Students 80% in 2006-2007 and 92% in 2009-2010.

### 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 is working to strengthen instruction to include differentiation and the use of manipulatives. We continue to strengthen our focus on the four essential questions during PLCs to increase student achievement.

### 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.

## 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 greater than or equal to 90% in June 2011.
1.1.2	The percentage of first grade students achieving at or above grade level on the first grade Math Reasoning Assessment will increase from 80.5% in June 2010 to 85% in June 2011.
1.1.2	The percentage of second grade students achieving at or above grade level on the first grade Math Reasoning Assessment will increase from 83.1% in June 2010 to 85% in June 2011.
1.1.2	The percentage of 3 <sup>rd</sup> to 6 <sup>th</sup> grade students passing the SOL Math test will increase from 90.16% in June 2010 to 93% in June 2011.
1.1.2	The SOL performance of students in targeted subgroups will increase (African-American from 76.92% in June 2010 to 83% in July 2010, Hispanic from 97.78% in June 2010 to 98% in June 2011, Limited English Proficient from 92.02% in June 2010 to 93% in June 2011, Economically Disadvantaged from 84.85% in June 2010 to 85% in June 2011, and Students with Disabilities from 68.66% in June 2010 to 83% in June 2011).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> 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.							
<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.	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. Strive to 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 (\$6000) Manipulatives (\$7500) Half Day Planning Meeting a quarter	X	X	X	X	PLC Notes Data from common assessments eCART data
2. Integrate essential vocabulary during instruction.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	Professional text about math conceptual teaching (1,700) Dan Mulligan Inservice	X	X	X	X	PLC Notes Data from common assessments
3. 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	Data from common assessments Master schedule
4. Continue to monitor the progress of students needing additional support.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	SOAR spreadsheet	X	X	X	X	SOAR spreadsheet PLC Notes
5. Continue to use the four PLC questions to drive collaborative decision making within teams.	Michelle Visconti Patty Granada Liz Bumbrey Sandy Edwards	None	X	X	X	X	PLC 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"/>            |  |
| <input type="checkbox"/> | 2.2 | Work effectively within a group dynamic.  | <input type="checkbox"/>            | 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/>            | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict.  | <input checked="" type="checkbox"/> | 2.7 Develop practical life skills.                         |
|                          |     |   | <input type="checkbox"/>            | 2.8 Make healthy and safe life choices                     |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

We will improve student behavior by continuing to implement Positive Behavior Support, now in our third year: Employing our current universal prevention strategies in the cafeteria, walkways, and buses; and establishing new routines and procedures in the bathrooms and playground.

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**RATIONALE FOR OBJECTIVE**Data Sources

Analysis of data from the 2009-10 PBS database and staff and student surveys indicated the need for increased structure, instruction and monitoring of student behavior on the playground and in the hallway bathrooms. In years one and two of PBS implementation at Eagle View, the focus has been on teaching and reinforcing cafeteria, walkway and bus behavior. Our playgrounds and bathrooms are the final two areas of school wide (green zone) focus at our school. These areas were chosen due to feedback from June 2010 surveys administered to both staff and students.

According to the 2010 Staff Working Conditions Survey, 95% of 76 staff members surveyed agreed with the statement, “Students at this school understand expectations for their conduct,” with 67% strongly agreeing. 95% of staff members agreed with the statement, “Teachers and staff work in a school environment that is safe,” with 76% strongly agreeing. This highly positive perspective of staff regarding the school environment can be partly attributed to the successful implementation of the PBS program at Eagle View.

Knowledge of Programmatic/Instructional Strengths

Upon review of the 2009-10 SIP results and PBS Benchmarks of Quality results, several achievements were noted. On the Benchmarks of Quality (BOQ) measure, Eagle View exceeded the 75% benchmark for maintenance in ten areas: faculty commitment (83%), discipline (92%), data (100%), expectations (100%), acknowledgement (82%), teaching (89%), implementation (92%), crisis plan (100%) and evaluation (91%). We scored slightly above the implementation benchmark (70%) for the PBS leadership team at 71%.

Furthermore, results of student surveys showed that students “agreed” or “strongly agreed” (average response 4.4 on a 5 point Likert scale) with the following statements: At Eagle View students know the rules and consequences, teachers show respect to students,

students show respect to teachers, students show respect to each other, Eagle View is a positive learning environment and students feel safe and secure, and the sticker reinforcement system is rewarding to students.

A self assessment survey of teachers netted statements that the reinforcement stickers worked, common expectations and consistency was present, and students and staff understand common language about behavior at Eagle View. Further, improvements were noted in hallway , bus behavior and in the cafeteria. Finally, Eagle View exceeded our 20% student token goal increase, from 21, 000 in 2008-09 to 36, 900 in 2009-10. Students were consistently reinforced for showing respect to self, others, and surroundings, and were rewarded with school-wide activities and incentives they selected.

### Knowledge of Programmatic/Instructional Weaknesses

Though a new bus monitoring system was put in place in 2009-10 with quarterly bus driver meetings, reinforcements for positive behavior and public acknowledgement of positive bus behavior, PBS database referrals only decreased by 1 from 2008-09 to 2009-10. Records reviewed showed that 2 students were responsible for 7 of the referrals. This program will continue with increased training for bus patrols and random ride-alongs by administrators during the 2010-11 school year.

### 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."

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
2.7	End of year teacher survey data will show a 10% increase in positive teacher reporting of a decline in the number of discipline incidences (levels 1 & 2) occurring in the bathroom as compared to the midyear survey.
2.7	End of year teacher survey data will show a 10% increase in positive teacher reporting of a decline in the number of discipline incidences (levels 1 & 2) occurring on the playground as compared to the midyear survey.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** We will improve student behavior by continuing to implement Positive Behavior Support, now in our third year: Employing our current universal prevention strategies in the cafeteria, walkways, and buses; and establishing new routines and procedures in the bathrooms and playground.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Modify and increase structure and routines on the playground	Erin Boyce Rita Hemmig Leslie McDonald	New playground equipment for each class Problem solving forms for playground clipboards Walky-talkies Charts to display grade level expectations	X	X	X	X	PBS database discipline referrals on playground
2. Modify and increase structure, routines, and monitoring in bathrooms	Erin Boyce Rita Hemmig Leslie McDonald	Copy paper for sign in/out forms for bathrooms for each class Plunger visual to track status of bathroom behavior	X	X	X	X	PBS database discipline referrals in bathrooms
3. Attend PBS staff development sessions for Cluster VII schools	Rita Hemmig Leslie McDonald	None	X	X	X	X	Registration on MyPLT for PBS coaches' meetings

## 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.
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### SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Eagle View will promote service learning opportunities for all students.

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### RATIONALE FOR OBJECTIVE:

#### Data Sources

The 2010-2011 school year will be our second year focusing on the student service learning project at Eagle View. As such, we only have one year of data to look at. The data that was provided by teachers are the quilt pieces and the classroom reflections that went along with them. We had 100% participation in the service learning project last year by all classes. Although we do not have a lot of data because this is such a new goal for Eagle View, the value and potential impact of service learning is well documented. Authentic service-learning experiences, while almost endlessly 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 service learning committee has been established to help facilitate the school wide implementation of the service learning project. A 2008-09 school recycling initiative has become an established component of the Eagle View culture, reflecting the school's positive service orientation.

### Knowledge of Programmatic/Instructional Weaknesses

Budget limitations may impact the scope of service learning efforts. Alternative sources, such as grants, may be needed.

### 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**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b>
3.2	At least 90% of sixth graders will accrue at least five hours of service learning during the 2010-2011 school year.
3.2	At least 90% of all students will participate in a service learning opportunity including a reflection.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Engage students in opportunities to recycle materials locally and internationally and provide students with knowledge of how recycling helps our community and world.							
<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. Involve all sixth grade students in at least five hours of community service and a reflection.	Jaime Stanczak	<a href="http://www.servicelearning.org/">http://www.servicelearning.org/</a>  <a href="http://fcps.edu/dis/servicelearning/">http://fcps.edu/dis/servicelearning/</a>		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.	Jaime Stanczak Stacey David	<a href="http://www.servicelearning.org/">http://www.servicelearning.org/</a>  <a href="http://fcps.edu/dis/servicelearning/">http://fcps.edu/dis/servicelearning/</a>		X	X	X	Service Learning Committee minutes PLC 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.	Jaime Stanczak Michelle Small	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
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement and subgroup performance in Reading, with focused emphasis on Black, Hispanic, “Other” and economically disadvantaged students.</p> <p>Increase student achievement and subgroup performance in Mathematics, with focused emphasis on Black and Hispanic subgroups and LEP students.</p>	<ul style="list-style-type: none"> <li>• Hispanic students passed at 95.5%.</li> <li>• Black students’ pass rate was 77.2%.</li> <li>• Economically disadvantaged students’ pass rate was 88%.</li>   <li>• 76.9% of black students passed the math SOL</li> <li>• 97.78% of Hispanic students passed the math SOL</li> <li>• 92.02% of LEP students passed the math SOL</li> </ul>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Focused PLCs on students “at risk.”</li> <li>• Common reading vocabulary. On going professional development.</li> <li>• Small group intervention for struggling students.</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Background knowledge and academic vocabulary development of students at risk.</li> </ul> <p>Supported:</p> <ul style="list-style-type: none"> <li>• Identifying students and providing interventions for them.</li> <li>• Collaborative team planning and differentiation in instruction.</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Challenges in following through to meet needs of at risk students</li> </ul>	<ul style="list-style-type: none"> <li>• Closely monitor the academic progress and achievement of our subgroups.</li> <li>• Increase our vocabulary instruction in order to strengthen students’ background knowledge.</li>   <li>• Early identification of students and continuous monitoring</li> <li>• Continued collaboration planning</li> <li>• Continue to develop an understanding of best practices.</li> <li>• Providing intervention time</li> <li>• Increase our vocabulary instruction.</li> </ul>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>Essential Life Skills</b></p> <p><b>Objective:</b></p> <p>During the 2009-10 school year, Eagle View will implement year two of the FCPS positive behavior support (PBS) model. We will focus on universal prevention strategies throughout our school.</p>	<ul style="list-style-type: none"> <li>• Analysis of the PBS staff self assessment individual questions in the teaching area shows that 29% of the staff rated “plans for involving families/community are developed and implemented” as “not in place.”</li> <li>• Analysis of bus discipline data revealed that 2 students were responsible for 7 of the referrals.</li> <li>• Met: 36, 900 tokens earned for positive behavior</li> <li>• Not met: 20 bus referrals in 2009-2010</li> <li>• Not met: 57% “in place” rating for teaching area of PBS self assessment.</li> </ul>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Providing school wide incentives for meeting positive behavior goals kept student interest and motivation high</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• A school wide plan for improving bus behavior was not effective for the few students who needed more intensive support on the bus.</li> <li>• Communications regarding PBS support to families</li> </ul>	<p>PI 2.</p> <ul style="list-style-type: none"> <li>• Reorganize the safety patrol selection/training system to more effectively monitor and assist with with bus behavior, e.g. rotate patrols by semester, 4th quarter-introduce rising 5th graders to the job with 6th graders mentoring, better patrol recognition and publicity of roles, Patrols help w/bus-a-move positive reinforcement system, patrols visiting primary classrooms.</li> <li>• Administrator random bus ride-alongs</li> </ul> <p>PI3.</p> <ul style="list-style-type: none"> <li>• Provide parent information nights in coordination with cluster VII behavior specialist to help parents develop common language and merge home school expectations of respect.</li> </ul>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center"><b>Responsibility to the Community</b></p> <p><b>Objective:</b></p> <p>Eagle View will promote service learning opportunities for all students.</p> <p>Engage students in opportunities to recycle materials locally and internationally and provide students with knowledge of how recycling helps our community and world.</p>	<ul style="list-style-type: none"> <li>• 100% of classrooms created the quilt piece that shows the service learning project and reflection</li> <li>• 95% of 6<sup>th</sup> grade students completed the required 5 hours of community service.</li> </ul>	<p>Supported:</p> <ul style="list-style-type: none"> <li>• Collaborative team planning on specific idea</li> <li>• Community involvement with the school</li> <li>• Teachers following through with clear expectations of the project</li> </ul> <p>Inhibited:</p> <ul style="list-style-type: none"> <li>• Time constraints</li> <li>• Lack of display throughout the entire year</li> </ul>	<ul style="list-style-type: none"> <li>• Change requirement of a quilt piece to a reflective bulletin board so that students will have the opportunity to reflect on different service learning projects throughout the year.</li> <li>• Provide in school and out of school time for 6<sup>th</sup> grade students to acquire their service hours.</li> </ul>