

**Fairfax County Public Schools**

**School Improvement Plan  
2007 – 2008**

**Great Falls Elementary**

***Cluster 1***

**Ernest Leighty, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

Name	Position	Name	Position
Ernest Leighty	Principal		
Barbara DeHart	Assistant Principal		
Joanne Schilling	Reading Teacher		
Monica Crossley	Counselor		
Lisa Prillaman	School Based Technology Specialist		
Lorraine Ryan	Special Education Teacher		
Susan Klotz	1 <sup>st</sup> Grade Teacher Math Lead Teacher		
Donna Kuster	1 <sup>st</sup> Grade Teacher Math Lead Teacher		
Pat VanRoten	GT Teacher		
Phyllis Casey	3 <sup>rd</sup> Grade Teacher Science Lead Teacher		
Phyllis Moer	5 <sup>th</sup> Grade Teacher Math Lead Teacher		
Julie Roe	6 <sup>th</sup> Grade Teacher Social Studies Lead 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.

### **SCHOOL—VISION STATEMENT**

Great Falls Elementary School will empower its students to contribute and communicate effectively in the world in which we live. Together as a school community of life-long learners we will help students to become creative, collaborative problem solvers.

### **SCHOOL—MISSION STATEMENT**

Our mission as a school community is to educate each student to become a responsible, caring individual who learns to learn and loves to learn. We do this by creating opportunities for students to explore, think critically, collaborate, and problem solve in an environment of awareness of respect for self and others. We do this so that our students are empowered to become lifelong learners and strong ethical citizens who positively impact their school and community.

## **SCHOOL—CORE VALUES/BELIEFS**

We believe all of our Great Falls students can learn. We also believe all Great Falls students can demonstrate good citizenship in school and in the community.

- Our Great Falls students will be provided with a positive, welcoming school atmosphere.
- Our Great Falls students will become aware of and demonstrate integrity, respect and responsibility to self and the community by participating in school-wide activities and programs.
- Our Great Falls students will have assignments and instruction appropriate to their levels of learning and learning styles in order to maximize their potential.
- Our Great Falls students will use critical thinking/problem solving skills as applicable to all subject areas to promote ownership and connections to learning.

## **SPECIAL PROGRAMS**

- After-school instructional programs including chess club, extended physical education, Mad Science, art, and foreign languages **(A)**
- Classroom Club **(A)**
- Classroom Buddies **(A, E)**
- Character Education **(E)**
- Art Enrichment Program **(A)**
- Kids Kindness Club / Community Service Groups/ PTA sponsored Kids Care Club **(E, C)**
- Peacemakers **(E)**
- Peer Mediation **(A, C)**
- Certified National Habitat **(A, C)**
- WGFS Morning Announcement News Program **(A, E, C)**
- Geography Bee **(A)**
- Spelling Bee **(A)**
- Virginia Young Readers **(A)**
- Library Fan Club **(A)**
- Math 24 Challenge (Grades 5-6) **(A)**
- Poetry Writing- Great Falls Women's Club Contest (Grades 4-6) **(A, C)**
- Hands-On Equations **(A)**
- Differentiation Strategies / William and Mary Enrichment Literature Units (Grades3 -6) /Jacob's Ladder/ Navigators **(A)**
- Japanese Immersion Program **(A)**
- GT Programs-Level 1-4 (Level 4 grades 3 & 4 only) **(A)**
- WordMasters **(A)**
- Strategies Lab **(A, E)**
- Odyssey of the Mind **(A)**

### **Connection to School Goals Key:**

**A-** Academic

**E-** Essential Life Skills

**C-**Community

## 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 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 type="checkbox"/> 1.1.2 Mathematics   | <input checked="" 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   |  |

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

The staff will implement lessons that teach students strategic, critical, and skillful independent reading skills in all core subject areas.

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

Data Sources:

SOL—Standards of Learning data was analyzed. Although data showed a passing rate of over 94% in English, Math, Social Studies, and Science in 2006-2007, it did not indicate an ability to go beyond minimum competency. Information about students' abilities to use reading comprehension strategies and communicate a deeper understanding of content was not evident in the data.

Anecdotal Data—teacher input/ information gathering staff meeting—Teachers feel strongly that students should be able to effectively recall, reflect and respond to a variety of texts in all subject areas. Teachers also feel that students should use technology along with current methods to support these skills.

Evaluation of Prior School Plan Goals—At the end of the last school year teachers noted that they did not want to go on to a new focus book in reading comprehension. They felt the book we used **Teaching Reading in Social Studies, Science and Math** was useful, but they needed a continued focus in this area. It was noted that teachers and students needed additional practice in this area in order for it to be a daily part of their teaching and learning.

## Knowledge of Programmatic/Instructional Strengths and Weaknesses:

### **Weaknesses**

Teachers do not have a uniform or consistent approach for teaching and using reading strategies across the grade levels. Teachers may be using strategies differently; therefore, students may be getting inconsistent information. We want to ensure that all students have a *uniform* understanding of strategies as they move from one grade level to the next.

We need to prioritize the skills that should be included in each classroom.

We need to ensure that there is a balance of literacy instruction across the grade levels—certain things should be ongoing, students should have a variety of experiences.

We need to follow-up on the staff development sessions held last year—there needs to be accountability for the key pieces that need to be included in reading comprehension.

We need to identify specific times where staff can reflect and develop lessons that support school goals.

### **Strengths**

Our school has many resources available to teachers and students—supplementary materials, print, books, technology, human resources (volunteers/specialists), manipulatives, Strategies Lab.

We have a strong parent support system for volunteering in the classroom.

Teachers have been exposed to a variety of techniques and staff development (training, Teacher as Readers, Teacher Research, and coursework)

Teachers are actively participating in Professional Learning Communities where they discuss and share information about teaching—especially related to reading comprehension and strategy instruction in all subject areas.

Teachers feel they can talk openly about their success and struggles in the classroom.

Teachers actively seek out guidance and resources from all specialists in the building.

### **Best Practice Research:**

Best Practice for Teaching and Learning in America's Schools by Steven Zemelman, Harvey Daniels, Arthur Hyde- Schools need to have a solid plan for teaching reading—it should be taught as a process where teachers provide students with strategies that activate prior knowledge, opportunities to make and test predictions, structured help during reading, and after reading applications.

What Really Matters for Struggling Readers by Richard Allington

Kids Need to Develop Thoughtful Literacy--“The research on comprehension strategy teaching provides powerful evidence that most struggling readers (and many not so struggling readers) benefit enormously when we can construct lessons that help make the comprehension processes visible.” (p.98)

Researchers have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book *[Classroom Instruction That Works](#)* by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

*Technology research—*

"Today, the definition of literacy has expanded from traditional notions of reading and writing to include the ability to learn, comprehend, and interact with technology in a meaningful way" (Selfe cited in [Pianfetti, 2001](#), p. 256). Electronic texts introduce new supports as well as new challenges that can have a great impact on an individual's ability to comprehend what he or she reads. The Internet, in particular, provides new text formats, new purposes for reading, and new ways to interact with information that can confuse and overwhelm people taught to extract meaning from only conventional print. Proficiency in the new literacies of the Internet will become essential to our students' literacy future ([International Reading Association, 2001](#)).

(from [http://www.readingonline.org/electronic/elec\\_index.asp?HREF=/electronic/rt/2-03\\_Column/index.html](http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/index.html) )

**Educational Benefits of Blogs**

"Teachers have picked up on the creative use of this Internet technology and put the blog to work in the classroom. The education blog can be a powerful and effective technology tool for students and teachers alike. In addition to providing teachers with an excellent tool for communicating with students, there are numerous educational benefits of blogs. Blogs are:

- Highly motivating to students, especially those who otherwise might not become participants in classrooms.
- Excellent opportunities for students to read and write.
- Effective forums for collaboration and discussion.
- Powerful tools to enable scaffolded learning or mentoring to occur"

(From <http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/print/47> )

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	100% of all students will have a reading log at the end of the year that reflects they have participated in daily independent reading. The reading log should reflect that students have read a wide range of material (short stories, magazines, websites/online material, textbook, newspapers, novels, poetry, etc.).
1.1	100% of all students will have evidence to show that they respond to their reading in various formats (post-it notes, visualization, letters to author/character, summaries, questions, participation in a discussion board/ Blog, mind maps, vocabulary activities, etc..) in a readers notebook, binder, or portfolio.
1.1	The aggregate percentage of students with disabilities passing the English SOL will increase from 87% to 89%.
1.1	100% of all teachers will be able to identify and share examples of Marzano’s strategies used in the classroom during a monthly staff meeting.
1.5	All students in grades 3-6 will participate in a discussion board or Blog in FCPS 24-7 for the purpose of responding to reading at least twice during the school year. All students in grades K-2 will have evidence of sharing responses to their reading—(ex. book recommendation chart for classroom or grade level, share time between students/classes).

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The staff will implement lessons that teach students strategic, critical, and skillful independent reading skills in all core subject areas.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. All teachers will implement strategy instruction through daily student independent reading of appropriate level books. Independent reading should be combined with guided reading experience to best enhance instruction.	Joanne Schilling (Reading Teacher)	Our Reading Strategies posters 50 @ \$12 each = \$600		X			Staff will share strategies implemented at team and staff meetings on a monthly basis. Administrators will observe evidence through informal instructional walkthroughs and conversations with students.
2. All teachers will implement strategy instruction through daily read alouds to students. ❖ Read Aloud ❖ Think Aloud ❖ Big Books <b>Read Aloud</b> -Teacher reads aloud everyday to students. The books might be theme-related, author study or other topic of interest (i.e.) poetry, news articles <b>Think Aloud</b> - Teacher verbalized the specific mental steps used to comprehend text. Modeling helps students to gain understanding of the process. “Make thinking public” Ideal for strategy instruction.	Ernie Leighty Barbara DeHart (Administrators)			X			Staff will share strategies implemented at team and staff meetings on a monthly basis. Administrators will observe evidence through informal instructional walkthroughs and conversations with students.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The staff will implement lessons that teach students strategic, critical, and skillful independent reading skills in all core subject areas.

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 <sup>st</sup> Qtr.   2 <sup>nd</sup> Qtr.   3 <sup>rd</sup> Qtr.   4 <sup>th</sup> Qtr.				How we will monitor progress.
3. All teachers will implement strategy instruction through daily student response to reading. <ul style="list-style-type: none"> <li>• Reading Response /Reader’s Notebook</li> <li>• Retelling (Oral/Written)</li> <li>• Reader’s Theater</li> <li>• Drama</li> <li>• Personal Response</li> <li>• Letter Response</li> <li>• Recommendation</li> <li>• Discussing/ Questioning</li> <li>• <b>Reading log—this is required for all students by FCPS</b></li> </ul>	Ernie Leighty Barbara DeHart (Administrators)			X		Staff will share strategies implemented at team and staff meetings on a monthly basis. Administrators will observe evidence through informal instructional walkthroughs and conversations with students.	
4. The reading teacher and SBTS will send out a weekly tip on ways strategies can be implemented in the classroom. The tip will be posted in Staff News—teachers are expected to read the strategy, use it in their classrooms sometime during the week, and be prepared to share what they did during a staff meeting or in a FCPS24-7 discussion board on a monthly basis.	Joanne Schilling (Reading Teacher)  Lisa Prillaman (SBTS)			X		Staff News will reflect a history of the tips throughout the year. Staff Meetings will be used to share how strategies are being used in the classroom. Observations of classroom instruction.	

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The staff will implement lessons that teach students strategic, critical, and skillful independent reading skills in all core subject areas.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Teachers will participate in staff development training on using Discussion Boards/Blogs in FCPS 24-7 and other communication tools. Teachers will also review computer applications available to enhance student comprehension and understanding. (Training will be provided during the months of Jan/ Feb)	Lisa Prillaman (SBTS)	Professional Development money will be used for ½ day sub day for all teachers. Funds will be provided by the PTA.		X			SBTS will check in with teachers periodically throughout the year and model lessons as necessary.  Administrators will monitor use of FCPS 24-7 as an instructional tool.  Evaluations and informal walk throughs will be used to monitor use of technology to support comprehension instruction.
6. Staff / Students will participate in a kick-off read aloud reading week. Administration, Teachers, Specialists, and community members will read aloud to students as part of this kick off celebration.	Patsy Soln (Librarian)  Joanne Schilling (Reading Teacher)	N/A		X			Feedback from kick-off week will be shared by teams during staff meetings. Great Falls calendar will show evidence of guest readers.
7. 5 <sup>th</sup> grade teachers along with support staff and specialists will participate in the pilot for the 5 <sup>th</sup> Grade Global Awareness Project. Students will be exposed to various technologies throughout the year and will use them to support their comprehension and communication of the Social Studies curriculum.	Lisa Prillaman (SBTS)  Phyllis Moer (5 <sup>th</sup> Grade Teacher)	Substitute time for team to plan together. Teachers will need at least a half day to collaborate on how to implement this project within the year. (Cost approximately \$300)	X				*Teachers will share information about this project during staff meetings. *The team will also keep a notebook of projects, ideas, and reflections on the process. *Project meeting in January to check on progress among schools in the county. *Regular meetings of 5 <sup>th</sup> grade teachers, SBTS, librarian and other specialists

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- |                                     |   |                          |  |
|-------------------------------------|---|--------------------------|--|
| <input type="checkbox"/>            | 2.1 Demonstrate sound moral character and ethical judgment.   | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life.                  |
| <input checked="" type="checkbox"/> | 2.2 Be able to contribute effectively with a group dynamic.   | <input type="checkbox"/> | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/>            | 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> | 2.7 Develop practical life skills.                         |
| <input checked="" type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> | 2.8 Make healthy and safe life choices.                    |

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

Great Falls staff will research and develop instructional strategies that will assist students in cultivating skills that will enable them to contribute effectively within a group. These skills will enable students to successfully manage and resolve conflict and cope effectively with life's challenges.

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

Data Sources:

In reviewing classroom grades in work habits, along with teacher feedback regarding essential life skills, a need was identified to increase students' ability to work collaboratively in groups in order to strengthen work habits.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Informal observations and teacher feedback indicated that collaborative learning activities need to be utilized on a more consistent basis in the classrooms throughout the school. Presently we have classroom guidance lessons, group projects, peer mediators, team building field trips and reading buddies. While some teachers use these programs, there is not a clear model with an anticipated positive outcome for students. Establishing uniform practices will help us meet our goals.

### Best Practice Research:

In his article *A Definition of Collaborative vs Cooperative Learning* (1996), Ted Panitz states that “collaborative learning suggests a way of dealing with people which respects and highlights individual group members’ abilities and contributions.” As children work within a cooperative model, they share responsibility for their own actions, as well as those of the group. Jean MacGregor, in *Collaborative Learning: Reframing the Classroom*, speaks of the need to create activities in which “positive interdependence between students, an outcome to which everyone contributes, and a sense of commitment and responsibility of the group’s preparation, process and product” are essential elements. When children are invested in the outcome of a project, they learn to build consensus, to appreciate one another’s differences and to negotiate conflicts so they can work together more effectively. The skills learned through this collaborative process will carry over into their lives beyond school.

In *Best Practice* (Zemelman, Daniels and Hyde, 2005), the authors state that “the American workplace requires extensive collaboration and group problem solving, not just competitiveness and isolation.” Working in a community of collaborative learners will strengthen the children’s trust in each other, develop their sense of responsibility and build their confidence to be engaged participants of their group. This will enhance their lives as students now, as well as lay the foundation for the adults they will become.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.2	At the end of the year, 100% of the teachers will complete an “exit ticket” which will reflect what they have learned, what they tried and what their next steps are toward future implementation of collaborative learning activities.
2.4	On an end of the year survey, 85% of students in grades 1-6 will respond positively that their conflicts were satisfactorily resolved.

2007-08 will be a planning year for the Essential Life Skills goal. The following indicators will be kept in mind for future school planning.

The percentage of final “S” and “N” grades will be 10% below the previous year’s Work Habits in <i>Accepts Responsibilities, Complies with Established Rules, Exhibits Courteous Behavior, Exhibits Self Control and Works and Plays Cooperatively.</i>
Mid and end of the year teacher surveys to assess students’ collaborative learning/conflict resolution skills which address the Work Habits identified above.
Mid and end of the year self-assessment of collaborative learning/conflict resolution skills by students in grades 3 through 6

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Great Falls staff will research and develop instructional strategies that will assist students in cultivating skills that will enable them to contribute effectively within a group. These skills will enable students to successfully manage and resolve conflict and cope effectively with life’s challenges.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Provide all staff with research and analyses related to collaborative learning and conflict resolution	Monica Crossley Susan Duvall (Counselors)	Purchase of copyrighted materials when necessary (\$500)			X		Faculty meeting agenda, copies of research resources
2. Provide professional development opportunities for planning and conducting collaborative learning and conflict resolving activities	Ernie Leighty Barbara DeHart (Administrators)	Materials from FCPS for staff development and PLT		X	X	X	professional development session agenda, professional developmental feedback forms
3. Provide parents with programs and information about collaborative learning and conflict resolution	Donna Kuster (PTA Liaison)	No cost			X		Newsletters and website communications; PTA programs; dialogue at parent coffees; Back-to-School Night Video
4. Provide students with programs that model effective collaborative learning and conflict resolutions situations Examples-- school assemblies; morning announcements; instructional lessons; instructional videos; children’s literature, Peacemakers, Just Wondering	Monica Crossley Susan Duvall (Counselors)	Cary Trivanovich Character Education assembly (PTA funded)  \$2000		X	X		Teacher feedback Student “exit tickets” after assemblies
5. Teachers will use one or more collaborative learning strategies in their classroom	Ernie Leighty Barbara DeHart (Administrators)					X	Review of “exit tickets”

## 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.

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

Teachers and staff will promote and facilitate service learning opportunities with a focus on helping students understand why they participate in these programs and the impact they have on the community and world.

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### **RATIONALE FOR OBJECTIVE:**

#### Data Sources:

Staff surveys and PTA letters to administrators note a desire for student service learning. Observation of school activities and projects reveal only a small number of students involved with helping others and impacting the school and community. Given the increase in awareness of environmental issues, teachers and students have expressed a desire to establish a recycling program in the school.

#### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

School service projects have been done in the past; however there needs to be an increased focus on the service learning component.

#### Best Practice Research:

Research indicates that as students participate in student learning activities they are better able to internalize a sense of social responsibility.

“Researchers and teachers note that service-learning often increases student self-esteem, promotes personal development, and enhances a sense of social responsibility and personal competence (Council of Chief State School Officers, 1995).”

“As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement. A growing body of research indicates that carefully

planned and implemented service-learning projects can contribute to both K-12 students' and pre-service teachers' learning and growth (Conrad & Hedin, 1991; Root, 1997).”

from-- <http://www.siu.edu/offices/iii/P-16/teacher.html> **Service Learning and Teacher Education, Anderson, Jeffrey**

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	On an end of the year survey, 85% of classroom teachers will respond affirmatively that their students illustrated knowledge and understanding of the concept of responsibility to the community by participating in a service activity and engaging in a reflection activity afterward.
3.2	On an end of the year survey, 85% of students in each class will respond affirmatively that they participated in the recycling program.
3.2	On an end of the year survey, the adult sponsors will respond affirmatively that our Kids Care Club and SCA initiated service projects that affected the community outside of our school.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Teachers and staff will promote and facilitate service learning opportunities with a focus on helping students understand why they participate in these programs and the impact they have on the community and world.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Provide a staff in-service on instructional methods for service learning. Information will be provided on the difference between community service and service learning.	Susan Klotz (1 <sup>st</sup> grade teacher)			X			School calendar will reflect date for in-service.
2. Students will create fliers/posters/videos, etc. to promote awareness of service learning projects. For example, students can create commercials promoting recycling in the building. Commercials/Videos will be shown on the morning announcements. Posters/Fliers will be displayed throughout the building. Each grade level will be assigned a month to contribute. February—6 <sup>th</sup> / 5 <sup>th</sup> March— 4 <sup>th</sup> / 3 <sup>rd</sup> April—1 <sup>st</sup> / 2 <sup>nd</sup>	Julie Roe (6 <sup>th</sup> grade teacher)  Lorraine Ryan (Resource Teacher)			X			Observation of school environment. Team Leaders Meetings—share SCA meetings—minutes

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Teachers and staff will promote and facilitate service learning opportunities with a focus on helping students understand why they participate in these programs and the impact they have on the community and world.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Communication to parents about the learning component in community service projects will be included through the school/PTA newsletter and on the GFES/ PTA website. **Example—student quotes—taken from an exit ticket/journal/oral response	Ellen Rohrer (Administrative Assistant)  Monica Crossley Susan Duvall (Counselors)				X		School newsletters will be archived and posted on the web to show what has been done through the year. Administration and PTA will make sure there is information about service learning projects included each month.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Teachers and staff will promote and facilitate service learning opportunities with a focus on helping students understand why they participate in these programs and the impact they have on the community and world.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. GFES will initiate a recycling program for paper, bottles and plastic. *There will be a recycling kick-off week in January. During this week, students will participate in activities to learn about recycling. *Containers will be distributed and recycling will begin. *Students will rotate within classrooms for the responsibility of gathering paper recyclables for their classroom. *Prior to kick-off, staff will visit the cafeteria to help students identify things that can be recycled. *During a staff meeting, all teachers, specialists, custodians, and office staff will discuss the importance of the recycling program at GFES—watch an awareness video.  (Specific activities for Kick-off week will be developed by the SIP Committee during the months of Nov/Dec.)	Ernie Leighty (Administrator)	Recycle containers for classrooms/ school areas		X			Observation Sharing during team leaders and staff meetings.

## RESULTS AND REFLECTION

### A Focus on Continuous Improvement

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>Academics</b> <b>Objective:</b>		Supported:  Inhibited:	
<b>Essential Life Skills</b> <b>Objective:</b>		Supported:  Inhibited:	
<b>Responsibility to the Community</b> <b>Objective:</b>		Supported:  Inhibited:	