

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Churchill Road Elementary School

Cluster I

**Donald Hutzel, Principal
FCPS School Improvement Planning Process**

“Continuous Improvement”

PLAN

DO

STUDY

ACT

Review Student Performance Data

(formative and summative)

Determine Programmatic/ Instructional Strengths and Weaknesses

Research Best Practices

Develop School Improvement Plan Objectives

Implement School Improvement Plan Objectives

(Implement Work Plan Strategies)

Study School Improvement Plan Objectives Results

(Results and Reflection)

Determine Whether School Improvement Objectives Will Be:

Standardized

Modified

Abandoned

Develop Work Plan Strategies

Department of Accountability

Office of Educational Planning

Revised January 28, 2008

Develop Performance Indicators

**August
October
May**

COMMITTEE MEMBERS

| Name | Position | Name | Position |
|-------------------|-------------------------------|------|----------|
| Donald Hutzell | Principal and Committee Chair | | |
| Sharon Jones | Assistant Principal | | |
| Krista Zier | Grade 3 | | |
| Kate Vose | Grade 4 | | |
| Michael Romanelli | Grade 5 | | |
| Scott Ralston | Special Education | | |

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.

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Fairfax County Public Schools—Mission Statement

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Churchill Road 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.

Churchill Road School—Mission Statement

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

SPECIAL PROGRAMS

Advanced Academics Program, Level IV

Enhanced Autism Center

ESOL

School-Based Advanced Academic Resource Program

SCA-Student Council Association

Advanced Mathematics in Grades 3-6

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.

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.

Math Counts - Sixth graders participate in an after school math enrichment club which culminates in the Regional Math Counts Competition. Continued emphasis is on higher level problem solving through group participation.

Science Olympiad - Third through 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 - The PTA sponsors this 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.

Spelling Bee - This PTA sponsored competition is open to students in 4th through 6th grades.

Scrabble Club - Students enhance their vocabulary and spelling through this PTA sponsored after school club.

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.

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.

Outdoor Odyssey/Service Learning 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 - This March, CRS will participate in RAA which includes visits from community service members.

Greenhouse Club - Students learn science concepts while practicing their gardening skills.

Student Support Programs

Langley SCA Buddies - Student leaders from Langley High School mentor our aspiring student government leaders.

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

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.

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 raise awareness of poverty, lack of education and health care all while helping 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.

Student Support Team - A panel of teachers from several grade levels, as well as specialists, meet weekly to review students who may need extra assistance as well as give teachers strategies for helping struggling students in their classrooms.

Student Buddies - Upper grades pair with lower grades to work on reading skills and offer academic help.

Additional Enrichment Opportunities

After School Clubs - Students can elect to participate in a variety of after school clubs including:

- Artist Trading Cards
- Ceramics
- Chess Club
- Drama Club
- Flag Football
- Foreign Language

- Girl Power
- Girls on the Run
- Greenhouse Club
- Keyboarding
- LEGO Club
- Kickball Club
- Math Enrichment
- Science Olympiad
- Scrabble Club
- Team Sports
- The Bobcat Awareness Club

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.

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 barbecue.

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

CRS Funfair- An annual spring celebration held at CRS on Saturday where families can come spend quality time, enjoy games, win prizes, and mingle with community members.

Parent Networking Events- The CRS PTA in conjunction, with the CRS school counselors, holds parent forums and lectures on topics from parenting to school-related programs.

Principal's Coffee- Mr. Hutzel hosts a coffee get together once a month as an informal chance for parents to ask questions and get to know each other.

New Parent Orientation- New parents are able to meet members of the CRS community and get acclimated to their new schools!
School—Vision Statement

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.

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 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: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Students will actively participate in daily lessons that include the inquiry process in order to cultivate critical thinking skills and be inspired to become life long learners.

Rationale for objective: *(past SOL scores, student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Past SOL test score data in addition to standardized testing show that Churchill Road students consistently achieve at a high academic level. With very high achieving populations, the higher level skills of applying, analyzing, evaluating and creating (Bloom’s Revised Taxonomy) need ongoing school-based experiences to cultivate the upper levels of this cognitive domain.
- In addition to school day experiences, the popularity (enrollment data) and success of after school enrichment opportunities (such as Math Counts, Chess Club, Scrabble Club, Science Olympiad, Robotics, and Artist Trading Cards) highlight the desire for Churchill Road students to strategize, create, and ask questions to pursue meaningful learning.

Knowledge of Programmatic/Instructional Strengths and Areas for Growth:

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 maintained and improved a school-wide exploration of inquiry learning for the last decade with participation in each grade level in an inquiry-based project.

Areas for Growth:

- Teachers will be knowledgeable about inquiry-based learning through professional development.
- Inquiry-based learning needs to occur on a daily basis across all subject areas.
- Teachers should work towards creation of grade level common assessments.

Best Practice Research:

In the Global Achievement Gap, author Tony Wagoner describes the seven survival skills needed for an effective school. He highlights High Tech High as such a school which graduates “thoughtful and engaged students.” Larry Rosenstock, director of High Tech High, asserts that effective questioning is at the heart of this endeavor: “There’s something about being perplexed that is at the core of inquiry; problem posing is more important than problem solving.” Inquiry based learning is the methodology CRS has chosen to ensure daily and ongoing student learning at the higher levels of the cognitive domain.

A similar emphasis on questioning skills is found in Bloom’s Revised Taxonomy (1991). This hierarchy of cognitive skills includes student use of and ability to apply, analyze, evaluate, and create. Bloom's Revised Taxonomy (2001) is now considered to be the framework at CRS for planning student thinking at all levels.

Active problem solving is a complementary component of the inquiry process. Callahan, Clark, and Kellough (2002) state, “Problem solving is not a teaching strategy but a higher order intellectual behavior that facilitates learning” (p. 232 in Ross, Skinner and Fillippino, 2005). Teachers who engage students in inquiry projects cultivate three criteria of Howard Gardner’s Multiple Intelligences approach (1985): students learn to create effective products, develop problem-solving skills, and build their sense of efficacy by finding and creating solutions to problems (Ross, Skinner and Fillippino, 2005).

In an example of science inquiry-related action research, Lin, Hong and Cheng (2009) in the *International Journal of Science Education*, found that students engaged in inquiry activities were more involved in learning than those in more traditional classroom activities. They observed that students immersed in the inquiry process asked and were more able to answer high-level questions in designing experimental procedures than their non-inquiry peers.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i> |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 100% of students will be involved in the inquiry process in daily lessons and provided the opportunity to ask questions, analyze, evaluate, and create. |
| 2 | 100% of students will use technology to facilitate inquiry based learning. |
| 3 | 100% of CLT's will collaborate to provide integrated lessons incorporating questions used to stimulate analysis, evaluation, and/or creation. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------|--|--|--|-------------------------------|
| School Improvement Plan Objective: Students will actively participate in the inquiry process in order to cultivate critical thinking skills and be inspired to become life long learners. | | | | | | | |
| 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. Monthly CLT meeting reports about inquiry | Classroom teachers, AAP Resource Teacher, Specialists | POS for each grade level and topic-based materials; Grade level common assessment | X | X | X | X | Anecdotal notes, observation reports and photo documentation of inquiry learning; common assessments; CLT meeting minutes to be posted to staff news |
| 2. Professional Development and In-services | All Teaching Staff | Technology, Questioning (Bloom's Taxonomy), and Inquiry Topics, Methodology for upper level thinking skills (Socratic Seminar), Questioning The Author Strategy (Isabelle Beck's Research) | X | X | X | X | Attendance at meetings, myPLT sign ups |
| 3. One documented inquiry experience for each child | Classroom Teachers, Resource Teachers | Appropriate to project | X | X | X | X | Each teacher is required to share evidence of student choice, active investigation and reflection |
| 4. Documented use of technology for inquiry based learning | Classroom Teachers | Photostory, video thread, flip video, interactive websites, blog, etc. | X | X | X | X | Notes about use in meeting minutes |
| 5. Quarterly survey to be completed by all CLT's | CLT's | Survey | X | X | X | X | Survey about use of inquiry during daily lessons |

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"/> | 2.2 | Be able to contribute effectively with a group dynamic. |
| <input checked="" type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life's challenges. |
| <input checked="" type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict. |
| <input type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.6 | Courageously identify and pursue their personal goals. |
| <input checked="" type="checkbox"/> | 2.7 | Develop practical life skills. |
| <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 continuing the school-wide implementation of a positive behavior approach.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Peer mediation request forms, patrol tickets, Positive Behavior Intervention and Support (PBIS) referral data, Fall and Spring PBIS survey, Cooperative Learning Team (CLT) feedback indicates a need to focus on continued development of conflict resolution and character development skills within the school and classroom communities. In addition to the above data, parent and staff dialogue demonstrates a need to implement direct and explicit instruction in conflict resolution and character development.

Knowledge of Programmatic/Instructional Strengths and Areas for Growth:

Strengths:

- School-wide common language (the 4 R's) for appropriate behaviors, which resulted in consistent behavior management strategies throughout common areas of the building and classrooms
- Two full-time guidance counselors and administration who are trained in conflict resolution and character development in a school environment
- Team of educators trained in dynamics of relational aggression and how to counsel aggressive behaviors
- Shared information in community seminars
- PBIS is used consistently by teachers and bus drivers
- Specific strategies have been implemented in common areas, particularly in the cafeteria and hallways
- Guidance counselors and classroom teachers teach conflict resolution and character development through formal and informal lessons to grade levels

Areas for Growth:

- Strengthen the Peer Mediation program that exists within the school by developing a data system measuring immediate and long term effectiveness of Peer Mediation
- Developing a common language for teacher, student, and parent regarding effective conflict resolution and character development skills
- Communicating referral data to the staff did not occur frequently enough
- Plan for parent networking events and communication through the Churchill Chatter and Keep in Touch (KIT) to reinforce common language
- Teachers consistently using classroom meeting strategies for reflection
- Clearly define the concept of bullying by creating common language used by staff, students, and parents
- All staff will fully embrace and apply the concepts of PBIS within the school community

Best Practice Research:

PBIS and Conflict resolution

- Training and presentations by Fairfax County Public Schools Conflict Resolution and Mediation Services provide strategies and best practice research.
- The national PBIS website, www.pbis.org and <http://pbismaryland.org> provide information on the background of PBIS and research supporting its use.
- This website, <http://www.relationalaggression.com/>, provides educational information regarding conflicts that students face.
- The PBIS program encompasses 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.
- Guidance counselors have strategies in place that are taught to the students
- The state of Virginia has mandated that every school adopts a positive behavior approach such as PBIS.
- The state of Virginia has mandated that every school adopt an anti-bullying program.
- Studies indicated solutions to these causes include explicit teaching of social skills, incentives, conflict resolution role playing and ample opportunities to practice social skills. (*Improving Social Skills in Young Children*, Jennifer Brodeski and Meghan Hembrough)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Goal Number | <p align="center">Performance Indicators</p> <p align="center">By direct and ongoing teaching of the community norms of respect for self, others, and property, students will engage in appropriate behavior throughout the school environment.</p> <p align="center"><i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i></p> |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Decrease the number of behavioral referrals by 50%, data will be collected at the end of each quarter. |
| 2 | 100% of staff (including office staff, custodians, IA’s, etc.) will participate in PBIS initiatives and common language as measured through cheer counts and staff surveys. |
| 3 | 100% of parents will be informed of the common language of PBIS initiatives through FCPS 24/7, Keep in Touch, Churchill Chatter, and parent networking events. |

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

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| <p align="center">School Improvement Plan Objective:</p> <p>Students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives</p> | | | | | | | |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------------------------------------|
| through continuing the school-wide implementation of a positive behavior approach with particular focus on conflict resolution in the classroom environment. | | | | | | | |
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. (Include professional development and parent involvement) | 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. |
| | | | 1st Qtr. | 2nd Qtr. | 3rd Qtr. | 4th Qtr. | |
| 1. Continuation of PBIS initiative specific to our school | PBIS Committee | Cheers forms, Referral/Report forms, hallway posters | X | X | X | X | Team members will prepare materials and continue to quantify cheers |

| | | | | | | | |
|------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|---|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | | and referrals weekly. |
| 2. Turn-around staff training | PBIS Committee | PowerPoint presentation, hand-outs, re-enforcers | X | X | X | X | Committee members will present in-services and provide individual support to the staff. |
| 3. Presented program to PTA | PBIS Committee | PowerPoint presentation, hand-outs | X | | | | Committee members will present the school plan to the PTA (Fall 2011) |
| 4. Maintain displays of Café Kudos and Cheer winners | PBIS Committee, cafeteria aides, parent volunteers | Forms, borders, pictures | X | X | X | X | A parent volunteer will change the bulletin boards on a weekly rotation to keep the school aware of progress and maintain enthusiasm. |
| 5. Communicate | PBIS Committee | Cheers forms, Churchill | X | X | X | X | The PBIS |

| | | | | | | | |
|---------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------|---|---|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| with parents via Blackboard, Churchill Chatter, calls home, and Cheers | and office staff | Chatter | | | | | committee will communicate the progress of the program by having an announcement in the Churchill Chatter (school newsletter for parents) and sending home Cheers with the students as evidence of their respectful behavior. |
| 6. Direct instruction of conflict resolution strategies and character development | Teachers, Alex Mantel and Katie Griffith | Guidance Lessons, modeling in class meetings, reteaching | X | X | X | X | CLT meetings, Peer Mediation Data, and anecdotal teacher evidence |
| 7. Pre- and post-survey to evaluate the effectiveness of students' understanding of conflict resolution | PBIS committee | Technology Lesson | X | | | X | Evaluation and distribution of data by PBIS committee |

| | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------|---|---|---|---|-----------------------------------|
| strategies | | | | | | | |
| 8. Monitor results of peer mediation. | Alex Mantel, Katie Griffith, administration and staff | peer mediation data | X | X | X | X | Data collected by mediators |
| 9. Distribute Cheers to ALL staff members (I.A.'s, custodians, office staff, etc.) | PBIS | Paper Cheers and Tickets | X | X | X | X | Collecting the Cheers and tickets |
| 10. Create a school-wide student reflection checklist to assist in determining the difference between bullying situations and other negative conflicts | Counselors, Classroom Teachers | Reflection Sheet Checklist | X | X | X | X | Collecting reflection checklists |

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Student Achievement Goal: All students will model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

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

School Improvement Plan Objective: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Students will understand the impact of personal involvement in school and global community improvement with participation, education, and reflection on the environmental, recycling, composting and service learning programs at CRS.

Rationale for objective: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

- Success of prior years' initiative of a school-wide recycling program, a continued awareness and active participation in last year's composting initiative and good environmental practices led to the decision to expand stewardship experiences to include a cap recycling and up-cycling programs
- Cooperative Learning Team (CLT) feedback on positive affect of student involvement and awareness of personal impact on community
- Custodial data about waste reduction during cafeteria use
- Parent volunteer involvement demonstrates a high interest in continuing community awareness and service learning efforts
- 2010/2011 National Wildlife Federation Eco-Audit results

Knowledge of Programmatic/Instructional Strengths and Areas for Growth:

Strengths:

- Successful implementation of a school-wide recycling program
- Continued effort to educate students and teachers on effective waste reduction habits, including school wide gardening, composting, and up-cycling
- Strong interest still exists among the teachers, students, and their families to expand the school's service learning efforts
- Existing Outdoor Odyssey program that provides multiple opportunities for stewardship and service learning
- Students understand the impact of service learning and recycling efforts on the earth

Areas for Growth:

- Implementing a year long process for the sixth grade service learning hours
- Building a common language for school wide understanding of service learning

Best Practice Research:

- Participation by teachers and administration in the Chesapeake Bay Foundation Outdoor Learning Course <http://www.cbf.org>
- Collaboration between Churchill Road ES and Haycock ES in a Service Learning in the Outdoors In-service
- FCPS implementation of service learning requirements for positive impact on student achievement. Comprehensive curriculum integration within service learning promotes student success in all academic areas <http://www.fcps.edu/DIS/ServiceLearning/>
- NIEHS, EPA and other government agency research and statistics show the positive impact of waste reduction and service learning <http://niehs.nih.gov/>; <http://www.epa.gov/>

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i> |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | 100% of students will have a working knowledge and understanding of service learning by sixth grade. |
| 2 | 100% of students will participate in service learning at least twice a year. |
| 3 | 100% of staff and student will comply with paper, plastic, and aluminum can recycling as confirmed by students and staff. |
| 4 | 100% of students and staff will participate in school-wide composting programs as measured by cafeteria waste reduction. |
| 5 | 100% of students and staff will participate in efforts to conserve electricity throughout the building by turning off lights, projectors, smartboards, computers, and other electrical equipment when not in use. |

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY
WORK PLAN**

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| School Improvement Plan Objective: Students will understand the impact of personal involvement in school and global community improvement by participation in and reflection on the recycling, composting and service learning programs at CRS. | | | | | | | |
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| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
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| 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. Announcements, Churchill Chatter reminders, and Bobcat News | Student Council, Patrols, Debra Maes | Broadcasting system; newsletter via email | X | X | X | X | The school will create monthly announcements to broadcast on the school's morning news. A student will contribute to a monthly section in the Churchill Chatter alternating between recycling/composting/energy conservation tips and information. |
| 2. The school will discuss the importance of recycling. Composting and recycling efforts will be measured to determine school wide impact and shared with school community. | Whole school community; Custodial Staff; Debra Maes; Jordan Craig-Kuhn, Alex Mantel | Single Streaming Recycling Posters; Stage; Projector | X | X | X | X | Data will be collected on waste reduction. Honor the entire school at an Earth Day celebration. |
| 3. Teachers will provide eco-service learning activities | Classroom teachers, Debra Maes | Greenhouses and outdoor classrooms; outdoor odyssey | X | X | X | X | Students will participate at least twice a year in activities such as buddies, |

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| throughout the year to promote student understanding and participation. | | volunteers; online and printed resources; community experts; colleagues and students; e-cart lessons | | | | | garden maintenance, planting, classroom composting, outdoor learning, etc |
| 4. Teachers will provide opportunities for reflection on service learning. | Classroom teachers | Flip cams; journals; classroom discussion; skits; poetry; blog; voice thread; etc. | X | X | X | X | Students will reflect on service learning through quarterly classroom discussion and/or personal reflection. |
| 5. Staff and students will participate in the effort to conserve electricity in the school building. | Staff and students | Volunteers | X | X | X | X | Eco audit will be conducted quarterly. |

**RESULTS AND REFLECTION ON THE 2010-2011 SIP
A Focus on Continuous Improvement**

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
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| <p style="text-align: center;">Academics</p> <p>Objective: Students will actively participate in the inquiry process in order to cultivate critical thinking skills and be inspired to become life-long learners.</p> | <p><u>Performance Indicator:</u></p> <p>1. 100% of students will be involved in the inquiry process and assessed on the ability to ask questions, analyze, evaluate, or create at least 3 times a quarter. 2. 100% of CRS students will use technology to facilitate inquiry based learning at least 3 times a quarter. 3. 100% of PLCs will plan weekly lessons incorporating the questions</p> | <p>Supported:</p> <ul style="list-style-type: none"> ● scheduled collaboration among teachers and specialists ● county in-services for Global Awareness Technology Project <p>Inhibited:</p> <ul style="list-style-type: none"> ● lack of staff buy-in to ongoing inquiry process instruction/facilitation | <ul style="list-style-type: none"> ● Development of CLT inquiry survey to get teacher feedback on inquiry based lesson plans ● Professional development regarding inquiry based lesson plans ● Readjustment of teacher idea of inquiry to embed inquiry into daily |

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| | used to stimulate analysis, evaluation, or creation <u>Quantitative/Qualitative Data:</u> Each grade level completed an inquiry project. | <ul style="list-style-type: none"> • lack of data collection instruments for informal inquiry projects | <p>instruction</p> <ul style="list-style-type: none"> • More collaborative approach to planning inquiry lessons to assist all teachers and specialists |
| <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 Intervention and Support (PBIS) promoting respect of self, others, and property.</p> | <p><u>Performance Indicator:</u> 1. 10% increase over the baseline measurement of students will have knowledge of conflict resolution skills as measured by pre- and post-surveys. Survey data will be collected at the end of each semester. 2. 100% of staff will participate in PBS initiatives and common language as measured through cheer counts and staff surveys. 3. 100% of parents will have access to the common language of PBS initiatives through FCPS 24/7, Keep in Touch, Churchill Chatter, and parent networking events once a quarter. <u>Quantitative/Qualitative Data:</u> Cheer counts; office referrals</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Survey completed • Cheers counted weekly • Information distributed to staff regularly • Parent communication through Keep in Touch, Churchill Chatter, and networking events <p>Inhibited:</p> <ul style="list-style-type: none"> • Lack of PTA presentation concerning PBIS • Lack of communication concerning referrals | <ul style="list-style-type: none"> • Implementation of student reflection chart to help students identify bullying behavior • Quarterly themes and corresponding colored cheers • Rotating hallway PBIS posters to maintain enthusiasm • Better communication to teachers concerning referrals on a quarterly basis |
| <p>Responsibility to the Community</p> <p>Objective: Students will understand the impact of personal involvement in school and global community</p> | <p><u>Performance Indicator:</u> 1. 100% of students will have a working knowledge and understanding of service learning by sixth grade. 2. 100% of students will have interactions with service learning at least twice a year.</p> | <p>Supported:</p> <ul style="list-style-type: none"> • Most of the school used recycling bins for paper, plastic and aluminum in each classroom and all common spaces (workrooms, teacher | <ul style="list-style-type: none"> • More items are recyclable now • Single stream recycling • Accountability for classes to have 2 outdoor trash pick-up days • Better coordination of |

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| <p>improvement by participation in and reflection on the recycling, composting and service learning programs at CRS.</p> | <p>3. 100% of staff and student compliance with paper, plastic bottles and aluminum can recycling as confirmed by students and staff. 4. 100% of students and staff will participate in school-wide composting programs as measured by cafeteria waste reduction.</p> <p><u>Quantitative/Qualitative Data:</u> Eco-audit</p> | <p>lounge, office, etc.)</p> <ul style="list-style-type: none"> ● Recycling posters were displayed in classrooms and common areas ● School-wide recycling efforts were celebrated during the Earth Day celebration. ● Custodial staff emptied recycling bins throughout the school. ● Custodial staff emptied bottle and can recycling bins and brought them to central recycling location. ● SCA recognized classrooms meeting recycling expectations with wrist bands. ● Composting and Up-cycling programs used consistently <p>Inhibited:</p> <ul style="list-style-type: none"> ● Some confusion over what is recyclable and what is not. ● Not every class participated in 2 outdoor trash pick-up days. | <p>Outdoor Odyssey to align with curriculum.</p> |
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