Fairfax County Public Schools

School Improvement Plan
2012 – 2013

Fox Mill Elementary
Cluster VIII

Mie O. Devers, Principal
Brian K. Moose, Assistant Principal
Department of Accountability
Office of Educational Planning
Revised January 28, 2008

FCPS SCHOOL IMPROVEMENT PLANNING PROCESS
“CONTINUOUS IMPROVEMENT”

- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Determine Whether School Improvement Objectives Will Be:
  Standardized Modified Abandoned
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
- Study School Improvement Plan Objectives Results
  (Results and Reflection)
- Review Student Performance Data
  (formative and summative)
- Determine Programmatic/Instructional Strengths & Weaknesses
- Research Best Practices
- Develop School Improvement Plan Objectives
- Develop Performance Indicators
- Develop Work Plan Strategies
- Implement School Improvement Plan Objectives
  (Implement Work Plan Strategies)
## COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mie Devers</td>
<td>Principal</td>
</tr>
<tr>
<td>Brian Moose</td>
<td>Assistant Principal, Chair</td>
</tr>
<tr>
<td>Amanda Owens</td>
<td>PTA President</td>
</tr>
<tr>
<td>Bernadette Boyle</td>
<td>PTA Parent Coordinator for Mini-Walk for the Homeless</td>
</tr>
<tr>
<td>Kemper Barker</td>
<td>3rd Grade Teacher-PBS Coach</td>
</tr>
<tr>
<td>Sara Chae</td>
<td>ESOL Teacher</td>
</tr>
<tr>
<td>Stacy Keating-Labas</td>
<td>Counselor</td>
</tr>
<tr>
<td>Audrey Kirtland</td>
<td>School Based Technology Specialist</td>
</tr>
<tr>
<td>Kim LaMothe</td>
<td>4th Grade Teacher-PBS Coach</td>
</tr>
<tr>
<td>Joan Olinger</td>
<td>Special Education Lead</td>
</tr>
<tr>
<td>Jen Petroski</td>
<td>2nd Grade Teacher; Math Lead</td>
</tr>
<tr>
<td>Susan Spruill</td>
<td>Reading Specialist; Language Arts Lead</td>
</tr>
<tr>
<td>Debby Wallish</td>
<td>6th Grade Teacher</td>
</tr>
<tr>
<td>Cat Wilkins</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Barbara Gressa</td>
<td>3rd Grade Teacher; Science Lead</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Debbie Nandury</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Grade Teacher</td>
</tr>
<tr>
<td>Barbara Clark</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Grade Teacher</td>
</tr>
<tr>
<td>Patti Christopher</td>
<td>Sped Teacher</td>
</tr>
</tbody>
</table>
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.
VISION STATEMENTS
LOOKING TO THE FUTURE—Fox Mill ES commits to help students prepare for their futures and to develop and demonstrate a desire for lifelong learning.

COMMITMENT TO OPPORTUNITY—
Fox Mill ES helps develop the whole child to embrace diversity and learn to contribute to the world they live in.

COMMUNITY SUPPORT—
Fox Mill ES embraces its entire community to include volunteers, parents and local businesses.

ACHIEVEMENT—
Fox Mill ES encourages and supports academic success by developing positive attitudes, intellectual curiosity and independent thinking.

ACCOUNTABILITY—
Fox Mill ES measures academic progress to ensure that all students, regardless of race, poverty, language or disability, will succeed with the knowledge and skills necessary for advancement in their school career.

MISSION STATEMENT
At Fox Mill ES it is our mission to focus instruction on developing the whole child. We are committed to providing opportunities designed to meet individual needs and to ensure that every child experiences success, academically, emotionally and socially.

CORE VALUES/BELIEFS
Fox Mill Elementary school culture is based upon the core values of RESPECT, RESPONSIBILITY, and SELF-CONTROL.

We believe when children show RESPECT they will:
• recognize and support diversity
• demonstrate courtesy and fairness in the treatment of all people
• appreciate all members of the community

We believe when children practice RESPONSIBILITY they will:
• be loyal citizens through knowledge and action
• recognize and develop their strengths to reach their maximum potential
• demonstrate initiative and persistence in learning
• seek challenges by taking thoughtful and appropriate risks

We believe when children exhibit SELF-CONTROL they will:
• utilize problem solving skills
• assume responsibility for being self-solvers and decision makers
• utilize healthy coping skills and accept responsibility for their actions
# Fairfax County Public Schools

## School Demographics by Cluster and School

### Fox Mill Elementary School
2811 Viking Dr., Herndon, VA 20171
703-255-2700

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

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>General Education</td>
<td>639</td>
<td>95.08</td>
<td>639</td>
</tr>
<tr>
<td>Elementary Advanced Academics - Levels I &amp; II</td>
<td>141</td>
<td>21.08</td>
<td>152</td>
</tr>
<tr>
<td>English Language Services</td>
<td>51</td>
<td>7.39</td>
<td>57</td>
</tr>
<tr>
<td>Special Education Services</td>
<td>79</td>
<td>12.14</td>
<td>65</td>
</tr>
</tbody>
</table>

### Enrollment Graph

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>335</td>
<td>48.52</td>
<td>330</td>
</tr>
<tr>
<td>Male</td>
<td>335</td>
<td>48.52</td>
<td>330</td>
</tr>
</tbody>
</table>

### Gender Graph

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Arabic</td>
<td>17</td>
<td>2.56</td>
<td>10</td>
</tr>
<tr>
<td>Other (Not Of Hispanic Origin)</td>
<td>6</td>
<td>0.90</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24</td>
<td>3.60</td>
<td>33</td>
</tr>
<tr>
<td>White (Not Of Hispanic Origin)</td>
<td>406</td>
<td>60.77</td>
<td>403</td>
</tr>
<tr>
<td>Other</td>
<td>99</td>
<td>14.87</td>
<td>100</td>
</tr>
</tbody>
</table>

### Ethnicity Graph

<table>
<thead>
<tr>
<th>English Proficiency</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>554</td>
<td>86.84</td>
<td>563</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>87</td>
<td>13.16</td>
<td>78</td>
</tr>
</tbody>
</table>

### English Proficiency Graph

<table>
<thead>
<tr>
<th>Free/Reduced - Priced Meals</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Free or Reduced Priced</td>
<td>80</td>
<td>4.94</td>
<td>70</td>
</tr>
<tr>
<td>No Free Priced</td>
<td>824</td>
<td>95.06</td>
<td>843</td>
</tr>
</tbody>
</table>

### Free/Reduced - Priced Meals Graph

<table>
<thead>
<tr>
<th>Mobility Rate</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Division</td>
<td>1.04</td>
<td>1.03</td>
<td>1.35</td>
</tr>
<tr>
<td>School</td>
<td>2.07</td>
<td>2.05</td>
<td>4.08</td>
</tr>
</tbody>
</table>
SPECIAL PROGRAMS

* Japanese Partial Immersion
* ESOL
* Non-Categorical Special Education Program

Student Achievement Goal—Academics
- Advanced Math, 6th Grade
- After School Art Program
- Go Club (Japanese chess)
- Reflections
- Robotics Classes
- Engineering with Lego Class
- Film-Making Class
- Mad Science Class
- Collaborative Learning Teams
- GRACE ART (Greater Reston Arts Center)
- Japanese Festival
- Odyssey of the Mind
- Reading Buddies
- Science Fair
- Pawsitive Time (Intervention and Enrichment Support during the school day)
- LLI support in the primary grades

Student Achievement Goal—Essential Life Skills
- After School Dance Class
- After School Yoga Class
- Class Meetings
- Girls on the Run
- Running with the Stars
- After School Athletics Program (Overtime Athletics)
- Morning News Show
- Positive Behavioral Interventions and Support
- Student Council Association
- Technology Team
- Drama Classes
- Volleyball Club
- Spanish FLEX

Student Achievement Goal—Responsibility to the Community
- Backpack Meals Program
- Mini-Walk for the Homeless
- Peer Mentoring
- Recycling Program
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 those that apply to this school improvement plan objective.

- [X] 1.1. Achieve their full academic potential in the core disciplines of:
  - [X] 1.1.1 English language arts
  - [ ] 1.1.2 Mathematics
  - [ ] 1.1.3 Science
  - [ ] 1.1.4 Social studies

- [ ] 1.2 Communicate in at least two languages

- [ ] 1.3 Explore, understand, and value the fine and practical arts.

- [ ] 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

- [ ] 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through our focus on the Collaborative Team cycle. Common assessment-driven data will identify and monitor those students who need extra support and enrichment.

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

Data Sources: SOL scores at Fox Mill continue to be very high. Results from the 2012 SOL Reading test indicate an overall school pass rate of 98%. Our Hispanic students’ scores were 90%. LEP students’ pass rate was 91%, and SWD passed at 88%. Our Spring 2012 DRA scores for first grade indicated that 82% of our students are reading at or above level 16. The second grade DRA scores indicated that 85% of our students are reading at or above level 28. Our SIP Team noted that our mathematics SOL scores dropped from overall 99% pass rate in 2010-2011 to an overall 88% pass rate in 2011-2012. After analyzing the data, the team identified the need to instruct our students using higher level thinking strategies and skills to match the rigor of the new mathematics standards.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: The master schedule supports three to four times per week of common planning time in grades K-6. Grade level CT (Collaborative Team) time was built into at least one common planning time per week for the teams to come together to follow the Plan/Do/Study/Act cycle to unpack standards, develop common assessments, explore best practices, and to plan interventions and
enrichments for grade level students. In the first quarter, each team was allocated a full day Team Day to study the P/D/S/A cycle and to unpack the first quarter Reading or Math standards to identify daily Learning Targets. All grade levels will be utilizing eCART, the new online mathematics textbook, and the POS as their curriculum resources. All grade level teams will use DRA2 and Horizon for common assessments that will focus on the grade level specific standards. Leveled Literacy Intervention (LLI) will be implemented in grades K-3 this year for those students who were identified for this strategic intervention based on their DRA level.

**Best Practice Research:**

Research in best practices for instruction in reading reveal the following procedures for daily reading instruction:

- Students need to read independently at their developmentally appropriate reading level and students need to be read to in the classroom. These things are paramount to improving students' reading abilities. Implementing guided reading groups is important so teachers can monitor student progress in reading. Teaching specific reading strategies is also an important tenant of a strong reading curriculum. Teacher modeled direct instruction is an appropriate method in teaching reading strategies. Common assessments will provide data that guides our instruction for intervention as well as enrichment. It is important to have a variety of materials to support students’ reading at their instructional levels. The staff at Fox Mill ES will continue to model the best practices of DuFour and Eaker regarding Professional Learning Communities. They will also implement the strategies of a balanced literacy program by referring to the best practices of Lucy Calkins, Robert Marzano and Debbie Miller. Leveled Literacy Intervention, a program created by Irene C. Fountas and Gay Su Pinnell, will be implemented in small groups of students in grades K-3.
### STUDENT ACHIEVEMENT GOAL—ACADEMICS

<table>
<thead>
<tr>
<th>Sub-Goal Number</th>
<th>Performance Indicators (Specific Measurable Attainable Results-Oriented and Time-Bound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>99% of students in grades 3-6 will achieve a pass proficient rate or higher on the 2013 Reading SOL.</td>
</tr>
<tr>
<td>1.1.1</td>
<td>The pass advanced rate on the Reading 2013 SOL will increase by 3% for students in grades 4-6.</td>
</tr>
<tr>
<td></td>
<td>- Grade 3 will increase from 58% to 61%</td>
</tr>
<tr>
<td></td>
<td>- Grade 4 will increase from 68% to 71%</td>
</tr>
<tr>
<td></td>
<td>- Grade 5 will increase from 67% to 70%</td>
</tr>
<tr>
<td></td>
<td>- Grade 6 will increase from 79% to 81%</td>
</tr>
<tr>
<td>1.1.1</td>
<td>The percentage of students in grades 1-2 who will meet grade level benchmark on the Spring 2013 DRA2 will be 90% or higher.</td>
</tr>
</tbody>
</table>
**STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN**

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through our focus on the Collaborative Team cycle. Common assessment-driven data will identify and monitor those students who need extra support and enrichment.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Person(s) Responsible</th>
<th>Materials Needed and Costs</th>
<th>Time Line</th>
<th>In-Process Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we will do to achieve the objective. <em>(Include professional development and parent involvement)</em></td>
<td>Person(s) who will monitor the strategy.</td>
<td>What materials will be used to implement the strategy? What are the costs?</td>
<td>Check the projected quarter for implementing the strategy this school year.</td>
<td>How we will monitor progress.</td>
</tr>
<tr>
<td>1. Each grade level will conduct scheduled Collaborative Team (CT) Meetings weekly to unpack standards, developing Learning Targets, developing common assessments, and exploring/commit to best practices to teach the new Language Arts standards.</td>
<td>Administrators, grade level teachers, CT Facilitators, specialists</td>
<td>New Language Arts pacing guide</td>
<td>X</td>
<td>Winter DRA2 (January) in first, second, and third grades will note students' reading progress. Horizon assessments will be used to identify student progress in grades 3-6.</td>
</tr>
<tr>
<td>2. Each grade level team will plan and conduct their CT Meetings using the Plan/Do/Study/Act (CT Cycle) model.</td>
<td>Administrators, CT Facilitators</td>
<td>CT Cycle model</td>
<td>X</td>
<td>CT agendas and minutes</td>
</tr>
<tr>
<td>3. Each grade level team will link the standards to the Blooms Taxonomy to embed critical thinking into lessons during the Team Days, aligning the unpacking the standards to specific strategies/questions.</td>
<td>Administrators, classroom teachers, all specialists, special education, ESOL, IA's, AAP teacher</td>
<td>Blooms Taxonomy flip charts Substitute funds for the Collaborative Data Dialogue days</td>
<td>X</td>
<td>Team developed formative and summative assessments around team developed Learning Targets</td>
</tr>
<tr>
<td>4. Four 30 minute blocks will be built into the master schedule for enrichment and intervention across grade levels.</td>
<td>Grade level teams</td>
<td>Master schedule</td>
<td>X</td>
<td>Completed Master Schedule</td>
</tr>
</tbody>
</table>
**School Improvement Plan Objective:** The Fox Mill Elementary faculty and staff will increase student achievement in reading by improving instructional practices through our focus on the Collaborative Team cycle. Common assessment-driven data will identify and monitor those students who need extra support and enrichment.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Person(s) Responsible</th>
<th>Materials Needed and Costs</th>
<th>Time Line</th>
<th>In-Process Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we will do to achieve the objective. <em>(Include professional development and parent involvement)</em></td>
<td>Person(s) who will monitor the strategy.</td>
<td>What materials will be used to implement the strategy? What are the costs?</td>
<td>Check the projected quarter for implementing the strategy this school year.</td>
<td>How we will monitor progress.</td>
</tr>
<tr>
<td>5. Professional learning for staff focused around the higher level thinking strategies and planning project based enrichment activities.</td>
<td>Collaborative Council members</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Qtr. 2&lt;sup&gt;nd&lt;/sup&gt; Qtr. 3&lt;sup&gt;rd&lt;/sup&gt; 4&lt;sup&gt;th&lt;/sup&gt; Qtr.</td>
<td>Staff Exit Tickets after Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>6. Teams will conduct Kid Watch meetings as needed to individual student needs and to brainstorm strategies to support the student.</td>
<td>Grade Level Teams</td>
<td>X X X X</td>
<td>Updated Student Monitor Lists developed by name and by need</td>
<td></td>
</tr>
</tbody>
</table>
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 those that apply to this school improvement plan objective.

- [X] 2.1 Demonstrate honesty, responsibility, and leadership.
- [ ] 2.2 Work effectively within a group dynamic.
- [ ] 2.3 Develop the resilience and self-confidence required to deal effectively with life’s challenges.
- [ ] 2.4 Possess the skills to manage and resolve conflict.
- [ ] 2.5 Be inspired to learn throughout life.
- [ ] 2.6 Courageously identify and pursue their personal goals.
- [ ] 2.7 Develop practical life skills.
- [ ] 2.8 Make healthy and safe life choices.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Fox Mill Elementary faculty and staff will continue to implement a Positive Behavioral Interventions and Supports Program to instill in students the character traits of respect, self control and responsibility.

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

Data Sources:
In a survey administrated October 2012, students, staff, community members, and cafeteria workers identified noise level as the number one concern in the cafeteria. Using a 1-4 rating, with 1 being absolutely unbearable and 4 being optimal noise level, the stakeholders rated the cafeteria as either a 1 or 2.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:
A majority of our students come to us ready for learning and knowing appropriate school behavior. For the most part, they understand school and classroom expectations and will follow those expectations. However, we found that expectations of noise control varied when it came to the cafeteria. Students view this as a area of social interaction and as an opportunity to engage in conversation with their classmates. Students indicated that classroom expectations when it comes to noise level are vastly different than that of the classroom.
<table>
<thead>
<tr>
<th>Sub-Goal Number</th>
<th>Performance Indicators (Specific Measurable Attainable Results-Oriented and Time-Bound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Stakeholders will rate the noise in the cafeteria a 3 or 4 as indicated on the June 2013 survey.</td>
</tr>
</tbody>
</table>
# STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
## WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The Fox Mill Elementary faculty and staff will continue to implement a Positive Behavior Support program to instill in students the habits of treating themselves and others with respect, accepting responsibility, and developing self-control.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Person(s) Responsible</th>
<th>Materials Needed and Costs</th>
<th>Time Line</th>
<th>In-Process Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we will do to achieve the objective. <em>(Include professional development and parent involvement)</em></td>
<td>Person(s) who will monitor the strategy.</td>
<td>What materials will be used to implement the strategy? What are the costs?</td>
<td>Check the projected quarter for implementing the strategy this school year.</td>
<td>How we will monitor progress.</td>
</tr>
<tr>
<td>1. SCA officers and representatives will create student video demonstrating quiet voices. Video will be played throughout the year in classrooms</td>
<td>SCA Sponsor SCA Reps</td>
<td>$0</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Qtr. 2&lt;sup&gt;nd&lt;/sup&gt; Qtr. 3&lt;sup&gt;rd&lt;/sup&gt; Qtr. 4&lt;sup&gt;th&lt;/sup&gt; Qtr.</td>
<td>X X X Students will demonstrate what they saw on the video through random checks conducted by cafeteria hostess</td>
</tr>
<tr>
<td>2. SCA officers and representatives will develop looks fors and visual reminders for students to review in class and the cafeteria. This “look for” chart will be shared with the cafeteria hostesses to align their feedback form.</td>
<td>SCA sponsors, officers, reps, and hostess</td>
<td>Poster board</td>
<td>X X</td>
<td>X Visual reminders posted in the cafeteria</td>
</tr>
<tr>
<td>3. Weekly feedback will be provided by the cafeteria hostesses to the SCA classroom representatives in grades 3-6 who will report on their weekly progress during a classroom meeting.</td>
<td>SCA Reps</td>
<td>$0</td>
<td>X X X</td>
<td>Weekly reports</td>
</tr>
</tbody>
</table>
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 those that apply to this school improvement plan objective.*

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

**School Improvement Plan Objective:** The faculty, staff and parents of Fox Mill Elementary will promote service learning opportunities for all students.

**Rationale for Objective:**

**Data Sources:**
Because of significant community involvement for the past five year's “Mini-Walk for the Homeless” at Fox Mill and the positive response that parents have had for any service activities that have been reported at PTA meetings, we realize that Fox Mill parents are enthusiastic about having their children involved in such endeavors. For the past four years each homeroom teacher tracked service learning projects performed by their students. In June 2011, classroom tracking charts were used to determine the percentage of student participation.

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:**
We have been using a model for our service programs that helps to educate our students on our need for community responsibility. We will continue to expand our model of instructing our students about the purpose of our service programs so that these programs are valuable learning opportunities for them.

The tracking system that we put in place three years ago to monitor student involvement in service programs was effective. There has been a consistent increase in student participation—from 56% in 2007-2008, to 71% in 2008-2009, to 91% in 2009-2010, to 92.5% in 2010-2011. We would like to see continued parent coordination of service projects, particularly through the Room Parent
network and their classroom activities, to increase student participation even more this year to 100%. We would like to see an increase in the student reflection of the service learning. We plan to use the student reflections after projects to measure participation.

**Best Practice Research:**
In 2003 Carnegie and CIRCLE found that “strengthening a sense of community promotes school bonding, and is central to students’ healthy development—ethically, socially, emotionally, and academically.” There are several positive effects of building a school community that encourages and educates students about their roles in the school, community, and world. Students who are involved in youth service activities tend to have more favorable attitudes towards school and learning. They have increased self-esteem and exhibit positive social and ethical behaviors. Students who have a strong sense of community when entering middle school also tend to be more engaged in learning, show more leadership qualities, are more concerned about others and less alienated from their peers. Encouraging elementary students to participate in service learning activities will set them on the path to continue community service activities in the future. It will also help them increase their social awareness of the world in which they live.
### STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<table>
<thead>
<tr>
<th>Sub-Goal Number</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.2</strong></td>
<td>By the end of the school year (2012-2013) 100% of FMES students will participate in a community service program.</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>By the end of the school year (2012-2013) 90% of FMES students will participate in a post-service reflection activity.</td>
</tr>
</tbody>
</table>
## Student Achievement Goal—Responsibility to the Community

### School Improvement Plan Objective:

*The faculty, staff and parents of Fox Mill Elementary will promote service learning opportunities for all students.*

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Person(s) Responsible</th>
<th>Materials Needed and Costs</th>
<th>Time Line</th>
<th>In-Process Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we will do to achieve the objective. <em>(Include professional development and parent involvement)</em></td>
<td>Person(s) who will monitor the strategy.</td>
<td>What materials will be used to implement the strategy? What are the costs?</td>
<td>Check the projected quarter for implementing the strategy this school year.</td>
<td>How we will monitor progress.</td>
</tr>
<tr>
<td><strong>1.</strong> PTA will sponsor “Kids Helping Kids” community outreach program, (backpack meals), which will give all grade levels, K-6, an opportunity to participate in a service learning project.</td>
<td>Fox Mill Staff; PTA sponsor, Mrs. Amy Fujii</td>
<td>Student food donations and PTA budgeted donation. $0</td>
<td>*</td>
<td>Student completed Reflection Exit Form.</td>
</tr>
<tr>
<td><strong>2.</strong> PTA will sponsor a Mini Walk for the Homeless at FMES to support Reston Interfaith which runs the Embry Rucker Shelter. Instructional opportunities will be provided to raise student awareness about homelessness.</td>
<td>PTA, SCA, Mrs. Bernadette Boyle; parent volunteers; Daiten sensei, Mrs. Susan Spruill SCA Sponsors; Mrs. Diamond, media specialist.</td>
<td>Posters, story and video/assembly on hunger/homelessness. $0</td>
<td>*</td>
<td>Mrs. Boyle will create an assessment to determine the learning behind the Walk for the Homeless SCA sponsors will monitor trip to Emery Rucker Shelter by SCA officers and subsequent classroom instruction by SCA reps.</td>
</tr>
<tr>
<td><strong>3.</strong> Room parent volunteers and teachers will be encouraged to create a grade level service project in which students will participate, i.e., letter writing to servicemen, valentines for seniors citizens, etc.</td>
<td>Room parents and teachers</td>
<td>Stationery supplies, PTA class funds</td>
<td>*</td>
<td>By EOY, room parent volunteers and their respective classroom teachers will note the activity in which the students participated and have students reflect on their learning.</td>
</tr>
</tbody>
</table>