

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Great Falls Elementary

Cluster 1

Ernest Leighty, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position
Ernest Leighty	Principal
Barbara DeHart	Assistant Principal
Joanne Schilling	Reading Teacher
Jenny Anderson	Counselor
Lisa Prillaman	School Plan Lead School Based Technology Specialist
Lorraine Ryan	Special Education Teacher
Donna Kuster	1 st Grade Teacher Math Lead Teacher
Mary Ashmore	3rd Grade Teacher Science Lead Teacher
Phyllis Moer	5 th Grade Teacher Math Lead Teacher
Caroline Divone Linda Campbell	Parents PTA President/ Vice President (reviewed by PTA)

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 Buddies **(A, E)**
- Character Education **(E)**
- Art Enrichment Program **(A)**
- Community Service Groups/ PTA sponsored Kids Care Club **(E, C)**
- Peer Mediation **(A, C)**
- Certified National Habitat **(A, C)**
- WGFS Morning Announcement News Program **(A, E, C)**
- Continental Math **(A)**
- Geography Bee / 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)**
- Differentiation Strategies / William and Mary Enrichment Literature Units (Grades3 -6) /Jacob's Ladder/ Navigators **(A)**
- Japanese Immersion Program **(A)**
- Advanced Academic Programs-Level 1-4 (Level 4 grades 3, 4, 5 & 6 only) **(A)**
- WordMasters **(A)**
- Odyssey of the Mind **(A)**
- Eco-Schools **(C)**

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.

- | | |
|--|--|
| <p><input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> 1.1.1 English language arts</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> 1.1.2 Mathematics</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> 1.1.3 Science</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> 1.1.4 Social studies</p> <p><input type="checkbox"/> 1.2 Communicate in at least two languages</p> | <p><input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.</p> <p><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.</p> <p><input checked="" type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.</p> |
|--|--|

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

Foster students' ability to think critically and strategically to maximize academic potential. Ensure students effectively use technology to access, communicate, and apply knowledge and to foster creativity.

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

Data Sources:

DRA Scores 2010-2011

Grade Level	# of students performing at each benchmark level			
	Below	Mid	Benchmark	Significantly Above
1st Grade	3	7	43	23
2 nd Grade	3	4	19	57

SOL—Standards of Learning data was analyzed. Below are passing rates at all grade levels in subjects tested.

SUBJECT	READING	MATH	SOCIAL STUDIES	SCIENCE
3 rd Grade	94%	98%	93%	100%
4 th Grade	100%	100%	99%	---
5 th Grade	99%	99%	----	98
6 th Grade	98%	85% Grade 7 100%	91%	---

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Weaknesses

- Continue to strengthen collaboration within and among teams around assessment data to insure appropriate intervention and enrichment in all subject areas
- Strengthen understanding of the research process and how it should look at all grade levels
- Develop a common language for vocabulary around research and web literacy.
- Strengthen systematic procedures for tracking student progress that would lead to intervention and/or enrichment.
- Strengthen writing framework within and among all grade levels to prepare students for writing in middle and high school

Strengths

- Many resources available to teachers and students
- Strong parent support system
- Teachers are exposed to a variety of techniques and staff development
- Ongoing Collaborative Learning Teams interaction
- Open communication among staff
- Support among specialists for intervention and enrichment
- Continued use of common assessments by grade level teams

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

Best Practice for Teaching and Learning highlights three critical areas of focus:

- Engagement
- Relationships
- Checking for Understanding

Research indicates teachers should actively engage, challenge and motivate students. In addition, focus on building collaborative, respectful learning communities and relationships with colleagues, students and parents are essential for learning. Research shows teachers should also provide various opportunities for students to show what they know, indicate what they still have questions about and challenge those who demonstrate mastery.

Schlechy states, “Engaged students believe their work is meaningful because it has an audience, it is a cooperative effort, there is choice, it is meaningful and authentic, there are expectations and it is significant to what they do or what they are learning.”

In his [Working on the Work](#), the responsibility of our schools is to provide students with:

- Work that is challenging
- Work which requires persistence when students experience difficulty
- Work from which children gain a sense of satisfaction

(website-Schlecty Center)

Bloom supports *Best Practice for Teaching and Learning* by engaging students to process newly learned knowledge by using it to create, evaluate and analyze so they can apply, understand and remember it.
Best Practices, Fairfax County Public Schools

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)

Web Literacy

For many students, the Internet is the place they go to find information. Unfortunately, many of them accept whatever they read as the truth. This is one of the dangers of researching on the Web and we as teachers must prepare students to think critically about the information and communication they use online. It is essential that we “teach our children the discipline of making meaning from a very complex and constantly shifting global warehouse of information and communication.”

Web Literacy for Educators by Alan November (2008)

ISTE Standards for Students (<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>)



1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1	100% of students will pass all SOL tests.
1.5	100% of students will score a two or above in all categories on a research project rubric.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Foster students' ability to think critically and strategically to maximize academic potential. Ensure students effectively use technology to access, communicate, and apply knowledge and to foster creativity.							
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. Create a team of teachers and specialists to create guidelines and rubrics for grade level research projects to be completed in grades 1-6.	Team Leaders		X				Team Leaders meeting notes CLT notes
2. Provide professional development on the research process and terminology associated with it.	Patsy Soln Lisa Prillaman		X				School Calendar will reflect dates for professional development 3-2-1 Activity or Exit tickets following professional development
3. Provide professional development for teachers on Web Literacy and Research to promote critical thinking and understanding when reading online. (websites, databases)	Lisa Prillaman Patsy Soln			X			Teacher lesson plans and CLT notes should include lessons on web literacy and related experiences.
4. Plan for student sharing of research projects. Provide opportunity for teacher and student reflection.	Ernie Leighty Barbara DeHart			X			PLC notes will reflect schedule for team sharing

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Foster students' ability to think critically and strategically to maximize academic potential. Ensure students effectively use technology to access, communicate, and apply knowledge and to foster creativity.

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.	
5. To provide appropriate intervention and enrichment for all students, teachers will maintain data folders for each student to track student progress and achievement	Ernie Leighty Barbara DeHart		X				Schedule for intervention and enrichment CLT notes Data Folders Teacher Evaluation
6. Identify data points to be included in data folders such as common assessments, strategy templates, work samples, anecdotal notes, student work.	Ernie Leighty Barbara DeHart		X				CLT notes Data Folders Team Leader Meetings Checklist to be created that shows what exactly should go in the folders.
7. Specify procedures on how folders are to be used during the current school year and subsequent years.	Ernie Leighty Barbara DeHart		X				Procedure document
8. Plan and implement an in-school professional development day for teachers to work on objectives set forth in the plan.	Ernie Leighty Barbara DeHart			X			School Calendar Agenda
9. Investigate 6+1 Traits of Writing Program. Designate one teacher per grade level as the writing lead teacher. Develop a plan for implementing a school-wide writing program.	Joanne Schilling	Creating Writer through the Six Traits By Vicki Spandell \$33/book One for each teacher		X			CLT notes Team Leaders Writing Team meeting notes

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"/> 2.5 Be inspired to learn throughout life. |
| <input 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. |

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

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

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 and to apply school-wide behaviors that reflect components highlighted in our character education program.

The counselor surveyed one class per grade level on identifying at least three strategies for conflict resolution. The majority of students in the sample groups were able to identify at least three strategies for conflict resolution.

Peer Mediation survey data reflects that in all five peer mediation cases, participants found the intervention successful.

We intend to use this school year to gather more baseline data pertaining to this objective.

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 anticipated positive outcome for students. Establishing uniform practices in the cafeteria, hallways, and bathrooms 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.

Character Education—Best Practice Research (added September 09)

“Character education is a proactive and purposeful approach designed to create a healthy learning environment to help students incorporate values necessary for achievement.” (Linkona, 1991)

Motivation Research (Daniel Pink, 2009)

“Most of us believe that the best way to motivate ourselves and others is with external rewards like money—the carrot-and-stick approach. According to Daniel Pink in *Drive: The Surprising Truth About What Motivates Us*, the secret to high performance and satisfaction –at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.”

In *Drive*, Daniel Pink explores the three important elements of true motivation—

Autonomy: by default we have a need to be autonomous and self directed, having some control over what we do, how we do it, and who we do it with

Mastery: motivation requires engagement and a pursuit of becoming better at something

Purpose: motivation comes from seeking a purpose that is greater and beyond ourselves

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	100% of student will identify expectations and practice appropriate school behavior, specifically in the cafeteria, hallways, and bathrooms. 100% of teachers, staff and parents will know behavior expectations for targeted areas and assist students with practicing appropriate school behavior.
2.1/ 2.4	100% of GFES staff and students will complete a reflection activity based on the Actively Caring Program based on 2011-2012 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Great Falls staff will implement instructional strategies that will assist students in cultivating skills that will enable them to contribute effectively within a group and show good character. These skills will enable students to successfully manage and resolve conflict and cope effectively with life’s challenges.							
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. Continue character Education Moment on morning announcements—weekly themes used to enhance the character education program. Activities and lessons posted in staff news to use as follow-up in the classroom. Survey staff in October, February, and May on classroom participation of character education activities presented on Staff News.	Jenny Anderson Susan Duvall (Counselors)	No materials needed	X	X	X	X	Calendar of weekly themes presented on announcements. Staff news will reflect tips posted by counselor. Survey results will tell us how this is being implemented in the classroom.
2. Continue to build on PTA sponsored activities around character education. Continue to provide parent community with information about themes of character education covered in school.	Jenny Anderson Susan Duvall Lisa Prillaman	No materials needed		X	X		Newsletters and website communications; PTA programs; dialogue at parent coffees; Parent folder on FCPS 24-7 Great Falls Specials Site Meeting notes from PTA board meetings
3. Continue to 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 boxes, Just Wondering	Jenny Anderson Susan Duvall (Counselors)	Assemblies funded through PTA Character Education posters	X	X	X	X	Teacher feedback Student reflections after assemblies to be given in classroom at teacher’s discretion within the same school day.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Great Falls staff will implement instructional strategies that will assist students in cultivating skills that will enable them to contribute effectively within a group and show good character. These skills will enable students to successfully manage and resolve conflict and cope effectively with life’s challenges.

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.	
4. Counselors will continue to provide classrooms with lessons and resources on conflict resolution. Students will complete projects throughout the year to show understanding of key strategies for conflict resolution.	Jenny Anderson Susan Duvall (Counselors)	No material needed	X	X	X	X	Projects will be shared on the morning announcements and/ or displayed in the school. Counselor calendar
5. Continue class meetings by all classroom teachers once a week. Meeting books will be provided for weekly documentation.	Jenny Anderson Susan Duvall (Counselors)	Meeting books for classrooms 40 @ .49 cents/ book	X	X	X	X	Meeting books should reflect notes from these weekly meetings.
6. Continue school-wide expectations for behavior in targeted areas: Hallway / Quiet Zones/ Continue buddy system in hallway when students are not escorted by classroom. Bathroom / Designated bathroom breaks/Classroom sign-out sheets Cafeteria/ Chart/ Think Sheets	Ernie Leighty Barbara DeHart		X	X	X	X	Feedback from Morning Meetings Cafeteria Chart Think Sheets/ Discipline Referrals FAC meetings/discussions
7. Implement Actively Caring Program sponsored by Virginia Tech	Jenny Anderson Susan Duvall	Cost of bracelets for staff and students: \$1.00/bracelet			X		Class Meeting Books; Reflection Activities Staff Meetings

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)*

Teachers and staff will continue to 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.

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

Data Sources:

Staff surveys and PTA letters to administrators note a desire for student service learning. Observation of school activities and projects reveal an increase in the number of students participating in service learning projects and reflections; however, we need to continue helping others and impacting the school and community. Given the increase in awareness of environmental issues, teachers and students have expressed a desire to continue a recycling program in the school.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

GFES has completed many school service learning projects with at least one written/pictorial reflection piece per student. There needs to be an increased focus on the service learning component. Staff, students and community have a great desire to continue raising awareness of the need to reduce, reuse, and recycle. Teacher input and the participation of our parent community supported success in

service projects and the reflection component. A continued focus on the reorganization and planning of the SCA will be necessary for further success.

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 person competence (Council of Chief State School Officers, 1195). “As an instructional method, service -learning involves a blending of service activities within 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/iiiP-16/teacher.html> Service Learning and Teacher Education, Anderson, Jeffrey

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	During all service learning projects, 100% of students will complete a reflection piece on “WHY” they are doing these projects and the impact they have on the community.
3.2	100% of 6 th graders will earn at least 5 hours of service learning credits.
3.4	Students and staff will earn a Bronze Medal in the Eco-school program

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers and staff will continue to 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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will collaborate with their grade level teams to plan a minimum of one grade level service learning project and reflection piece to coincide with their curriculum. They will continue to highlight projects on the foyer TV monitor and share on the news show.	Barbara DeHart Team Leaders		X	X	X	X	CLT notes will indicate plans and progress
2. SCA students and teacher committees will develop a school-wide service learning plan to work towards earning an Eco-school Bronze Medal.	SCA chair Mary Ashmore	Eco-school criteria information	X	X	X	X	SCA notes and updates will be posted Bronze Medal will be earned
3. SCA students and teacher committees will plan a school-wide service learning project and reflection.	SCA chair			X	X	X	Feedback from team leaders SCA notes

**RESULTS AND REFLECTION (on 10-11 School Plan)
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>Academics Objective: Increase student achievement in Language Arts for all sub groups and promote strategic, critical, and skillful independent reading skills. Ensure students effectively use technology to access, communicate, and apply knowledge and to foster creativity.</p>	<p>PLC Structure: Teachers are still unclear about the procedures to be followed during PLC meetings. Common language, norms, procedures all need to be established school-wide.</p> <p>Per staff reflection, PLCs allowed for conversations that may not have otherwise ever happened on teams. Teams used more common assessments to look at student success across classroom/grade level.</p> <p>Upon reflection on SOL scores (see noted scores in School Plan—rationale for academic achievement goal) we have close to 100% passing in all subject areas at all grade levels. We would like to strive for 100% passing in all subject areas on the 2011-12 SOL tests. We know that this will involve intervention where necessary. This also tells us there are many opportunities for enrichment during this school year. We will keep close tabs on our students who are off track from maximizing their academic potential.</p> <p>Upon reflection on providing professional</p>	<p>Supported: Time set aside for teachers to meet with their team in a PLC at least allowed for a designated time for looking at data and discussing student success.</p> <p>Teachers are interested in learning more about the research process and having a school-wide program in place.</p> <p>Inhibited: Teachers still need more training on working in CLT teams.</p> <p>We do not have a systematic structure for gathering and documenting data on student achievement to plan effectively for intervention and enrichment. While there was a designated intervention block in place this school year, there was no documentation as to which students received intervention, the frequency of the intervention and objective of the intervention. None of this information was able to be</p>	<p>We need a fish-bowl activity—modeling of what the meetings need to look like and how the content is handled. We need check-ins to make sure procedures/meetings are moving along as they should.</p> <p>We need a systematic structure for gathering and documenting data on student achievement to plan effectively for intervention and enrichment.</p> <p>We need to make sure our CLT structure is meeting the needs of all teachers. Are we talking about things in a meaningful way...and are things coming out of the meetings that are really helping kids?</p> <p>Bring teachers together to figure how best to teach the research process at all grade levels. Implement</p>

	<p>development on web literacy and research, we realized this was big enough to be more of an objective than a strategy. Based on reflection on the Global Awareness Project in 5th grade we realized we need more to happen with research at all grade levels to help them prepare. We would like to focus on this next school year.</p> <p>We did not include anything specific about writing during 2010-11 school year, but conversations with middle and high school staff as well as conversations among GFES teachers makes us want to look more closely at this area in the following school year. Writing is an important aspect of research as well as literacy.</p>	<p>shared with the next school years' teacher.</p>	<p>a research project in grades 1-6.</p> <p>Investigate 6+1 Traits of Writing. We have AAP staff using the program currently and will ask for their guidance and count of their expertise. We want a writing program that prepares students for middle and high school and beyond. We want students to maximize their potential in writing.</p>
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<p>Essential Life Skills Objective: Great Falls staff will implement instructional strategies that will assist students in cultivating skills that will enable them to contribute effectively within a group and show good character. These skills will enable students to successfully manage and resolve conflict and cope effectively with life’s challenges.</p>	<p>Continued character Education Moment on morning announcements—weekly themes used to enhance the character education program. Activities and lessons posted in staff news to use as follow-up in the classroom.</p> <p>Surveyed staff in October and March on classroom participation of character education activities presented on Staff News. Mixed response...some teachers conducted class meeting and implemented class activities and others did not have the opportunity because of lack of time. Teachers have requested a list of weekly themes and activities for the upcoming school year. This will help with planning and time management.</p> <p>Completed a Parent Survey in March on Character Education awareness. Results indicated a need for:</p> <ul style="list-style-type: none"> • Clear definition of Character Education and how it works at school • A specific location/ procedure for accessing character education highlights (i.e, Blackboard? Website? Keep in Touch? Paper?) <p>Provided students with programs that model effective collaborative learning and conflict resolutions situations. School Assemblies—Cyberbullying, Puppet Character Education; morning announcements; instructional lessons; instructional videos; children’s</p>	<p>Supported: The counselors implemented lessons for students and provided resources to teachers on conflict management.</p> <p>The morning announcements proved to be a successful outlet for promoting good character and conflict management—daily character ed thought and every Friday students were recognized for their good character based on teacher and staff recommendation.</p> <p>Peer mediation by students.</p> <p>Teacher feedback and teacher implementation were key in the success.</p> <p>Common goals/ language for expectations in the cafeteria and other areas in the school. Signs on the wall and reminders on the morning announcements were helpful. Having parents monitor students in the cafeteria was very successful!</p> <p>Think sheets proved to be positive influences on behavior awareness. It provides kids with clear a understanding of</p>	<p>Next year, we will clarify the purpose of character education to eliminate the potential for confusion parents had about character education (infringing on teaching values, etc)</p> <p>Where will we house the details of character education for parents</p> <p>We will define character education for common understanding</p> <p>Meeting books will be created with the format set up for notes reflecting the specific monthly purpose</p> <p>Teachers will share strategies about techniques used to conduct effective meetings</p> <p>Establish specific protocol for when we move from think sheet to office referral.</p> <p>Are staff members using the common Character Ed language enough to keep</p>

	<p>literature, Just Wondering</p> <p>All classrooms did not complete class meetings on a regular basis. (see meeting books)</p> <p>School-wide behavior established for particular locations in the building. Cafeteria behavior was tracked with green, yellow, red cup system and charted each day for all classrooms. Results= teachers were able to follow up with students and have conversations as needed. Student behavior improved in the cafeteria as shown by attached report (Counselor—Schoolwide Data Report)</p> <p>Think Sheet use decreased the number of office referrals (insert numbers here for last and past school year)</p> <p>Peer mediation surveys showed students found the process useful in solving conflicts.</p>	<p>consequences prior to infractions. The office noticed less interventions were needed this year</p> <p>Inhibited:</p> <p>There continues to be a lack of consistency among all classrooms. Time continues to be an issue when implementing class meetings and character ed activities.</p>	<p>the ideas fresh?— Respect, Responsibility, Caring and Honesty Revisit themes with staff regularly</p>
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<p>Responsibility to the Community Objective: Teachers and staff will continue to 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.</p>	<p>Reorganized the structure of the SCA with the help of assistant principal and teacher committee. Teacher committee met multiple times to establish protocol for next school year. More meetings will be necessary before the school year begins.</p> <p>Focused on grade level and class activities rather than as a whole school only. Service projects included—raising money for Japan disaster, letters and items for soldiers, Veteran’s Day , Tricycle and Puzzle service project, Food Drive, Jump Rope for Heart, Turkey Dinner Drive, Fun Run for Charity, Great Falls Bird Election, Kids Care (Pet Care Drive, Unicef, International Disaster, Senior Citizens, etc...)</p> <p>All students participated in at least 1 reflection from service learning projects during the year.</p>	<p>Supported: Staff, students, and community had a great desire to participate in the program. Active participation from some staff to promote increased awareness of the need to reduce, reuse and recycle.</p> <p>Assistant principal brought together a teacher committee to look at the structure of current SCA. Teacher input and the participation of parent community supported success in service projects and reflection piece.</p> <p>Inhibited: The current organization of the SCA program/ lack of school-wide participation limited further success for this school year. Only a few students were allowed to make decisions and regular meetings were not implemented school wide.</p> <p>We need to have everything organized prior to the beginning of the school year. The task of planning and implementing during this school year proved to be difficult.</p>	<p>We continue to need to work out how to help students, staff, and parents truly understand service learning. Service learning reflects a change in attitude and awareness. We feel it needs continued focus to establish habits associated with service learning. We want to focus on the WHY part of service learning and get all teachers to make it a regular part of their classroom discussions. In order to do this we will provide more structure for reflecting on the service learning projects we do through the year. (designated times to reflect, activities that highlight the why)</p> <p>Revise the teacher committee and SCA—make sure there is a representative from each grade level, curriculum area. Establish clear expectations and routines for committee members in August before school year</p>

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