

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Churchill Road School

Cluster I

Don Hutzel, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position
Don Hutzal	Principal and Committee Chair
Kathy Manoatl	Assistant Principal
Cheryl Bamdad	Parent, Grade 2, Mathematics Lead Teacher
Erik Dahlin	School-based Technology Specialist
Ouida Garvin	Grade 3
Lindsay Gilchrist	Special Education
Cindy Haines	Reading Specialist
Dave Ickowski	Grade 4
Maggie Shamblin	Grade 1
Laura Swetra	Grade 6
Fran Turner	Grade 5, GT Center Lead Teacher
Ryan Van Valen	Grade 2

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

Churchill Road School is committed to working together with students and parents towards the common goal of ensuring that all students receive an excellent and appropriate education. We envision:

- ★ All students will achieve at the highest standards of learning.
- ★ Our students will become responsible, productive and globally conscious members of their communities. They will demonstrate tolerance, respect, honesty, good citizenship, and integrity.

SCHOOL—MISSION STATEMENT

Churchill Road School empowers our students to meet high academic standards, display exemplary citizenship, and promote global & social awareness of the world around them.

SPECIAL PROGRAMS

Gifted and Talented Center

Autism Center

ESOL

School-Based GT Resource Program

SCA-Student Council Association

Compacted Mathematics in Grade 6

Academic and Artistic Competitions

WordMasters Competition - Third through sixth grade students participate in this national program which encourages growth in vocabulary and verbal reasoning.

Continental Mathematics League Competition - Second through sixth grade students participate in this national mathematics problem-solving competition.

Challenge 24 Competition - Students in grades 4-6 participate in this competition playing the Challenge 24 game which reinforces mental mathematics, problem solving, pattern seeking, concentration and critical thinking.

Math Olympiad - Sixth grade students participate in this national mathematics competition designed to stimulate enthusiasm and love for mathematics. Emphasis is on developing flexibility in solving problems and strengthening mathematics intuition.

Science Olympiad - Fifth and sixth grade students participate in this science competition designed to encourage a deeper understanding of science through hands-on and research activities. Emphasis is on developing scientific skills and knowledge.

Reflections Competition - This PTA sponsored contest offers students opportunities to create works of art for fun and recognition. Students in kindergarten through sixth grade are encouraged to create and submit works of art in the following areas: literature, musical composition, photography, and the visual arts, dance choreography, and film-video production.

Science Fair Competition - All grade levels participate in a school-wide competition designed to increase awareness of Experimental Design.

Culture of Chess - Second through sixth grade students participate in the PTA sponsored program which offers instruction and learning the fundamentals of chess. Opportunities for competition are provided during and after school.

Curriculum Related Initiatives

Inquiry Learning Project - This school wide initiative engages children from kindergarten to grade six in the process of inquiry. Grade level teams choose a curriculum focus for research, introducing and reinforcing research skills and understandings.

Family Math Night - The mathematics lead teachers and a parent volunteer organize a variety of mathematics activities and games centered around a theme that stimulates students' critical thinking and problem solving abilities. Parents and students are invited to share a night of fun as they explore Math Night in the gymnasium.

Art Night- The art teacher will organize an evening activity to promote creativity in artistic endeavors. Students will design and make trading cards to exchange with students at other schools.

Integrated Arts Initiative - This is a multi-faceted initiative.

Author Visits - Guest authors visit classrooms and provide workshops for grade levels to help students understand the writing process.

Artist in Residence Program - Guest artist, poet Paul Hurteau, will visit 2nd grade classrooms and provide workshops to help students develop their artistic knowledge and abilities through poetry writing and recitation.

Theater Arts - Grade level teams take field trips that tap into the many dramatic performance organizations in the area including performing groups at local theaters and the Kennedy Center. Many teachers also direct and stage classroom plays.

Art Appreciation - Parent volunteers deliver monthly integrated lessons to students at all grade levels to build awareness of various artists and artistic styles.

Cultural Arts Assemblies - Many performances are scheduled throughout the year to complement curriculum topics while exposing students to a variety of forms of artistic expression.

McLean Project for the Arts - Volunteers from the McLean Project for the Arts provide in-services to the staff and encourage classroom walking field trips to view special events and ongoing exhibitions.

Changing Education Through the Arts (CETA) - CRS teachers have participated in classes sponsored through our partnership with the Kennedy Center in which they learned purposeful arts activities that are integrated into active learning experiences in the classroom.

Outdoor Odyssey Initiative - This PTA sponsored committee prepares activities where students can apply curriculum knowledge to hands-on activities that develop awareness and integrate subjects to create a holistic view of learning and discovery. Students, teachers and parent volunteers participate in Stewardship Activities in which students actively learn to care for their environment.

Read Across America- CRS will participate on March 2, 2008, including visits from community service members.

Student Support Programs

Langley and Cooper Buddies - Student volunteers from the local middle school and high school are paired with students who would benefit from additional academic and social support.

Peer Mediation Training and Services - The CRS guidance counselors train students to serve as peer mediators. These upper grade students offer their services to students having conflicts and compete in a competition each spring.

Homework Club - Through Cooper Middle School's Safe Community Coalition's After School Mentor Program, students from Cooper will come to Churchill to serve as mentors to help the CRS students complete homework and/or study for tests.

Girl Power - This is an after school club for 6th grade girls in which activities are designed to reinforce positive behaviors, beliefs and experiences.

Bobcat Awareness – This is an after school club for 5th and 6th grades to help impoverished children in East Asia.

Girls on the Run – This is a self-esteem building group for 3-5th grade girls who are training for a 5K run.

Student and Staff Mentoring Program - Opportunity for student to be mentored by a selected staff member to help enhance their well-being.

Additional Enrichment Opportunities

After School Clubs - Students can elect to participate in a variety of after school clubs including chess, pottery, foreign language, athletics, etc.

Before School Clubs - Churchill Road's physical education teachers offer students the opportunity to develop fitness skills for life through the running, fitness, and jump rope clubs.

Partnership with Dogwood Elementary School - The Churchill Road community is actively involved with supporting Dogwood Elementary School through a variety of food and gift drives, and other collaborative events.

Churchill Cares - This PTA sponsored committee helps families in times of need.

Walk for the Homeless - Sponsored by Fannie Mae, children participate in an informational meeting to learn about homelessness and participate in a 30 minute community walk to raise funds for the homeless in the area.

PBS Initiative - The Positive Behavior Support program is a school wide initiative to promote CRS student respect of self, others and property.

Patrols - CRS physical education teachers and a Fairfax County police officer run a safety patrol program for select 4th - 6th graders who then assist other CRS students on the bus, at the kiss-n-ride and walking through our neighborhood.

Celebrations of Community

Parade of Cuisines - An evening where the Churchill Road Community gathers together for a pot-luck dinner, honoring our diverse student population.

Backyard Barbeque - An evening where the Churchill Road Community gathers together for a barbeque.

Movie Night - A Friday night event where the Churchill Road Community watches a movie outdoors.

Parent Networking Events-

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 checked="" type="checkbox"/> 1.1.3 Science | |
| <input checked="" 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)*

Teachers will implement differentiated lessons that teach students critical thinking skills and will measure student growth through an increasing variety of common assessments.

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

Data Sources:

- Student reading responses demonstrate knowledge, but not application, interpretation, or reflection of comprehension strategies
- September 2008 Upper Level DRA scores indicate 50% of 4th graders and 20% of 5th graders in general education classes earned a score of 2 or below, indicating a intervention or frustration level in making inferences when reading.
- Parent discussions with principal, mathematics lead teacher and classroom teachers in 2007-2008 generated a school-wide need for more rigor in the mathematics program for students

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- We have a school-wide belief that critical thinking is a necessary component in preparing students to be successful in the 21st Century
- We have a school-wide commitment to address the instructional needs of each student at his or her level

- We have identified and purchased fiction and nonfiction text at differing levels to use in guided reading.
- Teachers are using data from DRA2, SOL, MRA, eCART, DIBELS, and informal assessments to group students according to instructional levels.
- Teachers are implementing differentiated instruction through guided reading groups, book clubs, and literature circles

Weaknesses:

- We are in the third year of implementing a common language for teaching comprehension strategies. Teachers and students are knowledgeable in using the language, based on student end-of-year reflections. Teachers, however, recognize the need to take students' thinking to a higher-level on Bloom's Revised Taxonomy.
- Differentiated instruction has not been happening in mathematics classes

Best Practice Research:

Bloom's taxonomy was revised in the 1990's by his student, Lorin Anderson. Bloom's Revised Taxonomy (2001) is now considered to be the framework for planning student thinking at all levels.

Scholastic Parents reports that “there's been a shift toward teaching critical thinking, a skill that elevates thinking beyond memorization into the realm of analysis and logic. The rationale for this change in emphasis: children need to be equipped with the ability to navigate the world and to think independently, not just recite facts.” (Campbell, Geraldine, 2007)

There is near unanimity in the field of literacy education that strategic readers are more active readers and that active readers both retain more and are more likely to reapply in new contexts (Block and Pressley, 2000). Research by Palincsar and Brown (1984) suggest that it isn't enough for students to simply understand a given strategy. They must know when, why, and how to use it.

Vygotsky (1986) uses the term, “zone of proximal development” to describe the experience of a learner who works successfully with the support of another and extends his/her knowledge in the process. Some educators refer to this heightened learning experience as “the learning zone.” In the Vygotskian sense, guided reading makes it possible to teach at the cutting edge of students understanding, helping them read more productively and intensively.

Tomlinson (1999) in *The Differentiated Classroom: Responding to the Needs of All Learners*, maintains that one hallmark of a differentiated classroom is where teachers call upon a range of instructional strategies to see that what is learned and the learning environment are shaped to the learner.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1	100% of teachers will administer either the eCART or MRA tests.
2	100% of teachers will implement differentiated reading instruction at least three times a week
3	100% of mathematics teachers will implement differentiated mathematics instruction for at least one lesson per week

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.	
1. Quarterly curriculum connections (PLC) communications	Don Hutzal, Kathy Manoatl, Classroom Teachers, Specialists	POS for each grade level and specials	X	X	X	X	Quarterly agenda; meeting minutes;
2. Monthly team meetings	Classroom Teachers and Reading Teacher	POS for each grade level and topic-based materials	X	X	X	X	
3. Touch Base Tuesday meetings	Mathematics Lead Teacher, Reading Teacher, SBTS	eCART, topic-based materials	X	X	X	X	Attendance at meetings, myPLT sign ups
4. Individual Coaching	Reading Teacher		X	X	X	X	Anecdotal notes; Student Reflections; Lesson Plans; Demonstration Lessons
5. Professional Workshops	Classroom Teachers	Per Workshop	X	X	X	X	Share handouts; implement new techniques in guided reading
6. Assessment trainings	Classroom Teachers, SPED Teachers, Reading Teacher		X	X	X	X	Share testing data at team meetings
7. Differentiated Reading Instruction	Classroom Teachers, SPED Teachers, Reading Teacher	Leveled Reading Text	X	X	X	X	Survey data; Administrative Observations
8. Differentiated Mathematics Instruction	Classroom Teachers, SPED Teachers, Mathematics Committee	eCART, <i>Everyday Mathematics</i> Texts, Supplementary Mathematics Material	X	X	X	X	Survey data; Administrative Observations

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 checked="" type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" 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 checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)*

Students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives through the school-wide implementation of a Positive Behavior Support (PBS) promoting respect of self, others, and property.

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

Data Sources: _____

Teacher observation, PBS data collection, surveys of staff, informal parent feedback, and SET data collection

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- School-wide common language for appropriate behaviors, which resulted in consistency in behavior management strategies through out common areas of the building.
- Observations of students indicated children were enthusiastic about receiving reinforcement for positive behavior. Few student behavior referrals were sent to the school administration.

Weaknesses:

- Investigation of student behavior data indicated that the students were most likely to misbehave in the school hallways, busses, and playgrounds
- Reteaching to the student school-wide expectations needed to be done on a regular basis.
- Communicating data to the staff did not occur frequently enough

Best Practice Research:

- Training and presentations by Fairfax County Public Schools PBIS Specialists.
- The national PBS website, www.pbis.org and <http://pbismaryland.org> provide information on the background of PBS and research supporting its use.
- The PBS program encompasses the following best practices: teachers use high rates of behavior-specific praise; primary, secondary and tertiary interventions are in place; the primary intervention is a way to use common language among all staff and students; teachers are using positive reinforcement instead of negative reinforcement and punishment.
- The state of Virginia has mandated that every school adopts a positive behavior approach such as PBS.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1	Weekly collection of data on Referral/Report Forms (incidences of misbehavior)
2	Weekly collection of data on Cheers and Café Kudos (positive reinforcement)
3	Annual surveys of students and staff regarding the effectiveness of the program

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS 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.	
1. Training for PBS Committee	Kathy Manoatl	Provided by the county	X				Ten staff members attended training in August 2008.
2. Creation of a plan specific to our school	PBS Committee (Kathy Manoatl, Laura Mack, Sarah Finger, Jennifer Ezzell, Laura Swetra, Jordan Craig-Kuhn, Robyn Fry, Jeni Leasor, Sue Stenz Katie Griffith)	Cheers forms, Referral/Report forms, poster	X				Ten staff members worked on the school plan in August 2008.
3. Turn-around staff training	PBS Committee (above members plus: Laura Mack)	PowerPoint presentation, hand-outs, reinforcers	X				Ten committee members will present the on-going school plan to the staff (November 2008).
4. Presented program to PTA	Laura Mack and Kathy Manoatl	PowerPoint presentation, hand-outs	X				Two committee members will present the school plan to the PTA (Fall 2008)
5. Weekly collection of data	PBS Committee	Collected forms, PBS Excel software	X	X	X	X	Each Friday afternoon all data for the week is collected, sorted, and counted (throughout the duration of the year).
6. Monthly reports of data	PBS Committee	Collected forms, PBS Excel software	X	X	X	X	The data collected weekly is compiled and analyzed each month. The committee reviews the data and presents it at the monthly to the staff .
7. Adapt program based on data	PBS Committee		X	X	X	X	The committee will use the data as well as staff feedback to adapt the program to best fit the needs of the school.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be use to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
<p>8. Maintain bulletin boards displaying Café Kudos and Cheer winners</p>	<p>PBS Committee</p>	<p>Forms, borders, pictures</p>	<p>1st Qtr. X</p>	<p>2nd Qtr. X</p>	<p>3rd Qtr. X</p>	<p>4th Qtr. X</p>	<p>A parent volunteer will change the bulletin boards on a weekly rotation to keep the school aware of progress and maintain enthusiasm.</p>
<p>9. Communicate with parents via Blackboard, Churchill Chatter, calls home, and Cheers</p>	<p>PBS Committee and office staff</p>	<p>Cheers forms, Churchill Chatter, Bobcat phone</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>The PBS committee will communicate the progress of the program by having an announcement in the Churchill Chatter (school newsletter for parents), having students call home to report positive behavior, and sending home Cheers with the students as evidence of their respectful behavior.</p>

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.

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

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 through the continued practice and expansion of a school-wide recycling program. Student leader programs, teacher initiatives, and the PTA will all contribute to school-wide participation with the recycling effort.

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

Data Sources:

Last year's implementation of a school-wide recycling program and a continued awareness and promotion of good environmental practices has highlighted the need for reinforcing and expanding recycling efforts.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There was a successful first-year implementation of a school-wide recycling program. Strong interest still exists among the teachers, students, and their families to support the school's recycling efforts. There is a continued effort to educate students and teachers on effective recycling habits.

Best Practice Research:

An Inconvenient Truth by Al Gore

Media coverage of environmental concerns

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
1	100% compliance with paper, plastic bottles and aluminum can recycling - as measured by student and staff surveys.
2	SCA and the Green Team will generate quarterly grade-level assessments to measure student awareness of school-wide recycling program.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY 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.					How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
1. Announcements reminders	Student Announcers; Green Team	School-wide broadcasting bystem	X	X	X	X	The school's Green Team will create weekly announcements to broadcast on the school's morning news.	
2. Reminders in Churchill Chatter	Office staff Green Team	Computer	X	X	X	X	There will be a monthly section in the Churchill Chatter including recycling tips.	
3. Use of classroom discussions	Classroom teacher	Classroom	X	X	X	X	After classroom discussions, the SCA representatives will monitor how the class is doing and update the teacher on the progress.	
4. Postings on Blackboard	SBTS	Computer	X	X	X	X	There will be a permanent reminder on school information Blackboard course describing the recycling program.	
5. Honor the entire school for participation in the recycling program at an Earth Day celebration	Teachers; Students; Volunteers	Outside venue or gym				X	The school will discuss the importance of recycling and how it has been effective throughout the year.	

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: We are in our second year of implementing research-based comprehension strategies. This year, classroom teachers in grades K-6 will move towards small group, differentiated instruction using guided reading techniques. Students will begin to use these strategies to think more critically and to apply these strategies to new contexts, specifically content area learning.</p>	<ul style="list-style-type: none"> • Based on end-of-year reading reflections, many students are using the vocabulary of comprehension strategies • Formal walkthrough by the county committee did not show differentiated instruction at the level of 80% • Data was not collected on the number of teachers implementing guided reading. • Students used thinkmarks, graphic organizers and reading logs. Teachers used these as informal assessments and they were shared informally with the reading teacher and/or at team meetings, as needed 	<p>Supported:</p> <ul style="list-style-type: none"> • Strong teacher buy in • Scheduled collaboration between grade level teams and reading teacher • In-service trainings on comprehension strategies <p>Inhibited:</p> <ul style="list-style-type: none"> • Finding leveled text for students is time consuming and challenging • No formal assessment in place for grouping upper grade students 	<ul style="list-style-type: none"> • Implement Upper Level DRA2, grades 3-6 • Expand differentiated grouping to mathematics classes as well • Implement eCART and MRA common assessments • Initiate first grade intervention plan to preassess all first graders before start of school year • Continue use of common language and comprehension strategies K-6 • Apply comprehension strategies to a variety of texts • Incorporate increased metacognitive thinking with comprehension strategies • Collect data on the number of teachers implementing guided reading through a school wide survey and through formal and informal administrative observation

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: Students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives through the school-wide implementation of a Positive Behavior Support promoting respect of self, others, and property.</p>	<ul style="list-style-type: none"> • 80% of staff were giving cheers at the end of the year • 80% of students received a cheer in the last month • 100% of staff reported teaching expectations to students • 70% of staff and 93% of the students could recite at least 2 of the 3 behavioral expectations • 100% agreement between staff and administration concerning problem behaviors that should be classroom-managed vs. office-managed 	<p>Supported:</p> <ul style="list-style-type: none"> • PBS is representative of school staff and administration • PBS team meets monthly and reports update to staff • Supported by PBS coach, team leader, and the county's two out-of-school liaisons <p>Inhibited:</p> <ul style="list-style-type: none"> • Filling out Cheers was time-consuming • Cafeteria Kudos not perceived as effective because only certain staff awarded the Kudos • Did not have 100% teacher "buy-in" or consistent implementation 	<ul style="list-style-type: none"> • Preprinted Cheers prepared for each staff member • PBS Committee to share data with staff on a monthly basis • PBS Team will identify times throughout the year to reteach the expectations • Schoolwide assemblies focusing on the 3 "R's" • Adding a parent and school bus driver representative to the PBS Team

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;">Responsibility to the Community</p> <p>Objective: 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 through the continued practice and expansion of a school-wide recycling program. Student leader programs, teacher initiatives, and the PTA will all contribute to school-wide participation with the recycling effort.</p>	<ul style="list-style-type: none"> • Though there was a high level of interest among students and staff, our school did not meet 100% compliance for recycling. • There was no formal survey given at the end of the year to check for compliance. 	<p>Supported:</p> <ul style="list-style-type: none"> • The school distributed recycling bins for paper to each classroom and all common spaces (workrooms, teacher lounge, office, etc.). • The SCA created recycling posters for classrooms and common areas. • The school distributed recycling bins for bottles and aluminum cans in cafeteria and workrooms. • School-wide recycling efforts were celebrated during the Earth Day celebration. • SCA representatives emptied recycling bins throughout the school. • PTA representatives emptied bottle and can recycling bins and brought them to central recycling location. • SCA recognized classrooms meeting recycling expectations with certificates. <p>Inhibited:</p> <ul style="list-style-type: none"> • Classroom and work space recycling bins would get overfilled because of a lack of regular emptying schedule. • Garbage was periodically put into recycling bins. • There were not enough clearly marked recycling bins. 	<ul style="list-style-type: none"> • PTA has provided T-shirts with the 3 R's logo (reduce, reuse, recycle) for each student. • PTA and school have created a Green Team to monitor the school wide effort of going green. • The Green Team will create an online survey for the Churchill Road Community to monitor school-wide recycling compliance. • The school custodial staff has assumed responsibility for emptying paper recycling bins on a regular basis to alleviate overfilling problems. • The school has distributed additional and larger recycling bins for all classrooms and common areas. • The school will begin to explore ways to incorporate reducing and reusing materials as part of the school-wide recycling program. • The PTA has printed and distributed recycling posters for classrooms and common areas as a daily reminder for students and staff to recycle. • SCA and the Green Team will generate quarterly grade-level assessments to measure student awareness of school-wide recycling program • Monthly recycling tips will be available through morning announcements and the Churchill Chatter.