

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

**Groveton ES**

**Cluster *IV***



**Richard Pollio, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
April 2, 2007

## COMMITTEE MEMBERS

Name	Position	Name	Position
Richard Pollio	Principal	Shamarlas Allens	Assistant Principal
Pamela Cherry	Committee Chair Sixth Grade Teacher	Matthew Hanrahan	ESOL Teacher
Michelle Biltcliffe	ESOL Teacher	Reggie Keels	Building Supervisor
Nicole Caleca	Kindergarten Teacher	Nan Martin	Reading Specialist
Kristen Coch	Third Grade Teacher Science Lead Teacher	Jennifer McCarry	Counselor
Kristin Collica	Math Specialist	Monica Morison	Fifth Grade
John Crane	Fourth Grade Teacher Social Studies Lead Teacher	Cory Stallings	Fourth Grade
Adam Fisher	Technology Specialist	Markeen Sutter	First Grade
Elizabeth Hahn	Special Education Teacher	Atlee Taylor	Second Grade Teacher
Tanya Rodman	Physical Education Teacher	Susan Vinisky	Librarian Science Lead Teacher
		Jessica Parker	Parent PTA President

## **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**

Groveton Elementary School creates a safe and positive environment in which the staff and administration teams together with students and parents to provide high quality instruction, both academically and socially, through best practices.

### **SCHOOL—MISSION STATEMENT**

Groveton Elementary School exists to maximize the growth of all students in citizenship and academics as we instill in them a passion for learning.

## **SCHOOL—CORE VALUES/BELIEFS**

The Groveton Elementary community believes that:

- Every child deserves an equitable opportunity to learn and be successful
- Student achievement can be improved by ongoing assessment
- Diversity is an important part of our school and the world beyond its doors
- Students are able to demonstrate responsible behaviors.

## **SPECIAL PROGRAMS**

- Project EXCEL
- Title I Schoolwide Program
- Inclusion Service Delivery Model (Schoolwide for Special Education)
- ESOL Implementation in three delivery models
- After-School Homework Club
- Architecture in the Schools Program
- Balanced Literacy
- Curriculum Nights
- Every Day Counts
- FECEP/Headstart
- Groveton Family Center with one parent liaison
- Groveton Performing Arts Programs
- Kindergarten Summer Transition Camp
- Partners-In-Print
- Positive Behavior Support Program
- Professional Learning Community model
- Reading Companions with Community Members
- Reading is Fundamental Book Distribution (three times per year)
- Summer Reading Van Program
- First Grade Take Home Book Program
- TV Turn-Off Week
- Word Study
- Young Scholar's Initiative

## 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   |   |

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

Increase student engagement and achievement through powerful reflection and collaborative instructional practices in reading and mathematics.

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

### Data Sources

Three of the four grade levels tested on the Standards of Learning have a higher percentage of students passing in 2009 than in 2008; however, there is still room for improvement. The percent of students mastering individual math strands range from about 64% to 83% across the individual grade levels in number, computation, and geometry/measurement. Probability and Statistics have a range of 74% to 83%, where patterns, functions, and algebra range from 57% to 78%. This information indicates a need to continue to work with students to develop their critical thinking and problem solving skills.

In English, a performance gap exists between our Black and Hispanic students and our white students. The current (2008-09) English performance rate for Black students is 84%, Hispanic students is 91%, and white students is 97%. In Mathematics, an achievement gap exists between our Black and Hispanic students. Our white students fall exactly between the Black and Hispanic students with an 80% pass rate. The current (2008-09) mathematics performance rate for Black students is 77%, while the rate for Hispanic students is 83%,

## SPRING 2009 SOL RESULTS

### Reading

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade		6 <sup>th</sup> Grade	
<b>All Students</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>
<b>% Pass</b>	78%	86%	80%	93%	76%	89%	84%	85%
<b>% Fail</b>	19%	14%	20%	7%	24%	11%	16%	15%

### Math

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade		6 <sup>th</sup> Grade	
<b>All Students</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>	<b>2008</b>	<b>2009</b>
<b>% Pass</b>	87%	83%	73%	75%	66%	84%	58%	66%
<b>% Fail</b>	13%	17%	27%	25%	33%	16%	42%	34%

\*Based on Student Score Reports 2009 and include alternative assessments (VAAP & VGLA)

### Achievement Level Band Changes from 2008 to 2009 SOL

	Grade 3 → 4		Grade 4 → 5		Grade 5 → 6	
	<b>Increase</b>	<b>Decrease</b>	<b>Increase</b>	<b>Decrease</b>	<b>Increase</b>	<b>Decrease</b>
<b>Reading</b>	17%	6%	10%	10%	20%	11%
<b>Math</b>	10%	20%	25%	3%	13%	14%

This chart reflects the achievement level of the same cohort of students. For example, the students whose test results are noted from third grade are the same cohort of students for grade 4. An increase in band may indicate a move from Fail to Pass or from Pass to Pass Advanced. A decrease in band may indicate a move from Pass to Fail or from Pass Advanced to Pass.



F A L L D R A S C O R E



E X P E C T E D S P R I N G D R A



S C O R E



A



1



2



3



4



6



8



10



12



14



10



12



14



16



18



18



18



20



20



24

1 6	2 8
1 8	2 8
2 0	2 8
2 4	3 0
2 8	3 8
3 0	3 8

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Groveton teachers base instruction on curriculum framework, common assessments, and SOL/VGLA/VAAP test results. Groveton has a variety of instructional resources and materials that support the mathematics and reading program, including SUM, SULA, ESOL, and Special Education teachers, and technology resources. Every Day Counts and guided reading is used consistently throughout the school. The entire staff is trained on the use of the DRA to assess reading levels for reading instruction. Teachers are comfortable using data as a basis for instruction in mathematics and reading.

Areas for improvement include mathematics and reading instruction for Special Education students, English Language Learners, and students not receiving services. There is a need for more opportunities for staff development addressing these student groups and increase the use of interesting math and reading instructional strategies. Improvement is needed in comprehension and problem solving strategies. The use of common assessments is inconsistent.

### Best Practice Research:

We use Best Practices in analyzing data for instructional decisions and are beginning to utilize the LEARN model as a planning process. We recognize that there is a subgroup of struggling students which is not identified as ESOL or Special Education. In order for them to make sufficient progress, they would benefit from working with a team of adults. We are looking at using essential questions to focus our instructional practices to engage students in learning. Our school has a culture of practitioners. Teachers reflect on their instruction during collaborative team meetings and observe each other to refine their own teaching.

Best practices for developing differentiated instruction in Mathematics and Language Arts incorporate the use of the following: hands-on activities, higher level questioning techniques, building vocabulary skills, using problem solving activities, verbalizing student thinking, increasing non-linguistic representations, and facilitating vertical conversations.

Best practices also indicate that collaboration focused on student work will result in improved student achievement. In addition, best practices indicates that checking for understanding through ongoing common assessment increases student achievement and supports giving students a variety of activities and timely feedback to build engagement.

We are using research from Rasinski, Padak, Newton, and Newton and Marzano to improve our vocabulary instruction. We will build a culture where students care about investigating word meaning and apply their knowledge to reading and writing.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1.1	Overall student performance on State Assessments in Reading – SOL including VGLA, in grades 3-6 will be greater than or equal to 85% for each grade level as measured by the spring testing of 2009-10.
1.1.1.2	All first and second grade students will make progress on the DRA-2 according to the chart above.
1.1.1.3	Close the achievement gap in Reading between Black and Hispanic students and their white counterparts by 5% while maintaining high levels of performance.
1.1.1.4	At least 80% of Kindergarten students taking the DRA-WA (Word Analysis) will achieve a benchmark of 167.
1.1.2.1	Overall student performance on State Assessments in Mathematics – SOL including Plain English Math, VGLA, and VAAP in grades 3-6 will be greater than or equal to 83% for each grade level as measured by the spring testing of 2009-10.
1.1.2.2	Overall increase in student performance per band (Pass Advanced, Pass Proficient) on State Assessments in Mathematics and Reading, accompanied by a decrease in the Failing band. (For current levels, see chart above)
1.1.2.3	Raise the achievement levels of achievement in mathematics by 3% for white students and 5% for Black students while continuing to close the achievement gap.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. Staff will continue to implement the use of Every Day Counts (EDC) and consistently use EDC’s instructional components outside of the 60 minute math block.	Math Specialists	We need a few more kits for new classrooms.	X	X	X	X	Informal observations will be used to monitor continued use of EDC as well as to guide incorporation of “new” monthly EDC instructional components.
2. New staff will be trained in use of EDC and observe other teachers using the program.	Math Specialists and Classroom teachers	Materials already purchased and available. Substitutes will be provided if necessary.	X				Attainment of training for new staff will be used to document completion of the objective.
3. Conduct weekly collaborative team meetings focused on student learning and effective instructional practices (as modeled in <u>Learning by Doing</u> by DuFour, DuFour, Eaker and Many). * Two meetings per month will focus on math to allow more in depth discussion.	Classroom teachers, team leaders, administrators, specialists	Meeting space; Early Release Day focus	X	X	X	X	Collaborative Team Meeting documentation
4. Professional development will be provided to introduce the LEARN model to instructional staff. Concepts of the LEARN model should be evident in all lessons.	Administrative team	Math office support Language Arts office support		X	X	X	Pre and post teacher survey; teacher training

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Teachers will create authentic word walls to support the learning of content.	Math Specialists, Special Education Teachers, ESOL Teachers, Math Curriculum Committee Members	Professional development	X	X	X	X	All teachers will monitor use of Word Walls through discussions at CLT meetings and through Instructional walk-throughs.
6. Continue with Investigations program in grades in grades K, 1, 2, and 3.	Math Specialist, Administrators, and Classroom teachers	Additional materials and professional development	X	X	X	X	Peer coaching Lesson study
7. Initiate a peer observation program for teachers	Groveton leadership team	Read articles, visit schools, coverage time		X	X	X	Participant response survey
8. Enhance instructional strategies in mathematics and language arts through the use of eCART resources/data.	Classroom teachers, Resource Teachers	e-CART	X	X	X	X	Students in grade 3-6 will take eCART catalog math assessment in September. Results will be used to determine focus for grade level and individual students.
9. Continue book buddy program for all classrooms to create authentic purposes for reading/writing and to build literacy engagement.	Classroom teachers Reading teachers	None	X	X	X	X	Buddy classes meet one to two times per month
10. Introduce Building Vocabulary series	Reading teachers classroom teachers	None	x				Professional development in first quarter with ongoing support

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
11. Introduce activities from Marzano’s Building Academic Vocabulary	Reading Teachers Classroom Teachers			X			Professional development in second quarter for teachers who are not participating in Building Vocabulary.

## 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 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)*

Groveton Elementary staff and administrators will enhance and support the current Positive Behavior Support Program using proactive strategies from Responsive Classroom in order to create an environment that promotes academic and social learning.

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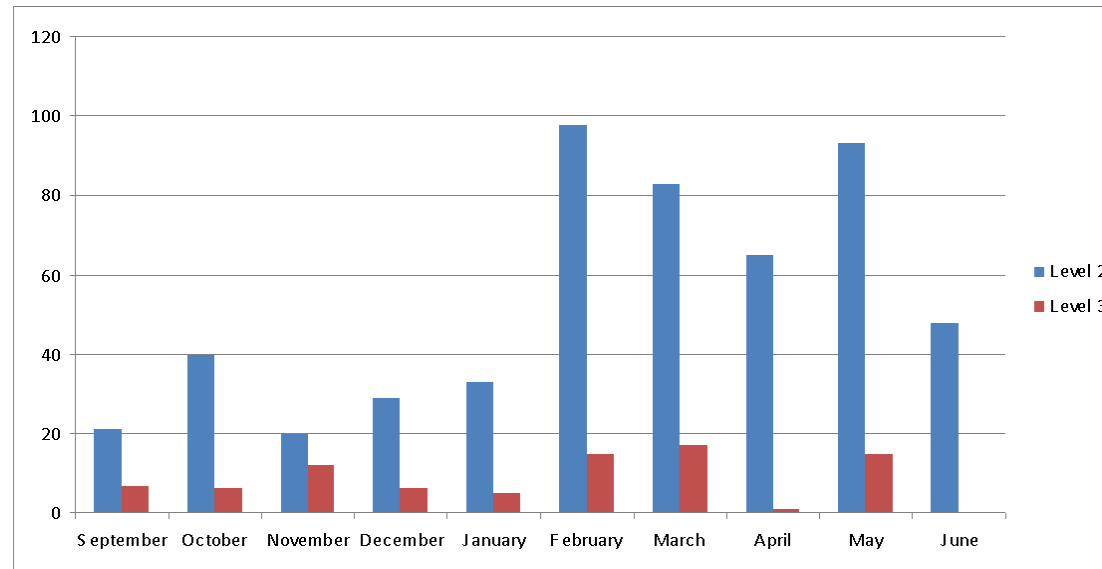
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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

A review of data from the 2008-2009 school year indicates that the majority of the Level 2 and Level 3 infractions occurred during the months of February, March, and May with 51.7% of all Level 2 infractions and 56% of Level 3 infractions occurring during this time. The majority of these offenses occurred in the classroom and was the result of a class disruption, defiance, disrespect, and minor physical altercation.

## Discipline Infraction ~ Level 2 & 3



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

Groveton Elementary School has school wide procedures in place. These include a school motto – Groveton Tigers are Respectful, Responsible, and Ready to Learn; as well as an alliteration for hallway procedures – Single, Straight, and Silent. Groveton staff is invested in the personal well being of students both while at school and in the community. In addition, the staff has a commitment to working together and models collaboration for students.

The staff at Groveton needs to be more consistent in their use of common language in all areas of the school and needs to ensure training for all teachers in Responsive Classroom. As of September 2009, approximately 60% of the Groveton teaching and administrative staff had completed training in Responsive Classroom.

### Best Practice Research:

Research indicates that the Responsive Classroom approach is associated with better academic and social outcomes for elementary school children. There were six key findings of this research, two of which showed the following:

- Children had better social skills
- Children felt more positive about school.

Research shows that as part of the Responsive Classroom approach, implementing daily Morning Meetings helps merge social, emotional, and intellectual learning. Morning Meeting also motivates children by addressing three developmental needs: to feel a sense of significance, belonging and fun.

In addition to a sense of autonomy and competence, we all have a basic human need to feel a sense of belonging (Deci and Falste 1995). For children in a classroom, this feeling is critical if they are to be motivated from within to learn. When they feel safe and valued, they're more willing to do the risk-taking and the cooperative give and take the lead to greater learning (Jensen 1998). "We can foster all students' sense of belonging by using language that encourages everyone to value and practice cooperation, respect, and empathy." (Denton, 2007).

Positive Behavior Intervention Support (PBIS) is a "framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning." Both Responsive Classroom and PBIS use positive strategies, establish a positive environment, teach skills, reinforce positive behavior, and respond to inappropriate behavior to improve the school's climate. "The premise of both PBIS and the Responsive Classroom approach is that continual teaching, modeling, and reinforcing of positive behavior will support children's positive behaviors, reduce discipline problems, and promote a climate of greater productivity, safety, and learning."

[http://www.responsiveclassroom.org/pdf\\_files/PBIS\\_whitepaper.pdf](http://www.responsiveclassroom.org/pdf_files/PBIS_whitepaper.pdf)

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1.1	Decrease number of level 2 behaviors in the areas of defiance and disrespect in 2009-2010 by 25%.
2.1.2	100% of Groveton ES staff and students will participate, once a week, at Tiger Time (School Community Meeting), throughout the school year.
2.1.3	100% of Responsive Classroom trained classroom teachers will conduct a daily Morning Meeting throughout the school year.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Improve teacher language through staff development and discussion of <u>The Power of Our Words</u> by Paula Denton.	R. Pollio S. Allens J. McCarry	<u>The Power of Our Words</u> purchased for all staff; Early Release Day focus	X	X	X	X	Peer Observation Staff feedback and participation
2. Develop and model common language and procedures with students	All teachers and staff	Create and display posters with teacher language for various locations throughout the school	X				Peer Observation Staff feedback and participation
3. Tiger Time (School Meetings) – Each Tuesday/ Thursday	R. Pollio S. Allens K. Hart J. McCarry	Projector Microphone	X	X	X	X	Monitor attendance Feedback from teachers/students Participation
4. Classroom Morning Meetings	Classroom teachers	Chart Paper Markers	X	X	X	X	Collaborative discussions Peer observations
5. Principal’s Morning Message	R. Pollio	Easel paper, markers					Teacher interaction with messages Collection of letters throughout the school year

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
6. Growth and use of Professional Library	S. Vinisky	Additional Responsive Classroom materials to support student learning and best practices including Morning Meeting Messages, 99 Activities and Greetings, Energizers, 36 Games Kids Love to Play, Lively Learning	X	X	X	X	Book review completed by teachers on Blackboard.  Barcode list from Susan regarding checkouts.

## 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)*

Each grade level will develop and implement one service learning project and participate in school wide projects.

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

Data Sources:

During the 2008-2009 school year students were given a survey regarding their knowledge of community service activities. In the fall of 2008 less than 40 % of students in grades 4 through 6 were able to correctly identify community service activities. By the spring of 2009, more than 50% of students in those grade levels were able to distinguish community service activities from those that are not. The specific percentages are noted below. Presenting numerous opportunities to participate in community service projects throughout the school year and reflecting on those activities seems to be resulting in students who are increasingly more aware of opportunities to provide service to the community.

	GRADE LEVELS		
Month Survey Given	4	5	6
September 2008	40%	31%	40%
June 2009	62%	54%	71%

*\* Percent of students correctly identifying community service activity.*

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Groveton has multiple short term community service projects. These include Walk for the Homeless, Jump Rope and Hoops for Heart, and Chalk for Peace. In addition, some students have reading companions and have participated in activities that have assisted various members of the community. Canned food drives, collecting pennies, and donating items to local senior citizens are just a few of these activities.

Although all individual grade levels do not develop and implement community service project for their grade levels, students are beginning to make connections between their efforts and the impact those activities in the community.

Best Practice Research:

“There is need for greater attention to age-appropriate, identification and development for school-aged students to document student civic development by focusing on what they can do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public schools interested in recapturing their civic mission and in creating a K-12 development framework for civic development” (The Center for Information and Research on Civic Learning and Engagement (CIRCLE), Working Paper 47, June 2006).

**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>
3.2.1	By the spring of 2010, 100% of the students will be aware of community service opportunities.
3.2.2	By the spring of 2010, 90% of all Groveton students surveyed in grades 4-6 will be able to define community service.
3.2.3	By the spring of 2010, 90% of all Groveton students surveyed in grades 4-6 will be able to name at least 5 community service opportunities.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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.	
1. Survey students in grades 4-6 regarding knowledge of community service opportunities	Classroom teachers	Survey to be distributed to all students.	X			X	Completion and compilation of survey data.
2. Through the leadership of the SCA, and with guidance from teachers and community members, students in all grade levels will increase their knowledge of service learning opportunities in the community.	Classroom teachers A. Fisher S. Todd S. Vinisky N. Tolliver	Determined by SCA as each activity is determined	X	X	X	X	Completion of activities reflecting on the community service activities presented by SCA.
3. All students will participate in Chalk 4 Peace.	A. Ensey G. Gilder Classroom teachers	Chalk (Provided by Art department)	X				Student completion of drafts for Chalk 4 Peace and completion of reflection of their experience.
4. All students will participate in the Walk for the Homeless.	T. Rodman A. Noel Classroom Teachers	NONE	X	X			Participation list for Walk for the Homeless and completion of reflection of their experience.
5. All students will participate in Hoops for Heart/Jump rope for Heart.	T. Rodman A. Noel Classroom Teachers	Jump ropes & basketballs (Provided by PE department)	X	X			Participation list for Hoops/Jump Rope for Heart and completion of reflection of their experience.
6. Each grade level will participate in community awareness project.	Classroom teachers			X	X	X	List of classroom community awareness activities from each teacher detailing specific participation of the class and completion of Service Learning Planning Tool

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

<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 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.	
7. Survey students to determine whether they can distinguish between different ways to help their community.	Classroom teachers	Art materials, chart paper, permanent markers				X	Display of student drawings Chart displaying each class' reasons.

