

Fairfax County Public Schools

**School Improvement Plan
2009-2010**

Dranesville Elementary School

Cluster 1

**Susie McCallum, Principal
Willye Nance, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
April 2, 2007

COMMITTEE MEMBERS

Name	Position	Name	Position
Susie McCallum	Principal	Pat Ennis	Parent
Willye Nance	Assistant Principal/Goal 3 Lead	Nancy Fehrle	Parent
Holly Conroy	Librarian/Goal 2 Lead		
Nichole Jimenez	Special Education-5th		
Melissa Armor	Kindergarten		
Jamie Wright	4 th Grade		
Giselle Morris	5 th Grade		
Susan Shahidi	3 rd Grade		
Allan Dacanay	ESOL		
Dorothy Feeney	ESOL		
Kristine DeMarinis	6 th Grade/Social Studies Lead Teacher		
Judi Ballenger	6 th Grade		
Katy Wright	1 st Grade		
Sarah Parker	Kindergarten		
Wendy Larson	2 nd Grade		
Carolyn Fritz	SBTS		
Rebecca Allison	Reading Teacher		
Lynn Unser	Instructional Coach/Goal 1 Lead		

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

Dranesville Elementary School is a collaborative learning community where

- Staff members explore and implement best practices to guide instruction;
- Students are actively engaged in learning academically and socially;
- Parents and businesses form strong partnerships with the school to promote its mission.

SCHOOL—MISSION STATEMENT

We believe that all children can learn and succeed in today’s global society. We will create a nurturing environment that honors diversity, learning styles and abilities.

SCHOOL—CORE VALUES/BELIEFS

We believe

Children learn best in a supportive, nurturing

Teachers establish relationships with students

environment that allows them to take risks

Teachers provide rich opportunities for social interaction within the classroom
Teachers forge a strong home-school partnership
Teachers provide modeling, guided and independent practice

Children learn best when they are actively engaged during instruction

Teachers provide hands-on, concrete experiences before abstract ones
Teachers individualize and differentiate work to address different learning styles
Teachers give students choices
Teachers provide interesting, authentic work
Teachers based their instruction on best practice
Teacher provide developmentally, appropriate instruction

Children learn the most when there are high, attainable expectations for them.

Teachers use a variety of formative assessment data
Teachers understand the Program of Studies and the Standards of Learning objectives for the grade level
Teachers require students to think deeply rather than memorize

When our students leave Dranesville, we want them to

- Possess basic academic and social skills for life-long applications and problem solving
- Have enthusiasm for and a love of learning
- Respect self, others and the community
- Show pride in achieving specific individual goals and stretching their reach
- Motivate themselves

To support our school's success in achieving its mission, we make these promises to our colleagues:

- Help each other use best practices
- Be professional in all relationships at school
- Be willing to give 100%
- Be open-minded to new ideas and suggestions
- Participate in professional learning
- Be respectful
- Be a good role model
- Be flexible
- Support one another

PROGRAMS

GOAL 1: ACADEMICS

- **PAC (Preschool Autism Class)** - An intensive, highly structured program of early intervention for children who are between the ages of two and five. The students attend class five full days each week, with the exception of a shortened day on Wednesdays. The ratio of adults to students is high with a maximum of five to six students to three adults. The teaching staff includes one special education teacher and two instructional assistants along with ancillary services of speech, occupational and physical therapies as written on each child's Individual Educational Program (IEP). The program philosophy incorporates the implementation of discrete trial training and verbal behavior as its instructional focus.
- **School-based Advanced Academic Resource-** A program dedicated to providing enrichment to all students. Differentiated services are provided for students who have specific academic strengths and direct services for those students who need enrichment in all four core subject areas. Students who receive advanced academics school-based services are challenged through lessons, models, and strategies designed to extend and enrich the POS in the four core subject areas. Collaboration between classroom teachers and the resource teacher allows support of differentiated instruction and provide additional challenges within the general education program.
- **Accelerated 5th Grade Math** - The Accelerated Math Program in the 5th grade is a class geared towards students that have the ability to master concepts quickly in math. Students work more on 6th grade material while still trying to cover the 5th grade material that is on the SOL's. The curriculum is set up to help them be better prepared for Compacted Math in 6th grade. Students also participate in a variety of enrichment activities such as Hands on Equations and Math Olympiad with the support of the AART teacher.
- **6th Grade Compacted Math (must take 7th grade math SOL test)** - Compacted math is offered to students who have proven to need extension and enrichment in math. There is a focus on many pre-algebra skills as well as opportunities to delve deeper into topics and how they relate to the real world. These students follow the pacing for sixth, seventh and eighth grade math and then follow up with the seventh grade math SOL in the spring.
- **Thinking Skills Strategies Lab** – A classroom stocked with activities and games to help children build skills in problem solving, strategy development, critical thinking, logical thinking and deductive reasoning. It supports the academic curriculum by enabling children to find solutions and create connections to their learning and their everyday lives. The Strategies Lab is a fun and innovative way to develop lifelong learners and creative thinkers! Games are shared with parents at the annual Math Night.
- **Teachers as Readers-** These learning groups are a component of professional learning and focus on identified areas of interest. Strategies and systematic structures that teachers can use to support their students' social and academic learning are discussed.
- **Art Club-** For students in grades 3-6 who are interested in visual arts beyond the classroom. Members meet after school on Wednesdays to explore many different artists and art mediums. Students' work is displayed locally at the Herndon Fortnightly library.
- **DRA** – This county assessment tool, Developmental Reading Assessment, is used in grades K-6 with school funds dedicated to provide substitutes for upper grade teachers to give individual assessment and analyze results to plan instruction.
- **Early Intervention Program-** A summer program designed to provide a boost in academic skills for the coming year. Students are invited to participate in this free program to help them strengthen their reading and math skills. The program also has a school culture component as teachers implement Responsive Classroom Strategies.
- **Investigations Series in Math at Grades K-5** - A research based program published guided by the Principles, Standards and Focal Points of the National Council of Teachers of Mathematics (NCTM). It helps students make sense of the mathematics they are learning about through engagement in structured exploration of ideas using concrete materials; and allows students to apply their conceptual thinking as they solve real life problems.

- **Vertical Articulation**-Each year, according to PLC work, teachers focus on aspects of the curriculum to discuss, observe, study in vertical articulation groups. For example vertical articulation groups studied writing samples.
- **Language Arts Workshop Model**- A 90-minute instructional block of uninterrupted time and an additional 30 minutes daily block that is dedicated to teaching literacy skills 175 days of the school year. The block includes read aloud, shared reading, shared writing, guided reading and strategy groups, word work, reading and writing conferences, direct instruction and added support for struggling readers and independent reading and writing.
- **PTA Sponsored Before & After School Activities**- These classes are designed to enhance the educational experiences of DES students. The classes can be academic or instructional (foreign language and etiquette), athletic (basketball and volleyball), or creative (drama and crafts) and are taught by parent volunteers and commercial vendors.
- **GRACE Art**- An arts-in-the school program, sponsored by The Greater Reston Arts Center (GRACE), a non-profit organization, is exposes children to a different artist and art genre every month. It enriches community life by promoting involvement and excellence in the visual arts.

GOAL 2: ESSENTIAL LIFE SKILLS

- **Responsive Classroom**- An approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, K-8. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day.
- **PBS (Positive Behavior Support)** - A framework for developing effective ways to support students' positive behaviors and address students' problem behaviors. It is combined with Responsive Classroom to provide standardized behavior expectations schoolwide.
- **Peer Mediation** - A school wide mediation program in which sixth grade students are trained and then mediate conflicts between children at the school. The mediators are trained using the FCPS conflict and mediation model from the FCPS Office of Safe and Drug Free Schools.
- **Caught Caring Program** - A school wide program in which teachers “catch” students caring, or performing a good deed and report it to counselors. Counselors announce their names over the intercom and write up a certificate and award a pencil to each child. Additionally, their picture and deed is displayed on school bulletin boards.
- **Girls on The Run** - A life-changing learning program for girls in grades 3 – 8 that combines training for a 3.1 mile running event with healthy living education. The program instill self-esteem and strong values through health education, life skills development, mentoring relationships and physical training - all of which are accomplished through an active collaboration with girls and their parents, schools, volunteers, staff and the community.

GOAL 3: RESPONSIBILITY TO THE COMMUNITY

- **Good Morning Dranesville** – TV show produced by 5th and 6th graders that features topics of interest for the student body.
- **Student Ambassadors** - Two children from each class, Kindergarten-Sixth grade are chosen by the teacher to become student ambassadors at the start of the school year. Counselors meet and train the students in etiquette and social skills and prepare them to help any new student who may arrive in the school throughout the year. All new students are given a tour, and a coloring book about Dranesville and its staff.

- **Student Government Association** - The Dranesville SCA consists of 42 students from grades 3-6 who were elected by their fellow students as representatives. Each representative is assigned to one of the standing school committees which are: service, spirit and the environment. At their monthly meeting the students identify several things they could do to improve and help the school and the community
- **International Festival**- An event that provides an opportunity for students, their families and school staff to become acquainted with different cultures and ethnic backgrounds. Students participate in the “parade of flags” representing countries where Dranesville’s students come from. Participants sample ethnic foods from many different parts of the world. Many children and their parents wear traditional costumes.
- **Safety Patrols**- A school-based program that consists of 5th and 6th grade students that have shown interest in aiding other students in understanding and following the safety rules for school property, riding the school bus, and for walkers around the school. The program allows students to share the responsibility in keeping students safe and gives each patrol a chance to use leadership and problem-solving skills. Safety Patrols work closely with Safety Patrol Sponsors and Bus Drivers to ensure that all students are safe when traveling to and from school.
- **Northwest Federal Credit Union (NWFCU) Business Partnership**- A partnership that provides mutual support for both, NWFCU provides financial literacy program for primary grades, financial support of afterschool programs and banking privileges for Dranesville families and relatives. DES provides artwork for display and opportunity to teach students about finances.
- **Hispanic Parent Meetings**- Hispanic Parents Meetings are held once a month. The main purpose is to provide information to Hispanic parents regarding the school system, the school community, becoming active participants of their children's education, and getting involved in the school community. Different topics are presented are offered to the parents each month.

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)*

Math: Increase mathematics achievement through instructional focus on number sense and problem-solving across grade levels.

Reading: Increase student achievement in English/Language Arts at grades K-6 through use of common assessments tools and targeted instruction to match identified students’ needs.

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

Data Sources:

Test results from standardized assessments have improved for the performance of Black, Hispanic, LEP, Students with Disabilities and Students Identified as Disadvantaged in both core areas. Dranesville Elementary School made AYP due to “safe harbor.” Safe harbor recognizes improvements in teaching and learning that reduce the failure rate of students in a subgroup by at least 10 percent - even if the AMO was not met.

However, subgroups making AYP through safe harbor must also meet the objective or show improvement on the school or division's other academic indicator(s).

The 2008-09 SOL English/Reading test pass rate increased 4 % from 83% to 87% for all students. The difference between the percentage of Hispanic students passing and the majority of the students passing went from 22% to 17%. The Hispanic students passing rate increased six percentage points from 68 % to 74%. There was also a decrease in the difference in the pass rate between the Students with Disabilities and the majority of the students from 25% to 23%. A higher percentage of Students Identified as Disadvantaged passed the English/Reading SOL 2008-09 test. This group had a pass rate of 70% up from 65%. Seventy-five percent of the Students with Limited English Proficiency passed the Reading SOL test at a proficient level, an increase of 5%. Although the achievement gap between the majority students and the identified subgroups is decreasing, the data shows that there are still academic needs to be addressed.

The kindergarten DRA2 Word Analysis pass rate was 76% in spring 2009. The first and second grade DRA2 pass rate was 61% in spring 2009. This is a decrease of 2% from spring 2008.

In math, Dranesville met AYP. Overall pass rates in grades 3-6 are up from 78% to 84%, as a result of our 2008-89 SIP. The difference between the percentage of Hispanic students passing and the majority of the students passing went from 25% to 19%. The Hispanic students pass rate increased 14 percentage points from 52 % to 65%. There was also a decrease in the difference in the pass rate between the Students with Disabilities and the majority of the students from 29% to 17%. A higher percentage of Students Identified as Disadvantaged passed the Math SOL 2008-09 test. This group had a pass rate of 61% up from 52%. Sixty-eight percent of the Students with Limited English Proficiency passed the Math SOL test at a proficient level, an increase of 8%. SOL test results show growth for our LEP population, but the group did not reach benchmarks for passing rates. While our demographics are about the same as FCPS overall demographics, our test scores lag behind. In order to continue to close the achievement gap between the majority students and the identified sub-groups is decreasing, the data shows that we must build upon the work we started during the 2008-09 school year to continue to cultivate a school where each individual achieves to his or her potential.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Observations and anecdotal data reveal that 90% of teachers use a workshop model during instruction in reading, writing and math. The model promotes and sustains high student engagement throughout instruction. Feedback from teachers shows that there is a need for a clear definition of what is a workshop model and what it encompasses. Several staff members across grade levels have used the Lucy Calkins workshop model for Language Arts with positive results in student achievement. Other models include: Fountas and Pinnell in reading, Nancie Atwell in writing, and the FCPS LEARN model. Transferring the strategies used in Writing to reading and math could promote academic achievement.

Math: Teachers base their instruction on objectives outlined in the FCPS Program of Studies and Virginia's Standards of Learning. They are at the exploring and implementing the LEARN model, Every Day Counts Calendar Math, Investigations as a supplement in grades K-4 and Strategic Thinking Skills Lab. Discussions at PLC meetings showed that using the FCPS pacing guide was both highly challenging and ultimately reasonably helpful. Vertical articulation meetings occur in staff meetings, PLC and Planning Council. Teachers need to continue to explore ways to actively engage students through the use of manipulatives and higher level questioning. This past year, grade level teams worked on curriculum maps and aligned pacing guides with quarterly grade level concepts to be taught in order to insure coverage of concepts on the SOL end of year tests.

Reading: Using assessment tools to plan instruction resulted in growth in academic achievement. Students, who are below benchmarks, do get additional support from the Reading/ ESOL team. The majority of teachers are trained in DRA. Vertical assessment is becoming more consistent

to support identification of individual students' strengths and weaknesses. Teachers have begun the work in using formative assessment and continue to see this as an area to further develop.

Best Practice Research:

Research indicates students achieve best when their needs are supported by a variety of instructional strategies (Marzano and Kagan). Research also indicates that collaboration between teachers provides stronger instructional opportunities for deeper conceptual learning for students. According to the National Institute of Drug Abuse's Research Guide (2003), prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on self control, emotional awareness, communication, social problem-solving and academic support, especially in reading (Ialongo et.al.2001; Conduct Problems Prevention Work Group 2002b).

When teachers use common assessments and common language to evaluate student learning, instruction can be tailored to identify student needs. According to Dufour, Dufour and Eaker (2007), the use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor and have their work judged according to the same criteria. Common formative assessments are more effective in monitoring and improving student learning and can inform and improve the practice of both individual and teams of teachers. Team-developed common assessments will never eliminate the need for individual teachers to monitor student learning each day through a variety of strategies that check for understanding. But if schools are ever to take full advantage of the power of assessment to impact student learning in a positive way, they must include common formative assessment in their arsenal. (Dufour, Dufour, Eakes, September 2007) If used effectively, common assessments can have a significant positive impact on student achievement.

Math: Grouws and Cebulla (2000) state that teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important. Research findings indicate that certain teaching strategies and methods are worth careful consideration as teachers strive to improve their mathematics teaching practices. As teachers develop strategies to teach number sense, they should strongly consider moving beyond the unit-skills approach to a more integrated approach that encourages development of number sense in all classroom activities. (Improving Student Achievement In Mathematics Part 2: Recommendations for the Classroom- [www. Apples4teachers.com/resources](http://www.Apples4teachers.com/resources))

Reading: Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student baseline performance. (<http://balancedreading.com/assessment.html>). Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered grade level benchmarks. Due to these various student levels, it is necessary to design literacy instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students, including students with disabilities (Rhodes & Shanklin, 1993). The information gained from appropriate assessments enables teachers to provide exceptional students with improved access to the general education curriculum. (<http://www.k8accesscenter.org>)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	The percentage of all students passing the math SOL tests in grades 3, 4, 5 and 6 will increase from 84% to 87% by June of 2010.
1.1.2.	Students passing the SOL Math Test will increase for each subgroup for 2009 by June of 2010 as follows: Black from 77% to 83%, Hispanic from 65% to 83% SWD from 67% to 83% , LEP from 68% to 83% and Economically Disadvantaged from 61% to 83% .
1.1.2	The percentage of all students passing the MRA in K-2 will increase from 85% to 90% by June of 2010.
1.1.1	The percentage of all students, passing the Standards of Learning English test in grades 3,4,5 and 6 will increase from 87% to 90% by June 2010.
1.1.1	Students passing the SOL Reading Test will increase for each subgroup for 2009 by June of 2010 as follows: Black from 74% to 85%, Hispanic from 74% to 85% SWD from 68% to 85% , LEP from 75% to 87% and Economically Disadvantaged from 70% to 85%
1.1.1	The percentage of all kindergarten students passing the DRA2 Word Analysis test will increase from 76% to 85% by June 2010.
1.1.1	The percentage of all first grade students reading at DRA2 at Fiction level 16 will increase from 66% to 85% by June 2010.
1.1.1	The percentage of all second grade students reading at DRA2 fiction level 28 will increase from 55% to 85% by June 2010.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Use best practice research to reflect on our current use of active engagement in order to assess/increase our effectiveness in meeting the needs of our range of students.	Administrators, Instructional Coach, K-6 teachers	Interactive SMART Boards for teachers who have received training, grade level requests for math manipulatives, leveled readers	X	X	X	X	E-Cart, MRA, DRA-2, DRA-WA, ongoing classroom anecdotal records, observations and assessments
2. Expand and strengthen partnerships to plan (curriculum mapping); teach; gather formative assessments; and address student strengths and weaknesses (including VGLA).	Administrators, Instructional Coach, K-6 teachers, reading teacher, ESOL teachers, Special Ed teachers, AART	Grade level Curriculum maps, Curriculum Map templates, VGLA planning materials (no cost)	X	X	X	X	PLC Meetings notes, monthly VGLA meetings notes, PLC Leader Meetings agendas, Quarterly curriculum map reviews

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.	
3. Structure PLC meetings to allow grade level teams time to analyze formative assessments to identify strengths and weaknesses of students and plan instruction (eCART/ASPIRE, DRA II, team made formative assessments, MRA, DRA WA).	Administrators, Instructional Coach, K-6 teachers, reading teacher, ESOL teachers, PLC Leaders, Special ED teachers, AART	eCART/ASPIRE, DRA 2, team made formative assessments, MRA, DRA Word Analysis	X	X	X	X	PLC Meetings notes, monthly VGLA meetings notes, PLC Leader Meetings agendas, Review of assessment results
4. Emphasize thinking skills, strategic approaches, problem solving, numeric relationships, and articulation of concepts/processes for all students.	Coach, reading team, grade level teams	Think Blocks, Common language, Articulation K-12, Strategy Lab games, Visual Literacy	X	X	X	X	Strategies Lab schedule, Classroom observations
5. Expand the use of the workshop model to other subject areas to include reading, writing and math.	Administrators, Instructional Coach, Reading Teacher, Grade level teams	LEARN Model, Lucy Calkins' <u>Writing Units of Study</u> , Nancie Atwell's <u>Lessons that Change Writers</u> , Fountas & Pinnell's <u>Guided Reaing</u> (no cost)	X	X	X	X	Staff meeting agendas, PLC agendas, Classroom modeling and 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 type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | 2.2 | Be able to contribute effectively with a group dynamic. | <input checked="" type="checkbox"/> | 2.5 | Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.3 | Develop the resilience and self-confidence required to deal effectively with life’s challenges. | <input type="checkbox"/> | 2.6 | Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.4 | Possess the skills to manage and resolve conflict. | <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)*

Participate in training about the concepts and implementation of Responsive Classroom and Positive Behavior Support in order to foster the desired behaviors and development of essential social life skills.

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

Data Sources:

Results of a student survey conducted by counselors during May of the 2008-2009 school year to determine the prevalence of respectful behavior, bullying, and safe/welcoming atmosphere revealed that across all grade levels, 96% of Dranesville students indicated they felt safe at school. Few students indicated they did not feel welcome at school or seldom felt adults did not respect them at school. Results of the same survey reveal that students across all grade levels indicated experiencing lack of respect from other students and incidents of bullying, which remains detrimental to

the school atmosphere. Incidents of bullying were identified as occurring at recess more than twice as often as any other location. Staff still has concerns about bullying.

Observation within the school and office referral data indicate that most incidents of rule infractions occur in unstructured settings; ie cafeteria, recess, playground. This indicates a need for standardized schoolwide expectations.

Results of a 2008-2009 staff survey on school culture showed 75% of staff members in favor of implementing a system that addresses schoolwide expectations in addition to continuing Responsive Classroom. Positive Behavior Support, a framework for developing positive behaviors in students, shares important goals and characteristics with the Responsive Classroom approach. It incorporates Responsive Classroom strategies and routines to provide continuity of behavior expectations throughout the school. (NTAC online brochure, 2008)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Observation within the school has shown that teachers who use Responsive Classroom consistently handle conflict in a positive manner. Their students demonstrate a sense of community which promotes problem solving as a tool to maintain positive interpersonal relationships. Responsive Classroom strategies have been shown to create a culture where students are taught how to use materials, work independently and contribute effectively in groups. Responsive Classroom strategies address student behavior within the classroom, but do not address behavior and expectations in common areas.

Best Practice Research:

Application of Responsive Classroom techniques has proven to be effective in promoting the development of a positive community atmosphere. Students who have a strong self-concept and feel safe and cared for demonstrate a higher level of respect for others. This environment supports maximizing academic performance in all areas. Positive reinforcement and recognition should be expanded school-wide. Character development should be integrated as much as possible with curriculum goals.

Responsive Classrooms emphasize consistency in training, implementation and follow-up with all staff to integrate social and academic learning which is the key to achieving success of objectives. Research also show that discussing rationale and process prior to implementation of behavioral expectations increases success rates; and that in an environment where both academic and social development are emphasized, students have greater academic gains than those in environments where only academics are stressed.

Recent studies have shown that schools using Responsive Classroom have increased test scores in both reading and math. The increase is most noticeable in schools where children have been exposed to Responsive Classroom practices for three years, although there is an increase in test scores after just two years. http://www.respondiveclassroom.org/pdf_files/sals_summary_rc.pdf

Positive Behavior Support is a framework of classroom and school-wide strategies identified to create positive social climate. Three tiers of prevention of problem behaviors can incorporate Responsive Classroom methods and approaches resulting in consistent expectations, modeling, and supervision throughout the school. An important part of PBS is individual recognition of the desired positive behavior. Research has shown that genuine acknowledgement of positive behavior and achievement results in greater feelings of belonging, value, and respect, encouraging students to demonstrate these attributes toward their peers. (NTAC online brochure, 2008)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1	The number of counselor referrals pertaining to disciplinary problems and office discipline referrals during the 2009-2010 school year will decrease by 25 percent by June 2010.
2.2	The number of instructional staff using Responsive Classroom techniques will increase to 100% by June 2010.
2.8	By June, 2010, student perception, as measured by counselor's survey, of whether the school environment is positive and welcoming will be maintained or increased from 96% to 98%. <i>(Kathy Wilds, counselor will collect data)</i>

**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.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. An electronic office referral form with criteria for office referrals will be developed.	PBS Team, Administrators and SBTS	Staff-created form. No cost.	X	X	X	x	Monthly data collected
2. PBS program will be developed in the school for cafeteria, recess, specials, hallway and playground.	PBS Team (Holly Conroy – Leader)	Cost to be determined from FCPS PBS training- April 2009	X	X	X	X	School documents such as student handbook and plan for recognition
3. Teachers will plan to attend the Responsive Classroom Level 1 workshop.	Susan McCallum/Willye Nance, teachers who are not yet trained	Level 1 Workbook @ \$22.00 per copy	X	X	X	X	Number of teachers completing Academy course when it is offered.
4. Specialists will mentor 1-3 students identified as at-risk on a weekly basis to strengthen personal relationships and social skills, and check on academic success.	Holly Conroy, Carolyn Fritz, Ali Matias, David Welch, Caroline Desmond, Barbara Murry, Anne Nagy, Amy Albanese, Allison Devereux, Evi Hickman, Dorothy Feeney	No cost	X	X	X	X	Specialists will devise a schedule
5. Use monthly strategy characteristics introduced in the Strategy Lab across other disciplines.	P.E., Music, Art and GT teachers	No cost	X	X	X	X	Informal reports at quarterly specialists meetings

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.
6. PE teachers will start a fitness club for selected students on Monday mornings. Session 1: sixth grade; Session 2: 4 th and 5 th grades. 7.	PE teachers		x	x	x	Student self assessment of fitness goals

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)*

Increase student participation in activities that promote community ideals, while practicing duties and responsibilities that promote the common good of all, to develop the understanding of individual impact on one's community.

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

Data Sources:

Analysis of reflection and results data from the 2008-09 School Improvement Plan reveals that while students participated in many projects, there was not a sense of connection between their contribution and how it helped the community. The analysis also showed that the number of projects needed to be streamlined in order to focus on giving students opportunities to see the impact of their efforts.

FCPS changed the focus of Goal #3 to service learning. Service learning “involves students in authentic and meaningful service to their communities... learning that makes connections between the classroom and the community.” (<http://fcpsnet.fcps.edu/supt/preview/>) Since most schools already had a community service goal in their School Improvement Plan, school personnel were asked to revisit their goals in light of the definition of service learning.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Currently, school programs exist that promote community participation. SOL and POS objectives make it easier for teachers to include lessons that address the promotion of respect and contributing to the community. However, in order to increase student awareness and ownership of community responsibility, greater emphasis on the impact of personal actions needs to be stressed within the existing programs. Limiting the number of projects will make it more manageable for staff and students to fully understand and comprehend the importance of community. In addition, involving students in an authentic and meaningful service to their community will provide structured time for students to reflect on their service experience.

While a character development program currently exists, limited time has been spent addressing its application in daily life. Counselors consistently work with each class on making positive choices; however, character education needs to be expanded. Its importance for life long success in building strong communities and for personal development needs to be emphasized. The “Caught Caring” program continues to be a vehicle by which positive student behavior is publicly recognized.

Presently, character development is addressed within the framework of Responsive Classroom throughout the year. It addresses how students live within a supportive community by listening and working together to solve problems. It builds a sense of community and self confidence. Character development will also be addressed in the PBS program as it is integrated with Responsive Classroom.

Best Practice Research:

Research in civic education revealed that “starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriately but also consistent with the goals of many schools to foster prosocial skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification and development for school-aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice.” (The Center for Information and Research on Civic Learning and Engagement, CIRCLE, Working Paper 47, June 2006)

While additional research is necessary, the results of the current research are promising. Students who help others do demonstrate they are also helping themselves. Service learning has an impact on its participants in terms of personal and social development, academic achievement, development of civic responsibility and career exploration. Studies showed that youth who engage in service learning showed increases in measures of personal and social responsibility, sense of educational and social competence and self-esteem or self-efficacy. Many studies are being published that show the linkage between service learning and academic achievement. Among the most compelling is the California study that showed that students in more than half of the high-quality service-learning schools had a moderate to strong positive gain on student achievement tests in language arts and/or reading. The Indiana study indicated that participating students had higher standardized test scores on the state assessments in grades three and eight in English and mathematics. (Billing, American Association of School Administrators, August 2000)

The State of Virginia Standards of Learning and the Fairfax County Program of Studies have goals relating to responsibility to the community. Both provide a highly aligned and comprehensive approach to building the foundational knowledge that allows students to become responsible citizens.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.2	By June 2010, 100% of the student body will participate in one school-sponsored community, national or world project.

**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.	

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Grade level teams will work with their students to complete a service learning project:	*Preschool-Help with other projects *Kindergarten-Art in the community; Anne Nagy *1 st grade-Walk for Diabetes, *2 nd grade-Recycling in Dranesville, Carolyn Fritz *3 rd grade-A book drive for sister school, Lynn Unser *4 th grade-grounds care for conservation, plant study, Dorothy Feeney, Ali Matias, David Welch *5 th grade-work with SCA on Link projects, Allan *6 th grade-supply drive for the military, Holly Conroy, Kathy Wilds *SCA:participates in projects to support needy members of the school community *Specialists-work with assigned grade level teams	<ul style="list-style-type: none"> • no cost • no cost • _____ • No cost • No cost. Books collected from families. Cost of mulch, plants, tools • No cost Shipping charges • No cost 					Lead teacher will report progress to PC committee on objective strategies.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:					
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line		In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.		How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	

RESULTS AND REFLECTION (2008-2009)
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>Goal 1: Academics</p> <p>Objective: Math Increase mathematics achievement through instructional focus on number sense and vocabulary development across grade levels.</p>		<p>Supported:</p>	
1. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, e-Cart, MRA and teacher made common assessments) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for math instruction.	Teachers met bi-weekly to develop common assessments and curriculum maps. Data was analyzed in groups.	<p>Supported: Time to meet was provided with coverage for teachers' absence from class. New pacing guide supported this endeavor.</p> <p>Inhibited: More time needed to fully achieve goal.</p>	Continue revising curriculum maps.
2. Teachers will instruct math for one hour daily, 175 days of the school year.		<p>Supported: 80% of teachers reported that they fulfilled this objective.</p> <p>Inhibited: When teachers reported, the percentage could have been higher but the method for gathering data was based on teachers emphasizing five topics.</p>	Move to school core values/beliefs

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
3. Teachers will implement the LEARN model in order to actively engage students in daily math instruction.		<p>Supported: Most teachers have been trained in the LEARN model and have attended FCPS trainings which have used the LEARN model.</p> <p>Inhibited: Newer staff has not received ongoing support.</p>	Ongoing support of new and beginning teachers.
4. Teachers will incorporate literature related to and trade books about math. A list of books available at DES will be compiled and maintained on the school server.	Planned, not executed as of 4-17-09.	<p>Supported:</p> <p>Inhibited:</p>	Too many work plans overall, needs to be pared down.
5. Maintain a Strategic Thinking Skills Lab.	Amy Albanese has set-up, maintained and is expanding the STS Lab. Data not available on the % of teachers in the building using the STS Lab.	<p>Supported: Amy Albanese makes monthly announcements sharing the new goals and encourages the teachers to sign up.</p> <p>Inhibited: Lack of time in the school day.</p>	Consider putting this into the master schedule.
6. Continuation of a Family Math Night to enlist parent involvement in the teaching of math skills.	Lynn Unser and the math committee planned and executed the second Math Night with the support of the entire staff.	<p>Supported: ___% of families at DES attended the math night.</p> <p>Inhibited:</p>	Transfer of skills learned at Math Night to on-going home activities needs to be better supported.
7. Within study groups, kindergarten, third and fourth grade teachers will examine, teach, and synthesize the <i>Math Investigations</i> Series and use their learning to guide their math instruction		<p>Supported: All three grades reported they fulfilled this work plan. In addition, second grade teachers also started 2nd semester.</p> <p>Inhibited: None</p>	First grade has asked to add this form of study for next year.
8. Teachers will implement Every Day Counts Calendar Math K-6.	All teachers have been provided with the Every Day Counts Calendar Math program and the training. Implementation is happening as time allows.	<p>Supported: Materials have been provided to each staff member/</p> <p>Inhibited: Newer staff members might have missed the training.</p>	Possibly get FCPS support (half-day training)

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>9. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meeting with teacher teams a grade below them and a grade above them.</p>	<p>This workplan was not done this year. During 2nd quarter each team met with the team above and again with the team below to discuss the math objectives and instructional strategies for first and second quarters.</p>	<p>Supported:</p> <p>Inhibited: Teachers showed no interest doing this.</p>	<p>If teachers identify specific strategies/areas of focus that they want to see in operation within a class, we might arrange time for them to collaborate and plan a lesson, observe someone teach the lesson (a grade level team member, resource teacher, or coach) and then we'd meet to debrief the lesson.</p>
<p>Goal 1: Academic</p> <p>Objective: Language Arts: Increase student achievement in English/Language Arts at grades K-6 through use of common assessments tools and targeted instruction to match identified students' needs.</p>			
<p>1. Teachers will participate in PLC meetings to analyze data from common assessments (SOL tests, eCart, DRA2, and rubrics) to make instructional decisions based on the assessment data. Teachers will develop curriculum maps for reading and writing instruction using the county pacing guides as a beginning point.</p>	<p>At an April 13 staff meeting, all team brought assessment data from tests and analyzed it.</p>	<p>Supported: School Instructional Coach supports each team PLC meeting by providing data to discuss.</p> <p>Inhibited: Math took a large portion of our meetings. Curriculum maps were not used for the writing portion this year.</p>	<p>Next year will be more of a focus on curriculum maps for writing or reading.</p>
<p>2. Teachers will engage in school-based study groups which support learning of strategies for teaching self-assessment and goal-setting, oral reading fluency, making predictions and writing for authentic audiences.</p>		<p>Supported: Reading Specialist provided a writing study group for teachers</p> <p>Inhibited: There were no reading study groups offered this year.</p>	<p>In addition to Math, PLC teams are choosing an emphasis in reading or writing this year.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>3. Teachers will instruct language arts daily for 90 minutes of uninterrupted time in a workshop format and 30 additional minutes a day to include read aloud, shared reading, shared writing, guided reading and strategy groups, word work, reading and writing conferences, direct instruction and added support for struggling readers and independent reading and writing for 175 days of the school year.</p>		<p>Supported: 29 teachers reported this as one of their top 5 objectives. Observations confirmed that teachers are instructing according to the objective.</p> <p>Inhibited: None</p>	<p>This objective should move to school special programs.</p>
<p>4. Teachers will use direct instruction (Ex. Lucy Calkins units of study/Writers Workshop) to teach strategies for acquisition of skills in composition, style, mechanics, and usage</p>	<p>34 staff members indicated use of specific direct instruction strategies for writing.</p>	<p>Supported: Availability of materials, reading specialist support through modeling and cooperative planning and teaching.</p> <p>Inhibited: Time for joint planning limited.</p>	<p>Expand workshop model. . Additional resources for teaching in a writing workshop format will be explored.</p>
<p>5. Teachers will use individualized, direct instruction and partnership work to actively engage students during reading and writing workshop</p>		<p>Supported: Reading Specialist went to individual classes to support this type of instruction. A portion of the staff has participated in the Teachers College Institutes in order to support the full staff in new methods.</p> <p>Inhibited: No measurement indicated for percent of participation.</p>	<p>Teacher College participants need to share with the whole staff what they have learned during their sessions.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
6. Professional development opportunities will be provided in order to enhance instruction in comprehension strategy study, independent reading workshop and writing workshop	22 staff members attended workshop training.	<p>Supported: Training opportunities were available.</p> <p>Inhibited:</p>	Continue seeking out workshop training opportunities for staff members.
7. Teachers will engage in vertical articulation by observing in classrooms a grade below them, and meet with teacher teams a grade below them and a grade above them		<p>Supported: Vertical articulation was used for math instruction and writing analysis.</p> <p>Inhibited: PLC teams chose to do the above work instead of classroom observations.</p>	This was the second year vertical articulation was used. It can be moved into our school special programs.
8. Teachers will use the computer lab to engage students in multimedia projects and photo stories.		<p>Supported: Grades 3-6 did photo story multi-media projects around a variety of curriculum areas.</p> <p>Inhibited: It wasn't mandatory so there were varying levels of involvement within grade levels.</p>	Further encouragement within grade levels to ensure consistent implementation and student involvement.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Goal 2: Essential Life Skills Objective: Participate in training about the concepts and implementation of Responsive Classroom in order to foster the desired behaviors and development of essential social life skills.</p> <p>Counselors will track the number of student referrals they receive. A form will be developed for use by teachers.</p> <p>Teachers will re-examine their guidelines for using Study Hall and the purpose of homework recognizing that students should be held to appropriate, not standardized, expectations. Investigate use of 30 minutes towards end of day for a true “Study Hall” for 3rd-6th grades. Using that time to assist students in practice of new concepts, review of old concepts etc.</p> <p>3. Teachers will investigate the use of Writer’s Notebooks to inspire children to become life long learners.</p>	<p>List of staff trained in RC is maintained by administration.</p> <p>Monthly tracking is occurring, but there is not an official form yet for teachers to use.</p> <p>3rd, 4th and 6th grades do not have an official study hall. 5th grade uses recess time for study hall both as a consequence and choice.</p> <p>Writer’s notebooks used in grades 5 and 6. Grades 3-6 have copies of Ralph Fletcher’s Notebook. In 5th Grade, free writing is used. 1st Grade</p>	<p>Supported: Class offered at Dranesville.</p> <p>Inhibited: Some grade levels struggled with Morning Meeting due to master schedule.</p> <p>Supported: Counselors forms to suggest students for groups.</p> <p>Supported: Inhibited: Scheduling</p> <p>Supported: K-6 have a writer’s workshop model with strategies such as journals, turn and talk, writing units from Lucy Calkins, Nancy Atwell. Support: ESOL/Reading Teams Inhibited</p>	<p>Set goals for more staff to be trained.</p> <p>Developing an Excel spreadsheet to track referrals over time more easily.</p> <p>We need to explore consequences for homework not completed. Original plan used the last 30 minutes of the day. Do we need to look at the master schedule to see if we can find a 30 minutes block? Also, consider whether it should be used “against” recess.</p> <p>For ongoing improvement, make sure all grades and classrooms are using a workshop model for writing which will encourage stamina, volume and depth of thought.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Goal 3: Responsibility to the Community Objective: Increase student participation in activities that promote community ideals, while practicing duties and responsibilities that promote the common good of all, to develop the understanding of individual impact on one's community.</p>	<p>Many activities happened, but student involvement was sporadic.</p>	<p>Supported:</p> <p>Inhibited: Not enough planning for student involvement</p>	<p>Need emphasis on service learning plan.</p>
<p>1. SCA will organize its members into focus groups to organize community/national/world projects and to improve school environment.</p>	<p>Received a thank you letter from the LINK directors informing us of how much they were able to give this year in food and donations.</p>	<p>Supported: Link Drive, Coat Drive, Bully Assembly, Spirit Days</p> <p>Inhibited: Full school focus on participating in these activities. School has not demonstrated how it has improved the school environment.</p>	<p>The participation in these activities will be changed to a grade level choice participation in order to create more involvement. This will help the students understand their involvement and expand the outreach to our community. More activities should be shared within school community/staff.</p>
<p>2. Librarian will supervise students assisting in the preparation of excess books from the library and classrooms for donation to an adopted school in Africa to include letters, pictures, book recommendations and packing.</p>	<p>Approximately 550 library books in good condition were removed from the active collection and processed and packed by 5th and 6th grade students for donation to The Bromley Mission School in Monrovia, Liberia.</p>	<p>Supported: Students working off library obligations processed books available.</p> <p>Inhibited: Books available for donation limited by status of collection weeding.</p>	<p>This option is no longer available as the mission school no longer needs materials.</p>
<p>3. School staff will model community involvement through participation in the LINK gift drive and Dragon Friends Fund, both to support needy members of the school community.</p>	<p>Office staff keeps a list of staff that contributes to these funds.</p>	<p>Supported: Staff has supported the community with donations of gifts and money to each fund.</p> <p>Inhibited: There are no indicators to student how this affects the community.</p>	<p>School staff will model the importance of giving back to your community.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
4. Staff will discuss the value of supporting the local animal shelter and encourage students to contribute pet food and blankets.	Planned, not executed as of 4-17-09.	<p>Supported:</p> <p>Inhibited:</p>	School is switching to grade-level service plan
5. Staff sponsor will supervise Video Production and newspaper staff in cooperation with SCA to produce news stories/reports upon the conclusion of each service project to share the results and impact of each project.	<p>Food Drive results were announced on WDES.</p> <p>Results of coat drive were not well publicized.</p>	<p>Supported: Holly Conroy worked with the SCA and the WDES news staff to create a story to share the results of the food drive.</p> <p>Inhibited: Due to the timing of the drive (right before a break), there may have been less participation due to absences, busy-iness of season, staff overly occupied with wrapping up of curriculum.</p>	<p>Possibly move the drives to times other than around holiday breaks.</p> <p>Have SCA report results directly to Holly as soon as possible after the completion of the drive so that a news story can be created.</p>
6. Planning Council will organize a weekly recess schedule so that once each week, one class will use one recess period to provide a service to the school environment (weed a flower bed, pick up trash, etc.)	Planned, not executed as of 4-17-09.	<p>Supported:</p> <p>Inhibited: Too many workplans – things got lost in the shuffle.</p>	<p>Ongoing – one grade level will take this project on for the following school year.</p> <p>Lessen amount of workplans for each SIP objective so that things are better organized.</p>
7. The SBTS and Librarian will create a 24/7 blog for students to reflect on their individual participation in the various school-wide projects.	Librarian and SBTS had initial discussions about how to implement. No formal implementation had yet been done.	<p>Supported: Some classes have been using some blogging/discussion board posting techniques in 24/7 learning.</p> <p>Inhibited: The goal was too broad to do it well.</p>	Target 5 th and 6 th grade with our service learning plans for 2009-10.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>8. Planning Council members will conduct a staff survey to determine changes in student behaviors.</p>	<p>Staff Survey was used as baseline data, but applied toward Goal 2 work.</p>	<p>Supported: We tracked office and counselor referrals. Applied to Goal 2.</p> <p>Inhibited: We needed to determine school-wide work before we focus on changes in student work.</p>	<p>This work should be in Goal 2 and will be addressed through PBS and RC.</p>