

Fairfax County Public Schools

School Improvement Plan 2008 – 2009

Cooper Middle School

Cluster I



Arlene Randall, Principal

09/28, final

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Name	Position	Name	Position
Arlene Randall	Principal	Nadene Wright	Art Teacher
Anthony Terrell	Assistant Principal Committee Chair Academics	Carroll Carter	PE Teacher
Lauren Bennett	English Teacher	Michele Boak	Director of Student Services Committee Chair Responsibility to Community
Drew Coulter	Civics Teacher	Fernando Belli	PE Teacher
Jinnie DeTrani	Parent	Jessica Dedrick	Math Teacher
Jane Anne Houser	Civics Teacher	Lindsay Farrell	Journalism Teacher
Michael Goldstein	Math Teacher	Cindy Forrer	Parent
Lynn Granger	Instructional Coach	Samantha Hale	Science Teacher
Laurie Chilek	Special Ed. Teacher	Michael King	Math Teacher
Nancy McMahon	Special Ed. Chair	Denise Mishalow	PE Teacher
Lynne Schreibman	History Teacher	Stephanie Greenhut	History Teacher
Todd Franklin	Assistant Principal Committee Chair Essential Life Skills	Teresa Weis	Special Ed. Teacher
Lisa Choi	English Teacher	Roberta Ricci	Special Ed. Teacher
Kyle Steffens	Band Teacher		
Lyndsie Galizio	Special Ed. Teacher		
Casey Maco	Science Teacher		
Kristen Magnuson	PE Teacher		
Betsy Shomaker	Parent		
Susan Underhill	French Teacher		
Mike Zarrow	Math Teacher		
Emily Kenny	PE Teacher		
Kate Palladino	English Teacher		

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.

SCHOOL—VISION STATEMENT

Cooper Middle School is committed to every student participating in a quality education program with levels of challenges that are appropriate to the student's talents and current level of understanding. In an environment where these unique talents and interests can be enhanced, each student will aspire to achieve high academic standards.

- An atmosphere conducive for learning (where students and teachers enjoy coming to school).
- A school climate that exemplifies caring, kindness, respect, and responsibility.
- A safe environment free from intimidation and bullying.
- To work collaboratively with departments and/or teams.
- To integrate literacy strategies in all subjects.
- To use best practices.
- To continue to improve inclusion.
- To teach study skills to all students.
- To provide students the time to develop good study skills.
- To be proactive with communication to staff, students, and parents.
- To be open to new ideas and “older” prior ideas.
- To improve the heat and air conditioning in the building.
- To be flexible.

SCHOOL—MISSION STATEMENT

The Cooper Middle School Mission focuses on the nurturing and preparation of our students, helping them to function in the in the 21st century as informed, productive, and responsible citizens.

SCHOOL—CORE VALUES/BELIEFS

Cooper staff believes that every student has a unique range of talents and interests that can and should be challenged and enriched in a stimulating learning environment. High expectations for excellence in character, academics, and leadership are vital in creating this environment.

SPECIAL PROGRAMS

- College Partnership Program
- Japanese Immersion
- After School Programs

Student Achievement Goal – Academics

Art Show
Book Club with parents
Congressional Simulation
Computers in Art
Conservation Club
CPP (College Partnership_
CSI Cooper (forensic science)
Cultural Arts Program
DEAR-Drop Everything and Read
Drama Productions
Flute Choir
German Society
Homework Haven
Math Counts
International Night
Journalism Club
Odyssey of the Mind
One Act Plays
PLC's
Read 180
Science Club
SR&R
Spelling Bee
Strings Buddies
Theatre Sports Team
QST
Vertical Teaming

Student Achievement Goal –Essential Life Skills

Badminton Club
Career Day/Out to Work Day

Breaking Boundaries

- Professional Learning Communities
- Spirit Committee
- Vertical Teaming

Cougar Heroes
Games Galore
Golf
Homework Club
Intramural Sports
Learning Styles
Mobile Team Challenge
Odyssey of the Mind
Peer Helping
Running Club
Squash Club
Student Council Association
Tennis Club
WAT recycling
Weightlifting Club

Student Achievement Goal-Responsibility to the Community

Books of Hope
Book Drive
Coat Drive
Community Service Club
Conservation Club
Food Drive
Elementary School Mentoring
Elementary School Tutoring
Giving Tree
Help to Dafur
Landscaping Club
Mississippi Sister School (Katrina)
Vocal Jazz

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: Teachers will implement lessons that teach students critical thinking skills, and teachers will measure student growth through a variety of common assessments and Walk Aouts.

RATIONALE FOR OBJECTIVE:

Data Sources:

► A Cooper Middle School informal staff survey was conducted in April 2007 to determine what the staff believed were the primary academic challenges in our school. Teachers indicated they were most concerned about students' use of academic skills. They consistently indicated that the students were not using reading, writing, and higher level thinking skills to learn independently. These types of concerns were listed 28 times which was significantly more frequent than other areas such as technology (3 times), knowledge of other cultures (4 times), language arts proficiency (5 times), reading skills (8 times), math skills (8 times), and special education concerns (10 times).

► The Standards of Learning scores were also analyzed. The data from SOLs did not reveal weaknesses in the students' ability to use critical thinking skills; however the information did not indicate ability to use the specific strategies either. Passing rates were over 95% in English, math, social studies, and science in 2004-05. Information about students' ability to use critical thinking skills was not evident in the data.

► The Benchmark Assessment Resource Tool (BART) 2006-2007 test scores indicate relative weakness in questions that require critical thinking compared to student performance on the other questions. In the second administration of the 7th grade reading assessment, students consistently scored lower on questions that required critical thinking. For example, only 25% could *use knowledge of text structures to aid comprehension* (Standard 7.6.a) and only 7% could *make inferences based on explicit and implied*

information. (Standard 7.5.f) In the BART reading assessment for 8th grade, only 34% of the students tested *could analyze details for relevance and accuracy*. (Standard 8.6.d)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Weaknesses:

Teachers do not have data to reveal when and how students use critical thinking currently.

Teachers have limited assessments available that can be analyzed to measure critical thinking.

Emphasis in curriculum is on mastering content and ensuring students can demonstrate mastery on the SOL assessment. Assessing critical thinking skills requires more time and goes beyond what is measured in the SOL.

Strengths:

Curriculum teams have already identified and are using strategies that will assist students in thinking critically.

The teachers are implementing lessons that require critical thinking; the development of this skill will be measured throughout the year. In order to meet our critical thinking goals, PLC teams will increase meeting times.

Best Practice Research:

Cris Tovani states *if teachers want students to comprehend and actually use content from their classrooms, they need to show them how to be better thinkers about content*. (*Do I Really Have to Teach Reading?* 2004) Bloom's taxonomy is recognized as the foundation for developing critical thinking skills in students. In developing this objective our focus is to use the terms in Bloom's taxonomy so that the students can recognize levels of thinking and know how to apply them. Thus they will be able to comprehend and use content more efficiently and independently as explained by Cris Tovani. We also know from research and study of effective instructional strategies that there are specific methods which can be used to develop these skills for students. Janet Allen's *Tools for Teaching Content Literacy* and Cris Tovani's *Do I Really Have to Teach Reading?* explain useful strategies and will be used in our work plans to make progress on our academic objective. Additionally, Dr. Spencer Kagan writes, *the information base is changing so fast that many of the facts, and even conceptual systems, we now teach will be outdated before students graduate... Given this situation, we need to emphasize thinking skills as well as content...* (*Cooperative Learning* 1994).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1 – 1.1.4	Establish a baseline for the 2008-2009 school year in English and math using E-Cart.
1.1.1 – 1.1.4	Student performance on English, math, social studies, and science grade level common assessment questions that require critical thinking skills will improve with each quarter using available tools for measure.
1.1.1 – 1.1.4	An informal survey of student perceptions will indicate students are exposed to lessons and activities involving critical thinking in their classes.
1.1.1 – 1.1.4	The percentage of students achieving passed advanced on the SOL in the four core subjects will improve by 3%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will implement lessons that teach students critical thinking skills and they will measure student growth through a variety of common assessments and WalkABOUTs.							
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. Teachers will incorporate “Literacy Strategies” which will be embedded in instructional activities during class	PLC Teams	“ Literacy Strategies ” resource. (See attached)	X	X	X	X	Curriculum Leaders and Department Chairs will share strategies throughout the year.
2. Teachers in PLC groups will choose one common “Literacy Strategy” and one common activity to use in at least one or two lessons during the quarter.	PLC Teams	“ Literacy Strategies ” resource. (See attached)	X	X	X	X	PLC teams will have at least one meeting per quarter to focus on sharing lessons and materials that incorporate literacy strategies.
3. Teachers in PLC groups will include a variety of quarterly assessments that require students to use critical thinking skills.	PLC Teams	Bloom’s Level of thinking posters. Quick Flip Bloom charts <i>Mentoring Minds</i> <i>Educational Wheels</i>	X	X	X	X	Administrators and department leaders will review assessments at monthly meetings.
4. Teachers and administrators will analyze data from common PLC assessments and collaboratively work to improve instruction.	PLC Teams and Administrative Team	None		X	X	X	Grade level PLC teams will devote at least one meeting per quarter to data analysis and discussion of best practices.
5. Revise and administer a “Critical Thinking” survey which will measure students’ familiarity and experience with critical thinking techniques in classrooms.	Designated teachers from School Plan Committee-Academic goal.	Two substitute days for development of survey.		X		X	School Plan sub committee for Academic Goal will review draft survey with Dept. Chairs and Curriculum leaders at meetings. PLC groups will discuss survey questions before the administration of the survey in December. Committee will look at results and re-administer the survey in April 2009.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will implement lessons that teach students critical thinking skills and they will measure student growth through a variety of common assessments and WalkABOUTs.

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.	
6. School administrators and teacher leaders will develop and implement a “Walk-About” checklist to gather data about critical thinking.	Administrative team and Teacher Leaders.	Sub days for development of checklist.		X	X	X	On-going work in progress with June 2009 as target completion date. Data will be collected from WalkABOUTs and shared with teachers.
7. Communicate with pyramid feeder schools’ administrators about the overarching critical thinking goal.	Administrative team		X	X	X	X	Times met

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 type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input checked="" 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: Utilize the embedded time period (QST) for instructional support, assist students in the establishment of personal self-responsibility, positively reinforce clear expectations, and demonstrate practical life skills.

RATIONALE FOR OBJECTIVE:

Data Sources:

In reviewing student performance data such as classroom grades, teacher anecdotal comments, work habit data and discipline reports, the staff continues to see a need for students to transfer the “*work habit*” expectations from classroom teachers over to establishing, on their own, the consistent and productive work habits that are essential to academic and social success. While many teachers already devote time and classroom strategies to provide support to students’ organizational goals, it is believed that efforts to improve homework productivity and individualized intervention may also be needed. The reviewed data for both D and F ratios as well as survey feedback displays some areas of increased improvement in student performance. However, in order to establish more consistency with turning in assignments, the embedded time continues to be a need for students. We reviewed SOL pass advanced percentages and compared the number of D, D+ or Fs issued from 2006-2007 (no embedded block) and 2007-2008 (1st year of embedded block implementation). Although there are numerous variables to consider when analyzing performance data from year to year, we did note a distinct decrease in the number of below grade level marks issued from one year to the next. The fact that these correlations are concluded indicates the QST block is an effective intervention and support for students, however, the development of the program and its success continues to be a work in progress.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Informal observations, teacher feedback, department chair/curriculum leader meetings, and performance assessment data tell us that the majority of our students earn above average grades and understand the instructional concepts they are required to master. However, based on teacher comments and observations, the ability to complete assignments on time, come to class prepared, take notes effectively, and follow procedures is lacking. Up until now, many of our programs and interventions have been centered on students who have already been identified or placed in specific programs based on assessment data and grades. We believe a large number of students at Cooper may perform well on assessments, but

they are over-programmed outside of school, lack the motivation to complete homework/be prepared for class, and do not see the value in establishing work habits that demonstrate the aptitude, attitude, and skills to lead responsible and productive academic and social lifestyles.

Best Practice Research:

In *Classroom Instruction That Works* (2001), Marzano cites the work of J. Walberg, (1999 Productive Teaching) who found that the effects of homework vary greatly, depending on the feedback a teacher provides. He found that homework assigned but not commented on generates an effect size of only .28. When homework is graded, however, the effect size increases to .78. Finally, homework on which the teacher provides written comments for students has an effect size of .83. While these findings only represent one study as it relates *only* to the homework component of work habits, these findings reveal the importance of teacher feedback to the individual learner. Members of our School Team, who are responsible for the Life Skills initiative, believe that the utilization of time during the school day to respond more to the students who lack motivation and organizational skills is a critical factor in assisting students in the establishment of personal self-responsibility and practical life skills that are clear and concise.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators
2.6	The percentage of D and F ratios at the end of the year will decrease by 5% when compared to the previous year average for all students.
2.5	The percentage of Pass Advanced on the SOLs will increase by 3%.
2.7	On a mid-year and end of the year survey, 80% of the teachers will respond affirmatively to questions relating to the success of the embedded time during the day as it relates to completing homework, coming to class prepared, and students using QST for academic assistance.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
School Improvement Plan Objective: Develop and implement an embedded time period, during the day, that will serve as a platform for instructional support and assist students in the establishment of self-responsibility, positively reinforce clear expectations and demonstrate practical life skills.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.)	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. Staff will teach policies and procedures through QST that will give the teachers an opportunity to positively reinforce clear expectations for students via the procedure guide and the Cooper Code of Conduct which outlines practical life skills such as being prepared for class and taking responsibility for one's actions.	Teachers & Counselors	\$3,132.00 for every student to receive a planner.	X	X	X	X	On-going throughout the year, Team Meeting notes.
2. Counselors will provide staff with data related to grades every 4 weeks in order to provide a detailed outline of students who need further instructional support and assistance with organization through the embedded time.	Teachers & Counselors	No cost	X	X	X	X	On-going throughout the year information will be disseminated to teachers.
3. Staff will identify students who have failed promotion benchmarks and at times, provide structured test preparation during the embedded time.	Teachers & Counselors	No Cost	X	X	X	X	On-going throughout the year, Team Meeting notes.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

School Improvement Plan Objective: Develop and implement an embedded time period, during the day, that will serve as a platform for instructional support and assist students in the establishment of self-responsibility, positively reinforce clear expectations and demonstrate practical life skills.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.)	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.	
4. Staff will recognize and reward students who display the characteristics of self-responsibility and work habit expectations by providing social gatherings frequently per grade level.	Teachers & Counselors	No cost	X	X	X	X	Team Meeting notes, documents provided to teams.
5. The school team committee will develop a survey about the embedded time. The purpose is to assess the progress of the initiative and make any changes to help our efforts in making sure students are establishing self-responsibility and practical life skills.	Teachers & Counselors & Administrators	No cost		X		X	School plan team will collaborate about questions and document results.
6. Staff will distribute the QST brochure and discuss its contents during the first week.	Staff	\$400	X				Throughout the year.

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.
- 3.4 Exercise good stewardship of the environment.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Our 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. The faculty and staff will foster awareness and provide opportunities for all members of our school community to participate and contribute in a meaningful way.

RATIONALE FOR OBJECTIVE:

Data Sources:

Although we had a 90% percent participation rate for the eighth grade community service activities and an estimated 70% for the seventh grade, we feel that this information does not reflect the quality of community involvement that we would like to see. A third quarter survey supported our initial estimates. The survey suggested, as well, that the students had developed an increased awareness of community service and service learning activities.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Canned Food Drive, Coat Drive, and Book Drive have had consistent participation in the past ten years. These initiatives are sponsored by the SCA and reflect long term relationships that have been established with our sister schools. In addition to these programs, Cooper students and staff give time and service to many programs and projects including the Mississippi School Adoption, Local Heroes, elementary school tutoring, and the Dickerson County Pen Pals. While students are generous in their donations, students seek immediate gratification instead of intrinsic rewards and have not connected to their community service effort to their potential to make a difference. This may be because the students do not realize how they are impacting another child and family's

life. Although a high percentage of our students participate in community service, we need to add the reflective piece in order to make service learning more meaningful

Best Practice Research:

As part of Fairfax County Public School's Mission Statement, in conjunction with the No Child Left Behind Act, fostering a "dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement." Students involved in service learning improve leadership skills and are more likely to attend college, apply school learning to the outside world, and be involved in community issues than their peers who are not involved in service learning. This data was acquired from the National Survey on Service Learning and Transitioning to Adulthood conducted on behalf of the National Youth Leadership Council (*Middle Ground, Oct. 2006*).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	During the second quarter, 40 % of the student body will indicate an awareness of community service opportunities by means of a survey conducted through Block 8, embedded time. (QST)
3.2	By the end of the school year 80% of our student body will recognize community service opportunities and participate in one or more activities.
3.4	Students and faculty will participate in recycling and conservation efforts as measured by survey.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Our 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. The faculty and staff will foster awareness and provide opportunities for all members of our school community to participate in and contribute to their community in a meaningful way.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	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. We will develop service opportunities for students and faculty.	SCA leadership: civics and history teachers. Other members of our faculty and PTA and community (Safe Community Coalition).	Containers for collection for the community; parent and teacher assistance in delivering materials. Training for Cooper student volunteers.	Coat Drive Mentor Program	Food Drive Holiday cards Mentor Program	Hurricane School in Mississippi Book Drive Mentor Program	Darfur Books of Hope-Uganda Books for Equator Mentor Program	Simple counts and leaves on the Cooper “Giving Tree.”
2. Communicate information about service opportunities.	Faculty, Blackboard, Cooper Notes, civics classes, Cooper Website	Blackboard, Cooper Notes, KIT, school newspaper, newsletter, video.	X	X	X	X	Monitor and keep track of communication.
3. Use the resources of the Cooper Website and school newspaper to give information about service to the community and this school community’s efforts on global, national, and local projects.	SCA, journalism teacher, Webmaster, team leaders, project coordinators	Time and effort	X	X	X	X	Gather data about out of school projects—for example one of our students donated ½ of her gift money from a celebration to Darfur.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Our 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. The faculty and staff will foster awareness and provide opportunities for all members of our school community to participate in and contribute to their community in a meaningful way.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective.	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.	
4. Develop a way to visually represent and acknowledge contributions made by our students (The Cooper Giving Tree). This will represent their participation in the various SCA Drives, team projects, community service for civics, the Darfur project, Books for Ecuador, The Mississippi School project as well as their amazing efforts in other community service projects.	Art teacher, Community Service Club, SCA, Responsibility to the Community committee, and the Character Ed. Committee, (faculty)	Bulletin board, tree leaves. Each leaf will have student's name and activity.	X	X	X	X	Tree will reflect the contributions
5. Spotlight Activities	Newspaper, website, media	Forum to highlight contributions such as PTA meetings, team meetings, faculty meetings	X	X	X	X	Collect and monitor
6. Develop a survey to capture students' involvement in service to the community and the impact of service learning to their understanding of their potential to have an effect and make a difference.	Webmaster, social studies teachers	Subscription to Survey Monkey		X		X	School plan team will collaborate about questions and document results

	<p>Indicator: Critical Thinking Survey will be administered to indicate that students are exposed to lessons/activities requiring critical thinking</p> <p>Due to the design of the survey, results did not target the specific data we were seeking.</p> <p>Indicator: The percentage of students achieving passed advanced on the SOL in the four core subjects improved by 3 %.</p> <p>See attachments. See Attachment 1</p>	<p>Supported: Overall, students indicated that they believed critical thinking was occurring in their classes.</p> <p>Inhibited:</p> <ul style="list-style-type: none"> • Students were not familiar with some of the terms used in the survey. <p>Design of survey did not collect desired data.</p> <p>Supported: Increased effort by teachers to use literacy Strategies in all subject areas. Using higher level thinking questions on common assessments.</p> <p>Inhibited: More students are taking upper level math courses earlier.</p>	<p>Review, redesign, and administer a new model of survey.</p> <p>E-Card, Bloom’s Charts Common language across curriculums Professional reading for Department Chairs and Curriculum Leaders.</p>
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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>Essential Life Skills</p> <p>2007-2008 Objective: Cooper Middle School will develop and implement an embedded time period, during the day, that will serve as a platform for instructional support and will assist students in the establishment of self-responsibility, positively reinforce clear expectations, and demonstrate practical like skills.</p> <p>2008-2009 Objective: Utilize the embedded time period (QST) for instructional support, assist students in the establishment of personal self-responsibility, positively reinforce clear expectations, and demonstrate practical life skills.</p>	<p>The percentage of D and F ratios at the end of the year will decrease by 5% when compared to the previous year average for all students</p> <p>Math 7: 65.8% decrease History: 36% decrease English 7: 19% decrease Science 7: 66.2% decrease</p> <p>Algebra: 33.3% increase Civics: 57.5% increase Math 8: 24.5% increase Science 8: 47% increase</p> <p>Pass Advanced on the SOLs will increase by 3%.</p> <p>Algebra: 3.15% decrease Math 8: 4.08% increase Math 7: 10.87% increase Reading 7: 2.93% increase Writing: 72.5% increase Reading 8: 7.41% increase History: 23.3% increase Civics: 3.7% increase Science: 3.5% decrease</p> <p>On a mid-year and end of the year survey, 80% of the teachers will respond affirmatively to questions relating to the success of the embedded time during the day:</p> <p>75% of the teachers responded positively to the questions regarding the work habits portion of QST and its effectiveness.</p>	<p>Supported: The embedded time allowed for further SOL remediation as well as opportunities for students to complete class work and receive additional assistance</p> <p>Inhibited:</p> <ul style="list-style-type: none"> -Not formalized enough. -Need to have a more structured set of expectations. – -“Free time” needs to be more of an earned opportunity. -Marks for student participation needed for grading and reporting 	<p>-Continue to review data differently (i.e. focus on D and F ratios for the most at risk students—those enrolled in Action Literacy, Power Math and Read 180)</p> <p>-Specific action plans and interventions/consequences for students not coming prepared to QST.</p> <p>Use the brochure as an advertisement for parents in order to formalize the program further and inform the parents about how we are using QST to teach work habits for success.</p>

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>Responsibility to the Community</p> <p>2007-2008 Objective: Our students will understand and model the important attributes that people must have to contribute to an effective and productive community and common good of all. The faculty and staff will foster awareness and provide opportunities for all members of our school community to participate in and contribute to their community in a meaningful way.</p> <p>2008-2009 Objective: Same objective as 2007-2008.</p>	<p>Indicator: Twenty percent of the student body will indicate an awareness of community service opportunities as measured by a survey through block 8, our embedded time.</p> <p>We conducted a survey mid year which gave us some baseline data. 37% of our students participated in a community service activity. 48% of our respondents donated seven or more hours to their service activity.</p> <p>Indicator: By the end of the school year 80% of our student body will recognize community service opportunities and participate in one or more activities.</p> <p>The design of the survey and challenges of getting all to participate allows only estimates. In response to the question about attitude toward service learning 40% felt that they wanted to participate because the activity was meaningful.</p>	<p>Supported: Faculty, student, and parent support was very strong. Several after school activities reflected a commitment to service to others. These activities include Camp Cooper, Darfur awareness, and connections with service members, Community Service Club, Breaking Boundaries, Knitting Club (made small blankets for animal shelters) and a broad variety of other activities. Students worked to support shelters and respite centers. They participated in community walkathons and community center activities.</p> <p>Inhibited: Time for completing surveys. We used Survey Monkey and classroom demands made the initial plan to survey through Social Studies classes difficult to complete as this activity competed with academic demands.</p> <p>Supported: The Cooper community embraced the idea and reality of Responsibility to the Community. Our webmaster added a section “Cooper Gives Back” to our website. This will spotlight activities and list opportunities. Our newspaper has very effectively supported a broad variety of efforts. The Cooper Giving Tree is a dynamic display of student involvement and evolved into a display board for thank you notes, articles, photos etc.</p> <p>Inhibited: time to survey</p>	<p>The students are willing to give to others and be involved as seen through direct feedback. We have completed a video with Cooper students speaking with boys and girls and faculty from Pine Spring School, a school that we support with coats and books throughout the year. It is our impression that the students would benefit by having a connection to the ‘drives’. The vibrancy of the newspaper articles and website expanded student awareness of both opportunities and contributions.</p> <p>The Cooper Website with the section, Cooper Gives Back, highlights volunteer opportunities as well and ways that our students have made a difference (for example our school in Mississippi, Darfur, Uganda books and rainforest readers.</p> <p>Survey – we are developing a different way to survey. The School Plan Committee has developed a vibrant work plan for this year. The Community Service Club is supporting a variety of activities.</p> <p>We plan to have a faculty service project as well as implementing initiatives such as ‘walks’ to support important causes, environmental clean-up projects, community outreach etc.</p> <p>Our Journalism teacher will continue</p>

		<p>-We would like to be able to recycle cans and have not been able to arrange pick-up of cans.</p>	<p>to raise awareness of opportunities through our newspaper and displays. Our theater teacher has made a video of our outreach. Teachers sponsor a variety of initiatives such as books for Ecuador and Uganda, and the rebuilding of the school in Mississippi.</p>
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Test	# of Students	Overall Pass		Pass Proficient		Fail		Pass Advanced		Pass Advanced % Change
Algebra 2007	314	314	100.0%	65	20.7%	0	0.0%	249	79.3%	-3.15%
Algebra 2008	293	293	100.0%	68	23.2%	0	0.0%	225	76.8%	
Geometry 2007	16	16	100.0%	2	12.5%	0	0.0%	14	87.5%	2.63%
Geometry 2008	27	27	100.0%	4	14.8%	0	0.0%	23	85.2%	
Math 7 2007	328	279	85.1%	118	36.0%	49	14.9%	161	49.1%	10.87%
Math 7 2008	267	249	93.3%	102	38.2%	18	6.7%	147	55.1%	
Math 7 PE 2007	12	4	33.3%	1	8.3%	8	66.7%	3	25.0%	-14.40%
Math 7 PE 2008	14	6	42.9%	3	21.4%	8	57.1%	3	21.4%	
Math 8 2008	230	227	98.7%	41	17.8%	3	1.3%	186	80.9%	4.08%
Math 8 2007	273	271	99.3%	41	15.0%	2	0.7%	230	84.2%	
Math 8 PE 2007	15	5	33.3%	4	26.7%	10	66.7%	1	6.7%	49.70%
Math 8 PE 2008	10	10	100.0%	6	60.0%	0	0.0%	4	40.0%	
Reading 7 2007	426	411	96.5%	135	31.7%	15	3.5%	276	64.8%	2.93%
Reading 7 2008	439	432	98.4%	139	31.7%	7	1.6%	293	66.7%	
Reading 8 2007	481	460	95.6%	142	29.5%	21	4.4%	318	66.1%	7.41%
Reading 8 2008	441	437	99.1%	124	28.1%	4	0.9%	313	71.0%	
Writing 2007	463	445	96.1%	408	88.1%	18	3.9%	37	8.0%	72.50%
Writing 2008	445	433	97.3%	374	84.0%	12	2.7%	59	13.3%	
History 2007	420	405	96.4%	138	32.9%	15	3.6%	267	63.6%	23.90%
History 2008	439	437	99.5%	91	20.7%	2	0.5%	346	78.8%	
Civics 2007	475	461	97.1%	179	37.7%	14	2.9%	282	59.4%	3.70%
Civics 2008	450	439	97.6%	162	36.0%	11	2.4%	277	61.6%	
Science 2007	466	462	99.1%	127	27.3%	4	0.9%	335	71.9%	-3.50%
Science 2008	453	447	98.7%	133	29.4%	6	1.3%	314	69.3%	