

Fairfax County Public Schools

School Improvement Plan 2011-2012

Floris Elementary School

Cluster VIII



Gail Porter, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Gail Porter	Principal	David Lin	5 th Grade Teacher
Katie Le	Committee Chair	Patricia Lowe	Special Ed Teacher
Nancy Baker	1 st Grade Teacher	Janice Micka	Kindergarten Assistant
Suzanne Bourscheid	3 rd Grade Teacher	Megan Seals	6 th Grade Teacher
Adora Bouydra	Special Ed Teacher	Jane Wheeler	3 rd Grade Teacher
Jacqueline Cheung	6 th Grade Teacher	Carol Cutler	PTA President
Shannon Daly	Reading Teacher		
Terry Gautesen-Borg	SBTS		
Jennifer Hertzberg	4 th Grade Teacher		
Kristie Howell	3 rd Grade Teacher		
Laurie Karn	3 rd Grade Teacher		
Katie Koerner	6 th Grade 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

The future of Floris Elementary is to foster life-long learning in a setting that promotes intellect, cultural inclusion, leadership and the building of positive relationships.

SCHOOL—MISSION STATEMENT

To foster individual growth and learning in a respectful, safe, and supportive environment.

SCHOOL—CORE VALUES/BELIEFS

At Floris, we believe in:

- Treating all people with kindness, courtesy and respect
- Promoting cultural inclusiveness
- Encouraging student success through a school-wide Positive Behavior Support system
- Including students with disabilities in general education classes
- Identifying and supporting students for intervention and enrichment
- Providing the opportunity for all students to further develop creativity, problem solving and higher order thinking skills
- Integrating technology into the curriculum
- Building reading skills through a balanced literacy approach
- Promoting effective communication
- Providing foreign language instruction through FLES (Foreign Language in the Elementary School)
- Fostering a love of learning
- Promoting responsible citizenship

SPECIAL PROGRAMS

General

- Professional Learning Communities – Staff uses vertical teams, common planning time, and numerous staff development opportunities to focus on student learning
- Inclusion and mainstreaming practiced for all students with individualized educational plans throughout all grade levels
- SACC (School-Aged Child Care) is offered for before and after school care
- Chess Club
- Lego League program after school sponsored by PTA
- Advanced Academic Program – Level 4 Center program for grades 3-6
- WFLO- daily televised news program, produced by staff and students
- Girls on the Run
- Before School running club--Run, Floris, Run
- After School Sports
- FLEX Foreign Language Experience (Spanish and French) after school
- Odyssey of the Mind
- Mad Science
- Science Fair
- Math Olympiad

Academics

- Greater Reston Arts Council Education (GRACE) Arts – Parent volunteers teach classes; materials provided by the GRACE Art program.
- Virginia Young Readers, Summer Reading Program, Read Across America – reading incentives to encourage literacy
- Musical programs: first and sixth grade musicals, fifth and sixth grade choruses, fifth and sixth grade band and fourth, fifth and sixth grade strings
- PTA sponsors the national PTA Reflections program with judging and an awards ceremony
- FLES (Foreign Language in the Elementary School) in grades 1-6 in Spanish language.
- GeoBee program and club
- ESOL program
- SOAR (Intervention and Enrichment) time Tuesdays through Thursdays for 30 minutes
- Continental Math Grades 4-6
- LLI (Leveled Literacy Intervention)

Responsible Citizenship

- Thanksgiving and Winter Holiday drives
- Project-based learning through community outreach
- Active SCA that meets monthly, elected following TV published speeches-showing the election process
- Mixed recycling program run by students and staff
- Ongoing community service school-wide projects in environmental stewardship, respect, senior citizen activities
- Citizenship lessons provided by school counselors
- Project Wisdom—character education program
- Peer Mediators group
- Safety patrol team sponsored by staff members
- Letters for soldiers
- Student Advocate Team
- PBiS
- Bully Prevention Week

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 type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

Students will apply skills in comprehension and vocabulary development to increase levels of achievement in Language Arts.

Students will increase levels of achievement in Mathematics, with a focus on mathematical facts, reasoning, and problem solving.

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

Data Sources:

FCPS, Cluster VIII and Floris ES found the subgroups of Students with Disabilities, Economically Disadvantaged, and Limited English Proficiency student performance of the 2010-2011 SOL reading test results to be an area of specific concern. At Floris, using the Virginia Department of Education Report Card and AYP Report (online: www.doe.virginia.gov, August, 2011) the passing reading score of these students was 83%, 87%, and 90%, respectively. The passing math score for the Students with Disabilities subgroup was 80%. Our goal is to ensure high levels of academic progress for every student.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Through our CLT meetings, we reviewed teacher observations and surveys, analyzed student progress reports, anecdotal records, formative assessments and results of standardized testing. We identified the use of pre-assessments and monthly common assessments to guide differentiated instruction. We identified the continued need for staff development through collaborative learning visits to ensure best practices in all classrooms.

Best Practice Research:

By engaging in the process of *Learning Walkthroughs*, educators can achieve:

- Enhanced focus on classroom practices, instruction, and student learning experiences;
- Enhanced professional dialogue about teaching and learning among district leaders, school administrators, instructional coaches, and teachers;
- Creation of a culture of inquiry and research, characterized by collaborative learning and reflective practice;
- Development of a common language about teaching and learning;
- Improved district and school infrastructures to support teachers;
- Identification of opportunities for additional coaching and professional development; and
- Creation of more consistent and higher-quality teaching and learning experiences throughout the school and district.

Learning Walkthrough Implementation Guide. Massachusetts Department of Elementary and Secondary Education, Feb. 2010. Web. 22 Sept. 2010. <<http://www.doe.mass.edu/sda/ucd/walk/ImplementationGuide.pdf>>.

The protocol that we have developed, the standards-based walk-through, provides for an organized tour of the building by teams of teachers who visit their peers' classrooms; observe the classroom environment and learning centers; review student work samples, special projects and portfolios; and examine other classroom artifacts that the teacher has put on display for the walk-through. As Barth (2006) pointed out, "yet there is no more powerful way of learning and improving on the job than by observing others and having others observe us." (p.12)

The standards-based walk-through is unique precisely because it does focus on enabling teachers to learn by exploring and relating to what other teachers are doing in their classrooms. Because it is designed and carried out by teachers, it helps to develop their leadership capacity among members of the teaching staff. (page 145)

Roberts, Sylvia M., and Eunice Z. Pruitt. *Schools as Professional Learning Communities*. Corwin Press, 2009.

"...so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively." (Page 1)

Tomlinson, Carol Ann; *How to Differentiate Instruction in Mixed-Ability Classrooms*. Association for Supervision and Curriculum Development, Alexandria, VA, 2001.

"For students to succeed, they need to believe that they can learn, and that what they are learning is useful, relevant, and meaningful for them. They need to know that they belong in the classroom and that they are responsible for their own learning as well as their own behaviour." (Page 1)

"Effective teachers believe that there is potential in each learner and commit to finding the key that will unlock that potential." (Page 2)

"...we need to know learners so that we can make sure the curriculum fits." (Page 19) "Teachers must make every effort to know learners in order to meet their diverse needs." (page 19)

"Learners who have different cultural backgrounds, different experiences, interests, learning styles, and multiple intelligences are the norm. They don't all learn the 'same thing in the same way on the same day.' As educators in classrooms we need to consider each child within the learning community based on his/her needs based on readiness, preferences, and interests." (Page xi)

Gregory, Gayle H. and Chapman, Carolyn. *Differentiated Instructional Strategies, One Size Doesn't Fit All*. Corwin Press, California, 2002.

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	By the end of Spring 2012 Reading SOL, students will attain an achievement level of 100%, up from 97%, with a focus on the following subgroups: Students with Disabilities, Economically Disadvantaged Students, and Limited English Proficiency Students.
1.1.2	By the end of Spring 2012 Math SOL, students will attain an achievement level of 100%, up from 98%, with a focus on the Students with Disabilities subgroup.
1.1.2	By the end of Spring 2012 Math SOL, students will attain an achievement level of 80% in the pass advanced category, up from 74% last year. The Students with Disabilities subgroup will attain a 90% pass rate for the Math SOL test, up from 80% in 2011.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.							
Teachers will increase student achievement in math by differentiating instruction focusing on math facts, reasoning, and problem solving.							
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. Maintain a school-wide SOAR (Intervention and Enrichment) time for 30 minutes Tuesdays through Thursdays with all school personnel in classrooms targeting assessed needs.	All grade level teachers and specialists	All resources in the school (no cost)	X	X	X	X	<ul style="list-style-type: none"> • grade-wide common assessments • data tracking chart for students at-risk • identification of students for differentiated enrichment based on common assessments and anecdotal data
2. Teachers will challenge all students academically using higher level critical thinking skills in math and reading.	All instructional staff	Materials might include: eCART resources, Reach to Teach kits, TOPPS cards, Math Think Tubs, AAP response lessons, M3 Math Series, enrichment suggestions added to 24-7 courses; Continental Math; Junior Great Books; Bloom's Taxonomy; Strategies Lab	X	X	X	X	Grade-wide common assessments such as eCART assessments, anecdotal records, pre-assessments, observations, exit tickets
3. Teachers will participate in Collaborative Learning visits, focusing on student engagement.	Kristen Dickhaut	All instructional staff	X	X	X	X	Feedback Report at staff meetings

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.

Teachers will increase student achievement in math by differentiating instruction focusing on math facts, reasoning, and problem solving.

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.	
4. Monthly common assessments in Reading and Math	All instructional staff	eCart; CLT meetings; textbook series assessments; Smart goals common assessments	X	X	X	X	eCart assessment results Common assessment data analysis to form flexible groups and inform instruction.
5. Training available for all teachers at Floris to access AAP strategies and models through ongoing workshops, Morning Stretch and possible unadvertised AAP Academy course.	Gail Porter, Melissa Graham	On-going professional learning	X	X	X	X	Attendance at workshops, observation of strategy implementation in class
6. Staff will participate in professional development with Rick Wormeli focused on differentiation	Gail Porter	Substitutes for teachers to attend (PTA support)		X	X		Observation of teachers implementing strategies learned, differentiated student products, grade level development of differentiated assessment tools

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 honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program by encouraging and modeling the appropriate behavior for all students. Additionally, we will explore the Responsive Classroom approach to foster a partnership between students and teachers to develop a more positive school climate which emphasizes social, emotional and academic growth in a safe school community.

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

Data Sources:

The PBiS Benchmarks of Quality (BOQ)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The overall BOQ score in spring 2011 was 57%, well below our intended target. As a result, the School Improvement Plan committee is tasked with assessing the success of PBiS and investigating possible viability of Responsive Classroom implementation in the future.

Strengths of PBiS at Floris include school-wide zones that clearly establish expectations for behavior in the classrooms, hallways, and cafeteria. Check-in/Check-out times with red and yellow-zone students have decreased incidence of office referrals for those students.

Challenges lie with lack of teacher buy-in to the PBiS system, and therefore inconsistencies in reporting and recognition school-wide.

Best Practice Research:

Dr. Sara Rimm-Kaufman and a team of researchers from the University of Virginia's Curry School of Education, completed research in 2004, yielding important findings from schools using the *Responsive Classroom* approach:

Children . . .

- Scored higher on math and reading tests
- Felt more positive about schools, teachers, and peers
- Had better social skills and fewer behavior problems

Teachers . . .

- Felt more effective and more positive about teaching
- Offered more high-quality instruction
- Collaborated more frequently with other teachers

This and other studies confirm what good teachers have always known: When children are explicitly taught social and emotional skills in a positive classroom climate, behavioral problems decrease and academic engagement and achievement increase.

As a Positive Behavior Support school, we follow the program and tenets developed by Terrance M. Scott, Ph.D. Our monthly staff meetings always contain a PBiS or Responsive Classroom component. We realize that students need to receive four specific instances of positive feedback to balance one correction of misbehavior. Staff members frequently refer to their own copy of a flip book titled *Behavior Guide – Positive Interventions to Ensure Student Success*, developed by Michael L. Lujan.

“...what they hear and interpret- the message they get from their teacher - has a huge impact on how they think and act, and ultimately how they learn.”

Denton, Paula. *The Power of Our Words*. Northeast Foundation for Children, 2007.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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>
2.1	By the end of the final marking period, all students will attain at least the “Satisfactory” standard of meeting expected goals for citizenship and work habits as defined by the FCPS Grading Handbook.
2.1	By the Spring 2011 BOQ (Benchmarks Of Quality Survey), the school will attain a score of 85% up from 57% on the annual PBiS BOQ.
2.3	Through the SOAR ticket recognition program, 100% of students will receive positive recognition through teamwork as members of their classes and through school-wide celebrations once set goals are met.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program by encouraging and modeling the appropriate behavior for all students. Additionally, we will explore the Responsive Classroom approach to foster a partnership between students and teachers to develop a more positive school climate which emphasizes social, emotional and academic growth in a safe school community.							
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. Explain to new parents how the PBiS/SOAR ticket program relates to essential life skills.	PBiS Committee Administration	No cost. Posted on Floris website, newsletter, shared at PTA meetings	X	X	X	X	PTA Board feedback
2. Vertical team meetings and weekly CLT meeting to discuss students' strengths and weaknesses concerning respect for self, others and environment.	Teachers; specialists; administration	No cost	X	X	X	X	Staff meeting notes CLT meeting notes
3. Support strategies for implementing PBiS in the classroom.	PBiS Committee; Administration; School Counselors; Instructional Staff	No cost	X	X	X	X	Collaborative learning visits data Quarterly updates at staff meetings
4. Lessons for students on respect in the classroom.	School Counselors Instructional Staff	No cost	X	X	X	X	PBiS reports/referrals
5. Continue Bully Prevention assessments for grades 3 – 6.	School Counselors	Elementary Guidance	X	X	X	X	Data from the survey and office referrals
6. Recognize students as a part of a team which is a part of a school effort to achieve set behavioral goals.	Staff/ Diane Ramia/ Sarah de Kramer	Purchase 7 stuffed eagles as classroom rewards, Floris pencils for individual student recognition	X	X	X	X	Recognition of all classes School spirit days when school-wide SOAR ticket container is filled.
7. Continue <i>Project Wisdom</i> character education program through WFLO and follow up classroom discussions.	School counselors, WFLO team, classroom teachers and staff	No cost	X	X	X	X	Follow up classroom discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program by encouraging and modeling the appropriate behavior for all students. Additionally, we will explore the Responsive Classroom approach to foster a partnership between students and teachers to develop a more positive school climate which emphasizes social, emotional and academic growth in a safe school community.

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.	
8. Research viability of Responsive Classroom approach.	PBiS committee; Asst. Principal; Principal, classroom teachers and staff	Overview training for staff and possible academy class offered on site for staff.	X	X	X	X	Teacher questionnaires/ surveys Staff meeting notes

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

Implement project-based learning opportunities to support community outreach as determined by students and staff.

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

Rationale for 3.2

Data Sources:

Impact on the community, student reflections, “Jog for Japan taught me that even one small elementary school can make a difference.”
“I liked collecting coins for books for Embry Rucker Shelter because it was fun, easy, and I love to read.”

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A strength of Floris Elementary is our longstanding experience of participation in community service projects such as canned food drives, coat drives, and disaster relief projects. A challenge is to increase levels of meaningful reflection and understanding of student impact on the community.

Best Practice Research:

Rationale for Objective 3.2

- ***Michigan Learn and Serve Study*** (Billig & Klute, 2003; Klute & Billig, 2002)
 - For students in Grades 2-5, students who participated in service-learning reported greater levels of behavioral, affective, and cognitive engagement in school than their nonparticipating peers, showing statistically significant differences in the effort they expended, paying attention, completing homework on time, and sharing what they learned with others.
 - Service-learning students in the 5th grade demonstrated significantly higher test scores on the state assessment than their nonparticipating peers in the areas of writing, total social studies, and three social studies strands: historical perspective, geographic perspective, and inquiry/decision making.
 - The two aspects of service-learning that were most closely associated with positive results were linkage with curriculum and direct contact with those being served. (Meyer, Hofschire, & Billig, 2004)
 - On the MEAP, 5th-grade service-learning students outperformed their non-participating counterparts on the overall science and social studies scores.

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts

Benefits for Youth Participants

Youth who participate in high-quality community-based service-learning are likely to benefit in a number of ways (Chung, 1997; Coe-Regan et al, in press; Lewis-Charp et al., 2003; Tannenbaum, S. C., 2007; and YMCA of the USA, 2004):

- Young people gain access to the range of supports and opportunities (or developmental assets) they need to grow up healthy, caring, and responsible. One study of youth civic activism found that these settings had particular strength in cultivating youth and community involvement (Lewis-Charp et al., 2003).
- Increased sense of self-efficacy as young people learn that they can impact real social challenges, problems, and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and planning abilities.
- Enhanced civic engagement attitudes, skills and behaviors. Many leaders in public service today speak about how they were nurtured, inspired, and shaped in early experiences in community service or volunteering.

<http://www.servicelearning.org/benefits-community-based-service-learning> (2011)

Rationale for Objective 3.4

Data Sources:

In order to exercise good stewardship for the environment Floris students actively participate in a school wide grounds clean up and recycling program.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

A strength of Floris Elementary is our participation in existing programs and activities that promote environmental stewardship such as recycling and community and school grounds clean up. An area of weakness for Floris Elementary is consistent long-term participation in programs and activities that promote environmental stewardship.

Best Practice Research:

A recycling program in the Oriskany Central School District is helping students become more environmentally conscientious and saving taxpayers' money in the process, district officials said.

Students are encouraged to recycle materials in their classrooms and the cafeteria. A "Green Team" at the high school helps to bolster student involvement, and teachers will soon participate in training on how to promote student recycling habits.

"Kids like to see what they're doing when they're emptying their trays," N.A. Walbran Principal Jason Evangelist said. "It's about them recognizing that all garbage doesn't go to one place."

"The less stuff that goes into that dumpster and the less that goes into a landfill, the more money we can save," he said.

<http://www.uticaod.com/education/x1008344727/Recycling-program-benefits-students-environment> (2009)

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	By the end of the 2011-2012 school year, 100% of Floris students will participate in projects that directly benefit their school, community, country and world.
3.4	By the end of the 2011-2012 school year, 100% of Floris students will participate in improving the environment of their school through recycling and grounds clean up.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Implement project-based learning opportunities to support community outreach as determined by students and staff.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. All students and teachers will participate in student-driven Community Service Projects.	All Floris community members	Minimal cost for supplies	X	X	X	X	Recorded with photos, write-ups and/or student reflections on WFLO several times this year
2. Implement environmental projects on school grounds to integrate with curriculum	All Floris community members	Minimal cost for supplies	X	X	X	X	Recorded with photos, write-ups and/or student reflections on WFLO several times this year

**RESULTS AND REFLECTION ON THE 2011-2012 SIP
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: Teachers will increase student achievement in language arts by teaching students to construct meaning from text through the integration of comprehension strategies and vocabulary development.</p> <p>Teachers will increase student achievement in math by differentiating math instruction, focusing on math reasoning.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="201 175 468 204">Essential Life Skills</p> <p data-bbox="128 248 275 277">Objective: Teachers will understand and practice the tenets of our school-wide Positive Behavior Support Program by encouraging and modeling the appropriate behavior for all students. Additionally, we will explore the Responsive Classroom approach to foster a partnership between students and teachers to develop a more positive school climate which emphasizes social, emotional and academic growth in a safe school community.</p>	<p data-bbox="569 175 863 204">Performance Indicator:</p> <p data-bbox="569 248 953 277">Quantitative/Qualitative Data:</p>	<p data-bbox="984 175 1125 204">Supported:</p> <p data-bbox="984 285 1108 315">Inhibited:</p>	
<p data-bbox="201 833 468 894">Responsibility to the Community</p> <p data-bbox="128 943 275 972">Objective: Floris students actively participate in supporting community outreach efforts such as Dance-a-thon, coat, food and holiday toy drives. In order to continue to foster student involvement, Floris Elementary will provide opportunities for students to contribute to various projects and activities, including writing letters to veterans and people in retirement communities.</p>	<p data-bbox="569 833 863 862">Performance Indicator:</p> <p data-bbox="569 906 953 935">Quantitative/Qualitative Data:</p>	<p data-bbox="984 833 1125 862">Supported:</p> <p data-bbox="984 943 1108 972">Inhibited:</p>	