

Fairfax County Public Schools

**School Improvement Plan
2007 – 2008**

Centreville Elementary School

Cluster *VII*

Dwayne Young, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Dwayne Young	Principal		
Lynn Mayer	Assistant Principal		
Kate Charlton	Sixth Grade		
Lee Kaiser	Guidance		
Lee Meyers	ESOL		
Diane Church	Special Education		
Erin Gresham	Reading Teacher		
Lisa Buck	Fifth Grade		
Annette Lauber	Second Grade		
Amy Carey	Fourth Grade		

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.

SCHOOL—VISION STATEMENT

The vision of Centreville Elementary school is to provide a secure educational environment in which quality education is provided for all students in an atmosphere that encourages them to achieve at their highest level.

SCHOOL—MISSION STATEMENT

Our mission is to empower students to:

- Apply skills to achieve higher levels of proficiency
- Use higher level thinking skills
- Become proficient in the use of technology
- Express creativity in all curriculum areas
- Acquire self-confidence, self-discipline, independence, and a sense of responsibility
- Develop positive interpersonal relationships with peers and adults
- Exhibit respect and appreciation for the diversity of others, our school, and our community

SCHOOL—CORE VALUES/BELIEFS

We believe that all children can learn. We are committed to shared decision making within a school-based planning and assessment process. We will plan, remediate and enrich through interdisciplinary teams and academic departments as well as provide a quality education for all students involves a partnership of staff, students, parents, and the community.

SPECIAL PROGRAMS

Professional Learning Community
(Job Embedded Staff Development)

Collaborative and Team Teaching

CES Kids Inquiry conference – in collaboration with the Udvar Hazy Museum

Guided Reading, Junior Great Books

Challenge 24, Math & Logic

CVHS Teacher Cadet Program, Mentor Works,

Differentiated Instruction, Curriculum Compacting & Flexible Grouping

Enrichment, BART – grades 3-6

Strategies Lab

Hands On Equations

Young Scholars

Eagle Aides, Student Hosts

PTA Programs – FLEX, Reflections

Compacted Math

Strategies – Readers as Leaders

PBS

Emphasis upon inclusive classrooms and small group instruction. Use of Special Educators, Specialists and Instructional Assistants within classroom setting

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 type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE 1.1.1: Teachers will explicitly teach good reader strategies to improve reading comprehension at all grade levels.

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

Data Sources:

SOL result analysis from 2006 showed low level comprehension skills for grades 3-6 with percentage pass rates as follows:

Minority, 74% (Asian, Black, and Hispanic students), **Limited English Proficient, 61%** (all LEP levels including level 1 and 2 students who have not participated in the SOL Reading assessment in past years), and **Students with Disabilities, 64%**.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Centreville ES has begun to implement Professional Learning Communities, composed of grade level teams, to discuss specific instructional practices and its effect on individual student achievement. Informal observation and teacher feedback tell us that there are inconsistencies within our instructional practices in the area of language arts. We believe that the development of a strong successful team culture and integration of new administration will help to foster this goal. Currently we do not have a way of consistently monitoring reading progress in grades 4-6.

Best Practice Research:

Michael Pressley, a leading researcher in the area of reading instruction, characterizes good reader strategies as follows: “Good readers are aware of why they are reading a text, gain an overview of the text before reading, make predictions about the upcoming text, read selectively based on their overview, associate ideas in text to what they already know, note whether their predictions and expectations about text content are being met, revise their prior knowledge when compelling new ideas conflicting with prior knowledge are encountered, figure out the meanings of unfamiliar vocabulary based on context clues, underline and reread and make notes and paraphrase to remember important points, interpret the text, evaluate its quality, review important points as they conclude reading, and think about how ideas encountered in the text might be used in the future.” (Pressley, 2000). Harvey and Goudvis (2000) in their book, Strategies that Work: Teaching Comprehension to Enhance Understanding, explicitly define six reading comprehension strategies based upon good reader strategies much the way that Pressley defined them in his research. These strategies, combined with good reader strategies defined in Lori Ozkus’ book, Super Six Comprehension strategies: 35 Lessons and More for Reading Success (Ozkus, 2004) form the basis of eight general reading strategies that Centreville ES will focus on throughout this school year. These strategies include: **Building Background Knowledge and Making Connections, Predicting, Questioning, Determining Importance, Visualizing, Inferring, Monitoring Comprehension, and Evaluating and Synthesizing.**

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), Handbook of reading research: Volume III (pp. 545-561). Mahwah NJ: Erlbaum.

Harvey, S. & Goudvis, A., Strategies That Work: Teaching Comprehension to Enhance Understanding, Stenhouse Publishers, Portland, Maine, 2000

Ozkus, L., Super Six Comprehension Strategies: 35 Lessons and More for Reading Comprehension; Christopher Gordon Publisher, Inc., Norwood, MA; 2004

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	The percentage of students reading at/above grade level as measured by the DRA at the end of grade 1 will increase by 4 % points, from 76% to 80% .
1.1.1	The percentage of students reading at/above grade level as measured by the DRA at the end of grade 2 will increase by 3 % points, from 84% to 86% .
1.1.1	The percentage of students passing at the proficient and/or advanced levels of the SOL tests in English/Reading for grade 3 will increase by at least 3%, from 75% to 78% .
1.1.1	The percentage of students passing at the proficient level of the SOL tests in English/Reading for grade 4 will increase by at least 2%, from 37% to 39% .
1.1.1	The percentage of students passing at the advanced level of the SOL tests in English/Reading for grade 4 will increase by at least 2%, from 41.5% to 43.5% .
1.1.1	The percentage of students passing at the proficient level of the SOL tests in English/Reading for grade 5 will increase by at least 2%, from 49% to 51% .
1.1.1	The percentage of students passing at the advanced level of the SOL tests in English/Reading for grade 5 will increase by 2%, from 37% to 39% .
1.1.1	The percentage of students passing at the proficient level of the SOL tests in English/Reading for grade 6 will increase by 2%, from 58% to 60% .
1.1.1	The percentage of students passing at the advanced level of the SOL tests in English/Reading for grade 6 will increase by 2%, from 28% to 30% .
1.1.1	The percentage of students passing SOL English/Reading within LEP, minority, and SWD subgroups will increase by 10% in each subgroup. (see data listed in data sources)

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. All teachers of language arts will participate in a school wide Reading Strategies Share Fair	Reading Teacher and L.A. committee members	<u>Strategies That Work</u> by Stephanie Harvey \$30.00 per book x 45 teachers = \$1,350		11/19			Participation of teachers and information sheets used by individuals to record 4 of 8 strategies
2. All grade level teams (including ESOL and SPED) will choose at least 1 reading strategy to emphasize within their classroom instruction and student learning activities	Grade level literacy team leader			12/1			Grade level report out to L.A. committee and administration as to chosen strategy focus
3. Walkthrough/observation staff development will be offered for all teachers of language arts				Dec			Attendance and participation of teachers during school based in-service.
4. Grade level teams will conduct walkthrough/observation 2 times throughout the year with follow-up discussions				Jan		April	Notes from teacher-teams from their conversations regarding observations
5. All teachers of language arts will participate in a school based training on measuring student progress in reading fluency and comprehension	Reading specialist, grade level L.A. committee members, and assistant principal			Jan			Attendance and participation of teachers during school based in-service.
6. All teachers of language arts will monitor and record student reading progress with the use of a progress monitoring board					Feb Mar April	May Jun	Grade level progress monitoring board where each student's progress is visually monitored
7. LEP level 1, the majority of LEP level 2, and some students with disabilities (as decided by their IEP teams), will participate in VGLA	Grade 3-6 ESOL, special education, and grade level teachers		X	X	X	X	Completed VGLAs (around 35 in Reading for LEP level 1 and 2 as well as some students with disabilities)
8.							

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.

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| <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. |
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| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE 1: Teachers will explicitly teach with the use of manipulatives to improve number sense at all grade levels.

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

Data Sources:

SOL results from 2006, SOL result analysis from 2006 showed low level number sense for grades 3-6, testing showed acceptable overall performance (**76%** passing) but weakness in subgroup performance (LEP **65%** passing) (minority achievement **69%** passing), (SWD **56%** passing). Grade level common assessments administered at both the beginning and the end of the year also show a need for more direct instruction to develop number sense.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We have implemented Professional Learning Communities, composed of grade level teams, to discuss specific instructional practices and its effect on individual student achievement. Informal observation and teacher feedback tell us that there are inconsistencies within our instructional practices in the area of mathematics, particularly in the area of number sense. We believe that the development of a strong successful team culture and integration of new administration will help to foster this goal. Currently we do

not have a way of monitoring progress in the development of number sense in grades K-6. Currently there is not a specific organization or knowledge of mathematic materials within the school building.

Best Practice Research and Resources:

As cited in websites from National Council of Teachers of Mathematics (NCTM) as well as The Access Center (a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs) many students not only benefit, but require math instruction with concrete manipulatives in order to develop conceptual understanding of many mathematical concepts. "Research-based studies show that students who use concrete materials develop more precise and more comprehensive mental representations, often show more motivation and on-task behavior, understand mathematical ideas, and better apply these ideas to life situations" (The Access Center). Some mathematical concepts for which structured concrete materials work well as a foundation to develop understanding of concepts are early number relations, place value, computation, fractions, decimals, measurement, geometry, money, percentage, number bases, word problems, probability and statistics.

Researchers in the area of mathematics instruction identify an instructional approach as being very effective. This approach, titled the Concrete-Representational-Abstract (CRA) approach, begins at the concrete level, where instruction includes the use of manipulatives. Teachers who use this instructional approach determine whether students understand what has been taught before proceeding to the next stage. (NCTM News Bulletin, 2007).

In addition to the use of concrete and virtual manipulatives to help students to develop a conceptual understanding of mathematical concepts, the Centreville ES goal will focus on helping teachers to use current resources within the building other than the text book. These resources include many simple to create math games that focus on developing students' number sense. These resources include: Number Sense by McIntosh, Reys, Reys, and Hope; Nimble with Numbers by Childs, Choate, and Wicket; and Every Day Counts Calendar Math by Kanter, Gillespie, Ardell, and Clark.

Nancy Berkas and Cynthia Pattison ([NCTM News Bulletin](#), November 2007)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	At least ninety-five percent of kindergarten students will obtain a 3 or better as measured by the kindergarten ECAP.
1.1.2	The percentage of students passing at the proficient and/or advanced levels of the SOL tests in mathematics for grade 3 will increase by 3%, from 85% to 88% .
1.1.2	The percentage of students passing at the proficient level of the SOL tests in mathematics for grade 4 will increase by 2%, from 45% to 47% .
1.1.2	The percentage of students passing at the advanced level of the SOL tests in mathematics for grade 4 will increase by 2%, from 25% to 27% .
1.1.2	The percentage of students passing at the proficient level of the SOL tests in mathematics for grade 5 will increase by 2%, from 46% to 48% .
1.1.2	The percentage of students passing at the advanced level of the SOL tests in mathematics for grade 5 will increase by 2%, from 34% to 36% .
1.1.2	The percentage of students passing at the proficient level of the SOL tests in mathematics for grade 6 will increase by 2%, from 44% to 46% .
1.1.2	The percentage of students passing at the advanced level of the SOL tests in mathematics for grade 6 will increase by 2%, from 21% to 23% .

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
9. All teachers of mathematics will participate in 2 school based hands-on workshops to use manipulatives (real and virtual).	SBTS and Math Committee	Manipulatives currently within school Laptops and math websites		12/?			School calendar
10. Grade level teams will choose a mathematical concept (i.e. fractions) and create and teach at least 2 lessons that incorporate manipulatives to develop number sense.	Grade level math committee member	School resources – no cost		Dec/ Jan	X	X	Math folder on CES server and Outlook PLC discussion of lesson implementation and student achievement
11. Select grade level teachers will participate in staff development pertaining to Every Day Counts Calendar Math	2 teachers at the following grade levels 3rd 4 th 5 th	\$195.00 per kit 6 kits \$1,200.00		Nov			
12. Grade level teachers selected to participate in Every Day Counts Calendar Math will implement this mathematic program 5 days per week for at least 15 minutes daily				X	X	X	
13. SOL scores from students who participated in Every Day Counts Calendar Math will be compared to their grade level peers							

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 checked="" type="checkbox"/> 2.1 Demonstrate sound moral character and ethical judgment. | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Be able to contribute effectively with 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

Create a positive school community through individual character development.

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

Data Sources: In a formal staff survey during the 06-07 school year, 100% feedback indicated the conditions were favorable for implementation of a consistent school-wide behavior system (Positive Behavior Support). The results gathered from this survey were confirmed through follow-up informal interviews during the summer of 2007. The implementation of PBS aligns with the county objective as best practices.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Informal observation and teacher feedback indicated the need to address the consistency and modeling of student behaviors, clear expectations and understanding, and positive/negative accountability structures. An interested and enthusiastic faculty and staff realized the benefits of systemic interventions designed to support positive behaviors and life skills within our classrooms and school. The faculty and staff believe that creating a positive school community through individual character development will have an optimal impact on life-long learning for the students of Centreville Elementary School.

Best Practice Research:

A key facet of the *Effective Schools Research* (Marzano, Edmonds, Brookover, Lezotte, et al) specifically, a “safe and orderly environment”, supports the goal ensuring the positive school climate and is critical to academic achievement. The benefit to children is an optimal learning situation where all students feel supported and successful. Marzano recommends establishing rules and procedures for general behavior and problems that might be caused by school’s physical characteristics or the school’s routines. Positive Behavior Support (PBS) is a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1, 2.5	The percentage of school-wide think sheets will decline quarterly during the 07-08 school year.
2.1, 2.5	The percentage of school-wide referrals will decline quarterly during the 07-08 school year.
2.5	The number of participants in the weekly keys to success (positive behavior reward system) drawings will increase quarterly during the 07-08 school year.
2.5	Students surveyed about school climate will respond with a 4 or greater on the Leikert Scale on 75% of items measured.
2.5, 2.6	The number of students achieving all “G’s” and/or “O’s” in the work habits portion of the report card/progress report will increase quarterly during the 07-08 school year.
2.5	Parents surveyed about school climate will respond with a 4 or greater on the Leikert Scale on 75% of items measured.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Create a positive school community through individual character development.							
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Educate students regarding positive character traits by introducing and reinforcing PBS strategies	S. D'Amato; all staff	\$1,000 - PBS – 4 Keys to Success	X				Referrals, think sheets, positive weekly drawings; observations
2. Inspire life-long learning in all students	S. D'Amato; all staff	\$1,000 – PBS – 4 Keys to Success	X	X			Referrals, positive weekly drawings; observations (shared at PLC meetings); survey; report card/progress report; anecdotal records
3. Nurture the development of practical life skills in all students	L. Kaiser; all staff	\$1,000 - PBS – 4 Keys to Success	X				Referrals, think sheets; observations (shared at PLC meetings); report card/progress report
4. Provide parents with knowledge of positive school community efforts - ask for reinforcement of purpose and feedback.	D. Young; L. Mayer; all staff	\$200 – Survey Monkey, Blackboard, Keep in Touch	X				Newsletters; Keep in Touch; Blackboard, website communication; survey; Back-to-School Night information; PTA; climate survey; brochure
5.							
6.							
7.							
8.							
9.							
10.							

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. (Patrols, SCA, Eagle Aides, WCES News Crew Members, and Student Hosts)
- 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.

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

Through action and advocacy, students and faculty will foster a respectful approach and response to the needs of our school, community, country, and world.

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

Data Sources:

At this time, there is no data available to support a *Responsibility to the Community* initiative. CES will begin the process of collecting benchmark data.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic strengths include enthusiastic teachers implementing curriculum standards, an existing student government with classroom representation, and a commitment of staff to work together to form a positive community. Weaknesses include elementary-aged students dealing with complex concepts of community and limited opportunities for young children to interact with the community-at-large without direct parental or adult supervision.

Best Practice Research:

The Northeast Foundation for Children provides information on the approach is based on the premise that children learn best when they have both academic and social-emotional skills which results in safe, challenging, and joyful elementary classrooms and schools.

In addition, The National Commission on Service-Learning (see link below) endorses and supports schools in the creation of service learning projects and programs as a teaching and learning approach “that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”

http://www.servicelearning.org/instant_info/hot_topics/getting/index.php)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Students will illustrate their knowledge and understanding of the concept of responsibility to the community by participating in grade-appropriate activities (i.e. written summaries, discussions, technology presentations, reading comprehension activities) during the 07-08 school year.
3.2	Students will exhibit good citizenship skills and actions that improve our school and community as indicated by related school-level data (i.e. report card behavior, PBS data, survey results) throughout the 07-08 school year.
3.1	Student volunteers participate as Patrols, SCA representatives, Student Hosts, WCES News Crew Members, and Eagle Aides within the school community during the 07-08 school year and will reflect on their activities, in a variety of discussion and written forms, throughout the year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through action and advocacy, students and faculty will foster a respectful approach and response to the needs of our school, 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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Students will gain an understanding of the concept of community.	D. Young; all staff	None – curriculum materials	X				WCES; Media; guidance lessons; curriculum lessons
2. Volunteer opportunities and community involvement will be encouraged and celebrated.	D. Leach; all staff	\$1000 - time for sponsor(s) and students to meet and develop opportunities/activities		X			Newsletter; bulletin boards; website; clubs; grade level activities; SCA; Eagle Aides
3. Lessons will be taught in classrooms by teachers, specialist, etc. as appropriate in order to define and illustrate community.	J. Herget; all staff	None – curriculum materials	X				Curriculum lessons; guidance lessons; PBS lessons/Keys to Success; WCES; PLC
4. Faculty will engage in learning opportunities and discussions to help build classroom communities using Keys to Success, class/morning meetings, cooperative learning, and other reflection activities.	S. D'Amato; all staff	\$500 – PBS/Keys to Success, TMPC	X				cooperative learning; class/morning meetings; PBS/Keys to Success, PLC
5. Each class will pair with a “buddy class” to engage in at least one activity related to each of the three SIP goals.	L. Kaiser; J. Herget; all staff	Unknown at this time					Record of “buddy classes”, presentation of ideas and display artifacts for each (photos, letter, story, etc.)
6.							
7.							
8.							
9.							
10.							

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	