

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

**Lorton Station ES**

**Cluster 4**

**Joanne Jackson, Principal**  
**Julia Santiago, Assistant Principal**  
**Joseph Farran, Assistant 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
Joanne Jackson	Principal		
Joseph Farran	Assistant Principal		
Julia Santiago	Assistant Principal		
Sarah Chadbourn	GT Resource, Young Scholars		
Kristen Rucinski	Instructional Coach		
Laurie Hartt	6 <sup>th</sup> Grade GT, Social Studies		
April Martin	6 <sup>th</sup> Grade, Mathematics		
Kara Simmons	6 <sup>th</sup> Grade, PBS		
Annette Young	ESOL Teacher		
Maureen Lopez	3 <sup>rd</sup> Grade		
Barbara Bruhn	4 <sup>th</sup> Grade		
Emily Batista	Special Education Teacher		
Kelly Ryan	Special Education Teacher		
Kristin Wiley	Math Specialist		
Hollis Miller	3 <sup>rd</sup> Grade		
Monica Martin	Strings Teacher		
Christy Partlow	Counselor		
Kellie Rodriguez-Lee	Counselor		

# 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**

We envision a school in which we will strive for academic excellence by being on time, being prepared, opening our minds to new ideas, developing world views, staying on task and always trying to do our best. We will show responsibility by being aware of our surroundings, making good choices and taking ownership of our actions. We show respect by being courteous, being honest and telling the truth and by being careful of each other's space, feelings, property and differences. We show guardianship by thinking of others, being kind to one another, showing compassion, taking care of ourselves, our classmates, and our environment. We envision a school in which we are achieving as learners and succeeding as people, because we know we can.

## **SCHOOL—MISSION STATEMENT**

At Lorton Station Elementary, we will aspire to achieve academic excellence by using skills to problem solve and become self-sufficient life long learners. We are responsible for our attitudes and actions. We respect ourselves, each other, our differences and our environment. We will have guardianship towards others and our environment. We believe that everyone deserves a loving, safe and secure school which will pave a path for our academic, social and emotional success.

## **SCHOOL—CORE VALUES/BELIEFS**

We believe that students gain academic and social competencies when they are engaged in purposeful, appropriate, research-based learning opportunities.

We believe that professional collaboration is essential for students to succeed. We believe that parental and community involvement is essential.

We believe that we are models for students as learners; therefore we participate in professional development and reflection. We celebrate learning. We model good character and exhibit positive, productive interactions.

We know we can succeed and our students can succeed. It is our motto. We know we can.

## **SPECIAL PROGRAMS**

### **Student Achievement Goal – Academics**

Challenge 24  
FECEP  
Colonial Day/ Frontier Day/ History Day  
Junior Great Books  
Spanish Enrichment  
Math League  
Math Olympiad  
Read Across America  
Reading Buddies  
Roadrunner Readers  
Tools for School  
Word Masters  
Young Scholars

### **Student Achievement Goal – Essential Life Skills**

Band  
Chess Club  
Chorus  
FECEP  
Girls on the Run  
Habits of Mind  
WLSE Morning News Show  
No Put Downs  
Odyssey of the Mind  
Patrols  
Peer Mediation  
Socratic Seminars  
Strings  
Check In and Check Out Program

### **Student Achievement Goal – Responsibility to the Community**

McDonald Pull Tabs  
Food and Supplies Drive  
Hat, Mitten, and Scarf Drive  
Health Fair  
Reading Buddies/ Roadrunner Readers  
Patrols  
Student Council Association

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics  | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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

Teachers will reflect and collaborate as members of professional learning communities to utilize data about student achievement, provide interventions for students, and reflect on best practices, beliefs, and attitudes of successful learners.

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

Data Sources:

Math Standards of Learning test results indicate lower achievement of students in the Black, Hispanic, Disadvantaged, Students with Disabilities, and LEP sub-groups. A three year analysis of mathematics data indicates that student achievement levels in these subgroups has increased, with a significant increase in performance of students with disabilities. SOL data shows the following subgroup achievement levels: In third grade, 64% Black, 77% Hispanic, 74% Disadvantaged, 50% Students with Disabilities, and 68% LEP. In fourth grade, 58% Black, 52% Hispanic, 53% Disadvantaged, 38% Students with Disabilities, and 56% LEP. In fifth grade, 95% Black, 80% Hispanic, 90% Disadvantaged, 83% Students with Disabilities, and 90% LEP. In sixth grade, 69% Black, 66% Hispanic, 63% Disadvantaged, 43% Students with Disabilities, and 71% LEP.

Math Reasoning Assessment Data indicates the following: Grade 1 (57%) were proficient in June 2009, Grade 2 (73%) were proficient in June 2009.

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

PLC minutes and classroom observations reflect ongoing concerns regarding mathematics achievement.

Recent SOL testing indicates the following strengths in the Mathematics instructional program:

- Grade 3 Computation and Estimation, Measurement, and Geometry
- Grade 4 Measurement and Geometry
- Grade 5 Measurement and Geometry, Computation and Estimation, Probability and Statistics, Patterns, Functions, and Algebra
- Grade 6 Measurement and Geometry

Recent SOL testing indicates the following weaknesses in the Mathematics instructional program:

- Grade 3 Number and Number Sense, Probability and Statistics, Patterns, Functions, and Algebra
- Grade 4 Number and Number Sense, Computation and Estimation, Probability and Statistics, Patterns, Functions, and Algebra
- Grade 5 Number and Number Sense
- Grade 6 Number and Number Sense, Computation and Estimation, Probability, and Statistics

In Math, it is evident that students have difficulties with mathematical concepts. PLC teams need to unpack the standards focusing on essential mathematics vocabulary and interventions for all students.

PLC minutes and classroom observations reflect no significant concerns in reading achievement in the upper grades. However, primary PLC minutes indicate a concern with the development of foundational reading skills.

### Best Practice Research:

According to the principles of the National Staff Development Council, professional development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. Achieving high levels of learning for all students and staff members requires ongoing work of collaborative teams that meet regularly for the purposes of learning, planning instruction, and problem solving where staff members are engaged in improving their practices to further student achievement. Research suggests the following questions guide the work of professional learning communities: 1. What do we want students to know, understand, and be able to do? 2. How will we know if and when students they have learned it? 3. What will we do when they haven't learned it? 4. What will we do when they already know it?

## Mathematics:

The National Mathematics Advisory Panel's report of March, 2008, stated that instructional practice should be informed by high-quality research and by the best professional judgment and experience of accomplished classroom teachers. The work of the National Research Council suggests that developing mathematical proficiency includes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition toward mathematics, all of which are equally important and mutually reinforce each other.

Best practices indicate that developing students' skills in mathematics requires focusing on problem-solving, vocabulary and communicating mathematical ideas, formative assessments, and explicit instruction. According to the National Council of Teachers of Mathematics, instructional programs should enable all students to build new mathematical knowledge through problem solving, to solve problems that arise in mathematics and in other contexts, to apply and adapt a variety of appropriate strategies to solve problems, and to monitor and reflect on the process of mathematical problem solving. NCTM further states that all students should be able to communicate their mathematical thinking coherently and clearly to peers, teachers, and others, and to use the language of mathematics to express mathematical ideas precisely. Finally, recommendations of the National Mathematics Advisory Panel indicate that teachers' regular use of formative assessments and explicit instruction for students who struggle with math is effective in increasing student learning.

## Language Arts:

The International Reading Association states that students need to read a wide range of texts including literature from many periods and genres. In order for students to develop as readers, instruction must focus on decoding, fluency, and comprehension. Best practices include teaching students to apply various strategies to decode, comprehend, interpret, evaluate, and appreciate texts. Effective reading strategy instruction is provided through reading workshop in an ongoing cycle of explanation and modeling, guided practice, independent practice, and independent application.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	Student performance on the first and second grade Primary DRA2 will be greater than 85% meeting or exceeding benchmark set as measured in the spring of 2010.
1.1.2	Student performance on the Math Reasoning Assessment will be greater or equal to 83% as measured in spring testing 2010 at first and second grade.
1.1.2	Student performance on SOL mathematics tests in Black, Hispanic, Disadvantaged, Students with Disabilities, and LEP subgroups will be greater or equal to 83% as measured in spring testing 2010.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Teachers will reflect and collaborate as members of professional learning communities to utilize data about student achievement, provide interventions for students, reflect on best practices, beliefs, and attitudes of successful learners.							
<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. <u>Professional Learning Communities Leadership Team Staff Development</u> Continue to train teams to conduct effective PLC meetings to discuss data, assessments, and student achievement.	Administrators Kristen Rucinski, Instructional Coach Team Leaders	Collaborative Planning Time Books to support PLC Leadership Team  (\$3,000)	X			X	Teams will complete a rubric at the end of first and fourth quarters to monitor their growth along the PLC continuum.
2. <u>Professional Learning Communities Staff Development</u> Train grade level teams and specialists to discuss unpacking the standards, create common assessments, differentiate lessons, and develop student interventions, with an emphasis on vertical articulation.	Sally Chadbourn, Advanced Academic Resource Teacher Kristen Rucinski, Instructional Coach Kristin Wiley, Math Specialist Susan Sall, Reading Specialist	Collaborative Planning Days  (\$4,000)	X	X	X	X	Progress will be monitored through e-Cart, MRA, DRA, PLC minutes, student data collection sheets, and common assessments.
3. <u>Summer Intervention Mathematics Program</u> Identify students who are not demonstrating an understanding of mathematics skills and provide targeted interventions for individual students.	Administrators Extended Contract Teachers Classroom Teachers	Teacher materials  (no additional cost)	X	X	X	X	Teachers will monitor student progress during PLC meetings, collect students' mathematics data (e-Cart, MRA, and grade level common assessments), and design intervention strategies.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Teachers will reflect and collaborate as members of professional learning communities to utilize data about student achievement, provide interventions for students, reflect on best practices, beliefs, and attitudes of successful learners.

<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.	
4. <u>Mathematics Vocabulary Instruction</u> Teams will identify math vocabulary and develop vocabulary Instructional lessons during PLC meetings with emphasis on understanding and application.	Sally Chadbourn, Advanced Academic Resource Teacher Kristen Rucinski, Instructional Coach Kristin Wiley, Math Specialist Team Leaders Administrators	Collaborative Planning Days (\$4,000)		X	X	X	PLC and Math committee meeting minutes  Additional data will be collected through informal observation/ learning walkthroughs, and common assessments.
5. <u>DRA Reading Skills</u> Use DRA results, running records, and anecdotal notes to assess reading skills and monitor individual student progress and achievement in primary grades.	Administrators Susan Sall, Reading Specialist K-3 Classroom Teachers	Collaborative Planning Days (\$4,000)		X	X	X	DRA scores, assessment board with reading data, anecdotal records, PLC minutes will document students' growth using reading data to address the needs of students.
6. <u>Cooperative Learning</u> Continue to integrate cooperative learning and problem solving strategies into classroom instruction by providing periodic staff development with a focus on higher order thinking skills while exploring problem solving.	Administrators School staff members	Kagan Cooperative Learning Strategies materials (\$1,000)	X	X	X	X	Additional data will be collected through informal observation/learning walkthroughs (looking for use of cooperative learning strategies).

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

*Check all that apply to this school improvement plan objective.*

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

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

Staff will implement effective communication strategies including direct, authentic, and action-oriented language designed to promote positive interactions, to show faith in children's abilities and intentions, and to build students' individual capacity for successful self-direction.

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

Data Sources:

The office referral data collected from SASI has shown problem behaviors are occurring frequently in the classroom and cafeteria. The majority of office/TAP referrals from the classroom were written for defiance, minor physical altercations, and disrespect. Teachers have also requested additional support for handling difficult behaviors exhibited by children in the classroom.

In June 2009, students in grade 3-6 were surveyed and results indicated the need for building relationships and examination of the PBS program and its effectiveness.

Discussions have indicated a desire by the staff to revisit the PBS program and its implementation.

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

The No Put Downs curriculum has been utilized by staff however it only lasts 6 weeks and the staff feels that they need a longer program. Primary staff report that the curriculum is successful with primary children however, the upper grade staff report mixed results with older students. Staff discussions also have indicated a need for a comprehensive character education program.

Informal observation and teacher feedback tell us that some students are having difficulties because they lack social skills necessary for participating appropriately in activities throughout the school day. Support for students has been guided through counselors, TAP room, and the Check In and Check Out Program. Teacher support will be provided through ongoing professional development.

### Best Practice Research:

In *Classroom Management That Works: Research-Based Strategies for Every Teacher* (2003), Marzano and his co-authors stress the importance of establishing effective rules and procedures at the beginning of the school year, implementing behavior interventions, and creating and maintaining productive relationships with students. In *A Handbook for Classroom Instruction that Works* (2001), Marzano cites the work of Johnson and Johnson who identify five defining elements of cooperative learning. While this strategy typically relates to classroom instruction, these elements also form the cornerstone of this effort to develop small groups in directed study. In *Cooperative Learning* (1997), Kagan notes that, world-wide, children of all ages in many parts of the world become more cooperative when placed in certain types of situations. Kagan's research demonstrates that cooperative learning structures facilitate development of greater cooperation and academic achievement, improved ethnic relations, enhanced self-esteem, harmonious classroom climate, and a range of social skills.

In *The Power of Words* (2007), Paula Denton emphasizes the importance of teacher language and its impact on student performance, stating "Language is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning." Denton notes that what students hear and interpret has a huge impact on how they think and act, and ultimately on how they learn. Teachers' awareness of habitual ways of speaking and messages they may be sending students can impact student achievement.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.2	On an end-of-year Student Survey, 80% of students responding will answer affirmatively to questions relating to student relationships and the Positive Behavior System (PBS) program.
2.2	On an end-of-year Self-Assessment Staff Survey, 80% of teachers responding will answer affirmatively to questions related to the implementation of strategies that promote positive interventions.
2.4	The 2010 end of year data from SASI will show a 15% reduction in office referrals from conflicts leading to minor physical altercation.
2.4	The 2010 end of year data from SASI will show a 15% reduction in office referrals from defiance and disrespect.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Staff will implement effective communication strategies including direct, authentic, and action-oriented language designed to promote positive interactions, to show faith in children’s abilities and intentions, and to build students’ individual capacity for successful self-direction.							
<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. <u>Positive Behavior Support (PBS) Professional Development</u> Plan and develop PBS professional development to staff.	Administrators PBS committee	PBS materials Staff Trainings	X	X	X	X	Staff will complete surveys regarding PBS program.
2. <u>Bullying and Character Education Programs</u> Investigate bullying prevention programs and character education programs for possible implementation.	Administrators PBS committee Counselors	Program related materials Staff Trainings	X	X	X	X	PLC minutes to reflect discussion of programs.
3. <u>Peer Mediation Program</u> Continue to implement and utilize peer mediation program for conflict intervention.	Guidance Counselors Classroom Teachers	Peer mediation training materials organized by counselors  (\$100)	X	X	X	X	Counselors will report quarterly on numbers of peer mediation referrals and cases mediated.
4. <u>Student/Staff Recognition Program</u> Design and implement a recognition program for students.	Staff	Materials need to be designed		X	X	X	Data will be collected to indicate the number of students/staff recognized.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

*Check all that apply to this school improvement plan objective.*

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

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

The faculty and staff at Lorton Station will continue to provide students with community service opportunities as well as seek new opportunities to practice empathy to promote success in the community, country and world.

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

Data Sources:

Community service opportunities provide students the opportunity to help those in need. These service opportunities allow students to practice empathy for others less fortunate. The Student Council Association (SCA) at Lorton Station meets monthly to discuss how they can help and have helped the school, their fellow students, and the neighboring community.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Additional opportunities to participate in volunteer and community outreach programs are offered to all students at Lorton Station. These programs are designed to help students to know and show empathy, increase their knowledge and support for the surrounding school community. Community outreach opportunities include Reading Buddies, Boy Scouts, Girl Scouts, Health Fair, Patrols, two food drives for Lorton Community Action Center, and volunteering for school events and Parent Teacher Association (PTA) events.

Other opportunities include band, chorus, and strings. Lorton Station has implemented a beverage tabs recycling program where all proceeds from recycling were donated to the Ronald McDonald House charities. The desired outcome of this effort was to support programs that directly improve the health and well-being of children and families who utilize Ronald McDonald House charities. Students have expressed a desire to continue this program and seek out other community service programs.

### Best Practice Research:

Research in Community Service / Service Learning reveals that “service-learning helps students build academic skills while strengthening communities through service.” A growing body of research recognizes the benefits of service-learning as an effective strategy to:

#### **Improve Academic Achievement**

When explicitly tied to academic standards and learning objectives, service-learning positively impacts student outcomes on measures of academic achievement, including standardized test scores.

#### **Increase Student Engagement**

Service-learning engages students by helping them make critical connections between classroom lessons and real-world applications.

#### **Improve Social Behavior**

Service-learning participants are less likely to engage in risky behavior, and more likely to build social skills like communication, teamwork, and problem solving.

#### **Build Civic Skills**

By giving students the responsibility to identify and meet pressing needs, service-learning builds civic skills and commitment in young people that last a lifetime.

#### **Strengthen Community Partnerships**

Service-learning brings students into the community, and the community into schools. In this way, students develop a sense of belonging and responsibility, and communities view youth as valuable assets.” (**Learn and Serve America** brochure.

Retrieved September 23, 2007 from [http://www.servicelearning.org/filemanager/download/l\\_s\\_broch\\_toPrint.pdf](http://www.servicelearning.org/filemanager/download/l_s_broch_toPrint.pdf))

“Service-learning has an enduring positive impact on students’ academic achievement, personal and social development, and civic engagement, particularly among students from disadvantaged backgrounds” (Corporation for National and Community Service (September 19, 2007). **Board Resolution**. Retrieved September 23, 2007 from [http://nationalservice.gov/pdf/board\\_resolution\\_2007\\_09.pdf](http://nationalservice.gov/pdf/board_resolution_2007_09.pdf)).

Research in civic education reveals that “starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many schools to foster prosocial skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification, and development for school-aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public schools interested in recapturing their civic mission

and in creating a K-12 developmental framework for civic development.” (The Center for Information and Research on Civic Learning and Engagement (**CIRCLE**), Working Paper 47, June 2006)

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	All students and staff will participate in recycling beverage tabs in their classrooms during the 2009-2010 school year as noted by monthly collection notes from November, 2009 to June, 2010. Collection notes will be analyzed to determine a 10% increase as compared to the 2008-2009 school year.
3.2	A student community service log will document community outreach projects that students have participated in to increase a sense of civic responsibility. These logs will document baseline data for the 2009-2010 school year.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The faculty and staff at Lorton Station will continue to provide students with community service opportunities as well as seek new opportunities to practice empathy to promote success in the community, country and world.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. <u>LCAC Walk for the Homeless</u> Students will participate in the Lorton Community Action Center/Fannie Mae Walk for the Homeless.	PTA Chairperson Administration Christy Partlow, Guidance Counselor Kellie Rodriguez- Lee, Guidance Counselor	LCAC Morning News show Broadcast Guidance Lessons Walk Participation Forms  (No additional cost)	X				PTA Chairperson will collect all participation forms and maintain participation data.
2. <u>SCA Food Drives &amp; Related Service Opportunities</u> Collect food for Lorton Community Action Center SCA food drives and related service opportunities.	Student Council Association staff sponsors	Data collection via a letter from LCAC  (No additional cost)		X	X	X	SCA and staff sponsors will monitor the community outreach programs implemented throughout the year.
3. <u>Pull for Ronald McDonald House Charities</u> Continue a school-wide program for recycling beverage tabs through the Parent Teacher Association and Ronald McDonald House Charities.	Counselors School staff members Parent Teacher Association	Donated gallon milk jugs to collect beverage tabs  (No additional cost)	X	X	X	X	School staff members and PTA volunteers will monitor student participation, weight of beverage tabs, and amount of money donated to charity.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The faculty and staff at Lorton Station will continue to provide students with community service opportunities as well as seek new opportunities to practice empathy to promote success in the community, country and world.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. <u>Lorton Community Outreach</u> Staff will investigate partnerships with locate senior groups to promote a relationship with students and senior citizens.	Christy Partlow, Guidance Counselor Kellie Rodriguez-Lee, Guidance Counselor School staff members Parent Liaison Parent Teacher Association	Potential transportation costs  At this time we are unsure of the costs.		X	X	X	Feedback will be collected from the senior groups.
5. <u>Community Beautification</u> Science committee will investigate opportunities to incorporate community beautification into the science curriculum.	Science committee members School staff members Parent Liaison Parent Teacher Association	Committee members will determine the materials needed (mulch, plants, tools, trash bags, and gloves).  At this time we are unsure of the costs.			X	X	Feedback will be collected from students, staff, and community members.

## RESULTS AND REFLECTION ON THE 2008-2009 SIP 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> Teachers will reflect and collaborate as members of professional learning communities to consider data about student achievement, powerful teaching practices, and beliefs and attitudes of successful learners.</p>	<p>Performance Indicator:</p> <p>Student performance on SOL tests in 6<sup>th</sup> grade mathematics will be greater than or equal to 80% passing as measured in spring testing of 2009.</p> <p>Student performance on SOL tests in 5<sup>th</sup> grade mathematics will be greater than or equal to 80% passing as measured in spring testing of 2009.</p> <p>Student performance on SOL tests in 4<sup>th</sup> grade mathematics will be greater than or equal to 83% passing as measured in spring testing of 2009.</p> <p>Student performance on SOL tests in 3<sup>rd</sup> grade mathematics will be greater than or equal to 80% passing as measured in spring testing of 2009.</p> <p>The aggregate percentage of Black, Hispanic, Disadvantaged, and LEP students passing the math SOL will increase by 5% at every grade level.</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported: Staff participated in Professional Learning Community meetings. They developed norms and collected data.</p> <p>Inhibited: The PLC model was implemented during the 08-09 school year, teams were required to develop team norms, collect data, and analyze data. PLC teams spent majority of the year learning the purpose and process of collaboration.</p> <p>PLC teams did not have enough time to address the 4 critical PLC questions.</p>	<p>Staff rated themselves at the pre-initiating level on the PLC continuum. At their end of the year PLC meetings, staff asked for additional time and inclusion of resource personnel for the 2009-2010 school year.</p> <p>PLC discussions also indicated a need for further staff development on data interpretation and interventions for all students.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b> Teachers will reflect and collaborate as members of professional learning communities to consider data about student achievement, powerful teaching practices, and beliefs and attitudes of successful learners.</p>	<p>Performance Indicator:</p> <p>Student performance in number sense on the 5<sup>th</sup> and 6<sup>th</sup> grade math SOL and grade level assessments will be greater than, or equal to 80% as measured on the spring 2009 math SOL exam and end of unit summative assessments.</p> <p>Student performance on the reading SOL tests in grades 4-6 will be greater than or equal to 93% passing as measured in spring testing of 2009.</p> <p>Student performance on the reading SOL tests in grade 3 will be greater than or equal to 81% passing as measured in spring testing of 2009.</p> <p>Student performance on the first and second grade Primary DRA2 will be greater than 75% meeting or exceeding benchmark set as measured in the spring of 2009.</p> <p>Quantitative/Qualitative Data: SOL Test Scores MRA Results DRA Results PLC Minutes</p>	<p>Supported:</p> <p>Inhibited:</p>	

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p data-bbox="222 172 447 196"><b>Essential Life Skills</b></p> <p data-bbox="128 237 247 261"><b>Objective:</b> Faculty and staff will implement effective communication strategies including direct, authentic, and action-oriented language designed to promote positive interactions, to show faith in children’s abilities and intentions, and to build students’ individual capacity for successful self-direction.</p>	<p data-bbox="569 172 814 196">Performance Indicator:</p> <p data-bbox="569 237 957 448">On an end-of-year Self-Assessment Staff Survey, 80% of teachers responding will answer affirmatively to questions relating to use of productive language and implementation of strategies that promote positive interventions.</p> <p data-bbox="569 480 957 659">The 2009 end of year data from SASI will show a 15% reduction in office referrals from conflicts leading to minor harassment with an increase of using peer mediation as an intervention.</p> <p data-bbox="569 691 957 837">Monthly PBS referral data will show a 5% decrease in referrals due to defiance in the classroom when compared to the same month during the 2007-2008 school year.</p> <p data-bbox="569 870 888 894">Quantitative/Qualitative Data:</p>	<p data-bbox="989 172 1108 196">Supported:</p> <p data-bbox="989 237 1465 318">Students successfully participated in the peer mediation program. Several students self-referred themselves for peer mediation.</p> <p data-bbox="989 358 1094 383">Inhibited:</p> <p data-bbox="989 415 1482 496">A Student survey administered in June 2009 indicates the need to address the PBS program and its effectiveness.</p>	<p data-bbox="1545 172 1881 228">Staff needs to focus on building relationships with students.</p> <p data-bbox="1545 261 1965 415">Staff development is needed on the PBS program and its implementation. School wide PBS foci need to be reexamined and modified to reflect level of implementation.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> The faculty and staff at Lorton Station will continue to provide students with community service opportunities as well as seek new opportunities to practice empathy to promote success in the community, country and world.</p>	<p>Performance Indicator:</p> <p>All students and staff will participate in recycling paper in their classrooms during the 2008-2009 school year as noted by monthly collection notes from November, 2008 to June, 2009. A baseline quantity of recycled paper for the school year will be recorded.</p> <p>Data collected by Lorton Community Action Center will show students are continuing to participate in community outreach programs while showing empathy towards others who are less fortunate.</p> <p>All students and staff will participate in recycling beverage tabs in their classrooms during the 2008-2009 school year as noted by monthly collection notes from November, 2008 to June, 2009. A baseline quantity of recycled beverage tabs for the school year will be recorded.</p> <p>Quantitative/Qualitative Data: Student comments during class and SCA meetings.</p>	<p>Supported: Students willingly and enthusiastically supported the Lorton Community Action Center and Ronald McDonald House drives. The students also asked for continuation of these programs and to seek other opportunities for community involvement.</p> <p>Inhibited: Recycling collection notes were not maintained for the school year due to custodial changes. Substitute custodians emptied recycling bins into the regular trash before students could record totals.</p>	<p>The staff needs to explore additional opportunities for community outreach.</p>