Fairfax County Public Schools

School Improvement Plan
2015 – 2016

Lemon Road Elementary School

Region 2

Andrew Camarda, Principal
Collaborative Team Cycle

- Celebrate, refine, and preserve
- Unpack standards, identify resources, and create/finalize pre and post assessments
- Analyze during instruction to modify and after instruction to plan interventions and enrichment
- Analyze pre-assessment, share instructional strategies, and commit to action

Intervene and Enrich
Student Achievement
Pre-Assess
Teach and Assess
BELIEFS, MISSION AND VISION STATEMENTS

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS
Each student is entitled to an excellent education that meets his or her individual needs. Effective educators are essential to student success. We thrive in a vibrant, healthful, safe, enriching, and respectful environment. A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives. A successful education system fosters effective communication, critical thinking, creativity and collaboration. A dynamic partnership among students, parents, educators and with the community is critical to meet student needs and provide enriching experiences. Families play a fundamental role in their children’s education. Our diversity is a strength that creates resilient, open and innovative global citizens. High expectations inspire high performance. An educated citizenry sustains our economy and our system of self-governance. Self-motivation and personal responsibility are keys to future success. Early childhood education is crucial to school readiness and future success. Reading proficiency by third grade is critical for the academic success of all students.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT
Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead ethical lives, and be responsible and innovative global citizens.

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 in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

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.
SCHOOL—VISION STATEMENT

Lemon Road is committed to fostering a community of learners in which students, staff, and parents will grow and learn together while striving for excellence. We celebrate the uniqueness of the individual and value the family as an integral part of a student’s academic success.

SCHOOL—MISSION STATEMENT

Our Mission at Lemon Road Elementary is to provide an environment where all of the adult stakeholders are committed to supporting the academic, social, creative, and emotional needs of all of our students so that each child can achieve success at levels matched to and often exceeding perceived abilities.

SCHOOL—CORE VALUES/BELIEFS

At Lemon Road, to prepare our students for life in the 21st Century, we are committed to:

Modeling socially productive behaviors in our school by showing respect for each other, actively listening, allowing voice for all, fostering trust, promoting safety and being responsive to the greater community.

Teaching multiple perspectives and providing differentiated instruction that meets the needs of the whole child regardless of ability.

Helping students “unlock” their passions by showing our own passion for learning and encouraging creativity, fun, and laughter.

Working collaboratively as a school community to meet every child’s needs and maximize student potential through meaningful instruction.

Valuing our diversity by building positive relationships that ensure the respect and dignity of each member of the school community so that they feel important and confident.

Challenging and motivating our students by encouraging critical thinking and innovation in a safe environment where students are free to take risks without fear of failure.

For information on special programs at Lemon Road Elementary School, please refer to the School Profile: http://www.fcps.edu/LemonRoadES/
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Andrew Camarda</td>
<td>Principal</td>
</tr>
<tr>
<td>Sean Miller</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Karla Barnes</td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>Patty Renzetti</td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>Jeremy Prior</td>
<td>PreSchool Spec Ed</td>
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<tr>
<td>Melissa Brown</td>
<td>Kindergarten Teacher</td>
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<tr>
<td>Eunyi Park</td>
<td>2nd Grade Teacher</td>
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<tr>
<td>Patrice Mortson</td>
<td>3rd Grade Teacher</td>
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<tr>
<td>Susan Krieger</td>
<td>4th Grade Teacher</td>
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<tr>
<td>Matt Heffron</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Jessa Veneman</td>
<td>6th Grade Teacher</td>
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<tr>
<td>Ritu Rana</td>
<td>Special Education Teacher</td>
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<thead>
<tr>
<th>Date of Meeting</th>
<th>Committee/Subcommittee</th>
<th>Administrator Scheduled to Attend</th>
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</thead>
<tbody>
<tr>
<td>6/15-6/19, 2015</td>
<td>Grade level reflection meetings</td>
<td>Andrew Camarda/Sean Miller</td>
</tr>
<tr>
<td>July 29, 2015</td>
<td>School Leadership planning meeting. Discussed instructional initiatives, mapped out PD, and clarified functions of CLTs.</td>
<td>Andrew Camarda/Sean Miller</td>
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<tr>
<td>August 19, 2015</td>
<td>Reviewed and finalized the SIP and PD calendar.</td>
<td>Andrew Camarda/Sean Miller</td>
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# Results and Reflections from 2014-2015 School Year

## Data results related to End-of-Year SMARTR Outcomes

<table>
<thead>
<tr>
<th>Reading Goals for 2014-15</th>
<th>Outcome</th>
<th>Change from Previous Year (13-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who made benchmark TOTAL</td>
<td>84%</td>
<td>82%</td>
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<tr>
<td>Percent of students who made a year’s growth TOTAL</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Percent of students who started BELOW grade level AND made MORE THAN a year’s growth, K-6</td>
<td>58%</td>
<td>68%</td>
</tr>
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### Reflection on critical factors that supported/ inhibited success

**Supported:**
- Focus on high quality Tier I instruction
- Grade level “data dialogue” meetings.
- Quarterly interventions that focused on struggling students.
- Teachers and specialists collaborated regularly to plan for reading instruction
- Creating a shared understanding of the components of guided reading
- CLT meetings that focused on teachers’ professional learning in an area of literacy.
- Teachers received significant access to resources, tools, and planning time

**Inhibited:**
- Lemon Road’s teachers need to grow in their understanding of how to teach reading based on specific student reading behaviors (not just DRA level)
- Need for deeper understanding of observing students read and to use assessments to guide instruction.
- Large class sizes in grades 1 and 2
- Need to develop a clear approach to Tier 2 and Tier 3 interventions with struggling readers.

### Implications for ongoing improvement efforts

While Lemon Road made progress on each of its goal indicators, the school fell slightly short of the school-wide SMARTR goals in two of the indicators. In the area of students making MORE THAN a year’s growth Lemon Road far exceeded its SMARTR goal.

The leadership team has solicited staff feedback on our literacy efforts through personal, team, and school-wide reflections. The goal of these reflections was to “pull-out” what we have been successful at and what we need to improve upon. These reflections have helped us to develop explicit strategies to work around to meet our SMARTR goals (see below).
STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured 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, effectively eliminating achievement gaps.

Check all sub-goal(s) 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.

SUMMARY OF SMART OUTCOMES: Increase percentage of students who made benchmark and a year’s growth while increasing the numbers of students who started BELOW grade level and made OVER a year’s growth.

Academic Area: Reading LEVEL: SCHOOL

X CLOSE THE GAP  X RAISE THE BAR  □ CONTEXTUAL COMPARISON  □ INDIVIDUAL GROWTH

<table>
<thead>
<tr>
<th>Baseline/Initial Outcome</th>
<th>Interim Outcome</th>
<th>Interim Outcome- As Needed</th>
<th>End of Year SMARTR Outcome</th>
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<tbody>
<tr>
<td>82% of students, K-6, made benchmark as evidenced by DRA.</td>
<td></td>
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<td>85% of students, K-6, will make benchmark as evidenced by DRA.</td>
</tr>
<tr>
<td>95% of students made a year’s growth as evidenced by DRA.</td>
<td></td>
<td></td>
<td>97% of students will make a year’s growth as evidenced by DRA.</td>
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<tr>
<td>68% of students who started BELOW grade level made OVER a year’s growth, K-6.</td>
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<td></td>
<td>73% of students who started BELOW grade level will make OVER a year’s growth, K-2. (15% reduction of those who did not.)</td>
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<tr>
<td>93% of students, grades 3-6, passed the Reading SOL for the 2014-2015 school year.</td>
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<td></td>
<td>95% of students, grades 3-6, will pass the Reading SOL for the 2014-2015 school year, and there will be a 3% gain in each of the subgroups.</td>
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### Strategy 1
Develop a clear, common, and well-articulated understanding of specific student reading **behaviors** including how to assess student behaviors, plan for specific instruction, and the best way to intervene when necessary.

**Action(s):**
1. Hold Teachers as Readers (Collaborative Study Group) on *The Literacy Teacher’s Playbook* to deepen teacher understanding on how assess student reading.
2. Purchase *Continuum of Literacy Learning* AND *Reading Strategies Book* to serve as a reference guide for each teacher, focusing on reading behaviors.
3. Hold Collaborative Study groups 8 times per year for teachers to study a group of students, develop specific reading techniques, try them out in the classroom, and make adjustments as necessary. Focus of the meetings is on professional learning.
4. Develop guided reading planning sheets by October that support student acquisition of reading behaviors.
5. Grade level teams engage in full-scale Lesson Study on a specific component of the reading block, focus on teaching for reading behaviors.
6. Teachers will continue to engage in coaching and collaborative work with specialists or each other.
7. Teachers will develop common assessments, analyze common assessments and designed targeted focus lessons based on pre-assessments.
8. Utilize the 3 School Planning days for staff development and teacher problem-solving around Literacy issues.

### Strategy 2
Create a clear and systematic approach to how and when we intervene with Tier 2 and Tier 3 interventions when we notice readers are struggling.

**Action(s)**
1. Attend the ELL Innovation Institute to increase repertoire of strategies.
2. Develop a clear system of intervention including possible tools for intervening, a flow chart (with decision making), and tools for monitoring progress.
3. In our Intervention Monitor meetings (held 6 times in the year), have teachers examine student reading data to determine students needing tier 2 or tier 3 interventions, the strategies to intervene, the length of intervention, the tool and frequency of monitoring, and the anticipated goal.
4. Determine how best to utilize time for interventions during the school day.
5. Determine (or develop if needed) tools for monitoring students’ progress, on-going.
6. Utilize Benchmark Analysis meetings for periodic “dipsticks” into student, grade level, and school-wide progress.

### Strategy 3
Create clarity over the various roles and functions of CLTs and establish a specific CLT meeting calendar including purpose, outcomes, and membership.

**Action(s)**
1. Identify the roles and functions of various CLT meetings and re-name the meetings to provide clarity as to their purpose.
2. Develop a CLT calendar based on Leadership Team input that maps out the entire year if CLT meetings and provide purpose outcomes, and membership for each meeting.
3. Create team protocols or processes to support the facilitation of the various CLT meetings.
**Strategy 4**
Expedite small group reading instruction to start by September 21 and provide immediate interventions to pre-identified students.

<table>
<thead>
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<tbody>
<tr>
<td>1. Grade level teams will develop means to quickly and effectively assess student proficiency so that small group reading instruction can begin by the third week of school.</td>
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<tr>
<td>2. During the first two weeks of school, teachers will assess student proficiency and create initial groups for preliminary guided reading instruction.</td>
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<td>3. Specialists will provide immediate interventions to pre-identified students using last year’s results as a determinant.</td>
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   1.1.1. English language arts.
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SUMMARY OF SMARTR OUTCOMES: Increase percentage of students who made benchmark and a year’s growth while increasing the numbers of students who started BELOW grade level and made OVER a year’s growth.

Academic Area: Mathematics

LEVEL: SCHOOL

X CLOSE THE GAP  X RAISE THE BAR  ☐ CONTEXTUAL COMPARISON  ☐ INDIVIDUAL GROWTH

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<th>Baseline/Initial Outcome</th>
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<th>Interim Outcome- As Needed</th>
<th>End of Year SMARTR Outcome</th>
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<tr>
<td>89% of students, grades 3-6, passed the Math SOL for the 2014-2015 school year.</td>
<td>92% of students, grades 3-6, will pass the Math SOL.</td>
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<tr>
<td>65% of students, grades 3-6, within the Hispanic, LEP, Fee Waiver, and Students with Disabilities subgroups passed the Math SOL for the 2014-2015 school year.</td>
<td>70% of students, grades 3-6, within the Hispanic, LEP, Fee Waiver, and Students with Disabilities subgroups, will pass the Math SOL.</td>
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### Strategy 1
Create clarity around how we teach math at Lemon Road. Specifically, moving all teachers towards highly-engaging instruction, and “best” math practices as prescribed by the FCPS Math Office.

**Action(s):**
1. Principals and school math leaders will attend the monthly Math Leader Meetings.
2. Hold regular staff development meetings following the monthly Math Leader meetings. Provide “turn-around” training to all teachers and specialists.
3. Take inventory of teacher’s core beliefs about teaching and learning math, successful strategies, and challenges they are facing.
4. Use the math inventory to help the leadership team craft further steps in staff development.
5. Teachers will read *Principles to Actions: Ensuring Mathematical Success for All*. Collaborative study groups will accompany the reading.
6. Teachers will continue to engage in coaching and collaborative work with administration, specialists, and other teachers.
7. Utilize school planning days for staff development, and teacher planning and problem solving around math issues.

### Strategy 2
Create a clear and systematic approach to how and when we will intervene with Tier 2 and Tier 3 interventions when we notice math students are struggling.

**Action(s):**
1. Develop a clear system of intervention including possible tools for intervening, a flow chart (with decision making), and tools for monitoring progress.
2. Determine how to best utilize time for interventions during the school day.
3. Utilize Benchmark Analysis Meetings to look deeply at student data.
4. Collaborate with other elementary schools with similar demographics who have had success with the subgroups that struggle for us.
<p>| STRENGTHS | OPPORTUNITIES FOR GROWTH | Initial Reflection | Date: TBD | | WHY? | Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have? | | SO WHAT? | For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire? |</p>
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>OPPORTUNITIES FOR GROWTH</th>
<th>Reflection (if needed)</th>
<th>End-of-Year</th>
<th>Date: TBD</th>
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