

# **Fairfax County Public Schools**

## **School Improvement Plan 2009 – 2010**

### **Gunston Elementary School**

#### **Cluster *IV***



**Tonya F. Cox Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



## COMMITTEE MEMBERS

Name	Position
Tonya Cox	Principal
Bonita Mitchell	Assistant Principal
Alissa Adams	LEAD Intern
Megan Landers	Sixth Grade/Committee Chair/Social Studies Lead Teacher
Nikki McElroy	Kindergarten Teacher/Science Lead Teacher
Ayanna Stewart	First Grade/Second Grade Teacher
Ann Frolova	Second Grade/Math Lead Teacher
Samantha Goldstein	Third Grade Teacher/PBS Committee Chair
Jenny Giblet	Fourth Grade Teacher
Robin Ehlert	Fifth Grade/Science Lead Teacher
Frances Langhorn	Sixth Grade/Math Lead Teacher
Elizabeth Robinson	Reading Teacher
Anne Vietmeyer	SBTS
Elda Miller	ESOL Teacher/Social Studies Lead Teacher
Diana McIntyre	Librarian/Parent
Christine Berry	Special Education Teacher
Beth Kyle and Kimberly Kern	PTA Presidents

## **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 provides 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**

#### Accountability

All Gunston Elementary School stakeholders are accountable for the success of our students. Achievement is measured to ensure that all students, regardless of race, economic status, language, or disability, access a quality education. A variety of assessments is used to drive instruction. Objective feedback is given on a regular basis to motivate students and teachers to strive for excellence. Students develop ownership of their own progress and learning. Accomplishments large and small are celebrated.

#### School Climate

Gunston Elementary School is a professional learning community that provides an environment of collaboration and teamwork where a passion for learning exists. We encourage a celebration of and respect for diversity. The Gunston community fosters universal ownership of excellence which is focused on current assessment data. On a daily basis the Gunston family can be seen exhibiting responsible, respectful, and safe behaviors. Gunston strives to provide its students and staff with a safe, stimulating, and inviting environment.

### Achievement

Gunston Elementary School provides students, staff, and community opportunities to stretch their capabilities beyond the basics, through a commitment to high standards and student success. Gunston Elementary School offers education that encompasses the arts, literacy, technology, and preparation for the next level of achievement.

### **SCHOOL—MISSION STATEMENT**

Gunston Elementary School creates a safe learning environment where we work collaboratively as a group of learners so that our students achieve academic success, become responsible citizens who lead ethical lives, and develop a passion for learning.

### **SCHOOL—CORE VALUES/BELIEFS**

At Gunston Elementary School we believe that:

- A culture of trust and mutual respect promotes self-confidence, high self-esteem, and the ability to face challenges and take on new tasks
- With open minds and critical thinking we can solve problems
- Respectful and responsible citizens make caring individuals who lead ethical lives
- Positive role models promote lifelong learning and enthusiasm for learning
- Interactive, encouraging, and meaningful instruction provides a quality program in which all members are committed to high standards and student success
- A professional culture of collaboration and cooperation where ideas are shared and respected leads to a supportive learning environment for all
- Research-based best practices, consistently utilized and monitored, promote high student achievement
- A culture that respects and uses data from various sources to drive instruction enables all students to succeed
- An environment where positive character traits are taught and modeled leads to responsible citizens

### **SCHOOL – MOTTO**

“Where every Eagle soars!”

## SPECIAL PROGRAMS

**Accelerated Math** – accelerated math program for third, fourth, fifth, and sixth grade students

**After School Enrichment Program** – program funded by PTA to provide enrichment for students in grades 1-6

**Back to School Night Community Fair** – informing the community of services that are available

**Core Extension** – daily 30-minute block of focused instructional time for enrichment and intervention

**Elementary Progress Report Pilot School** – pilot school for newly developed elementary progress report

**EnviroSolutions Partnership** – partnership with waste management company to provide support for science fair, recycling and after-school programs

**FLES** – foreign language program in which students receive instruction in Japanese twice per week for 30 minutes

**Girl Power** – 32-week program which encourages and empowers participants to become good citizens and resist negative peer pressure

**Gunston Hall Partnership** – partnership with historic Gunston Hall to support SOLs in history and science and to support the character education program

**Mentorworks** – a program linking at-risk students to caring adults

**PBS (Positive Behavior Support) Program** – school-wide system of support to promote appropriate behaviors

- **Schoolwide Expectations** – focus on three character traits: respect, responsibility, and safety
- **S.O.A.R** – a daily check-in/check-out program for students displaying disruptive behaviors
- **Weekly Class Meetings** – counselor-modeled, teacher-led meetings designed to promote positive class climate and develop conflict resolution skills

**Peer Mediation** – counselor-led program teaching students conflict resolution where peers resolve conflicts between peers

**School Check-In** – computer check-in program which allows parents to sign in, sign students out of school, and check students in tardy; allows volunteers to check in and out of the building

**Student Support Team** – team designed to provide intervention strategies and ideas to teachers prior to referral to local screening

**Waterford** – computer-based early intervention in phonemic awareness and phonics for students in FECEP and kindergarten

**Young Scholars** – early enrichment for selected students

## 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)* Develop critical thinking skills in all students through the use of best practices (differentiated instruction, teacher collaboration, common assessments and pacing guides) to increase student achievement in English language arts and mathematics

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

Data Sources:

DRA results from 2008 – 2009 showed overall inconsistencies in reading comprehension, specifically in the areas of metacognitive awareness. Significant increases in Reading SOL scores were observed in 3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grades. The overall pass rate for all subgroups increased from 88.0% to 90.49%; however, 5<sup>th</sup> grade subgroups went from 90.8% to 80%. Increases in math SOL scores were noted across the board. Annual Measurable Objectives (AMOs) were met in all areas and the gap in achievement among AYP subgroups has significantly narrowed. Historical data on performance by question reports indicate consistent weaknesses in the areas of drawing conclusions, identifying the main idea, and making inferences. E-Card data and SOL data indicated that students continue to struggle in areas that employ higher order thinking skills (determining importance, inferring and problem solving).

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

In the 2008-2009 school year mandatory time was allotted to reinforce direct instruction and provided opportunities for students to practice math skills during Core Extension. As a result overall SOL math scores showed a considerable increase. An assumption can be made that allocating Core Extension time will show an increase in student achievement in the focus area. Therefore, a focus on critical thinking skills, drawing on material from all content areas, during Core Extension will improve student achievement across all areas. The 2008-2009 school year was the first year the DRA was fully implemented across all grade levels, which will allow us to compare and analyze future data.

### Best Practice Research:

Research indicates that explicit teaching of critical thinking skills is necessary in order for students to appropriately apply these strategies (Strategies that Work, Stephanie Harvey). Students who can employ these strategies independently will be more successful in their understanding of content across the curriculum. These strategies are embedded within the POS and pacing guides which drive instruction. Standards drive the content of common and formative grade-level assessments and a variety of informal assessments. Assessment results are employed to evaluate student performance, determine instructional remediation and review, and to guide teaching and learning. Regular dialogue during PLC meetings focuses on responding to student needs and sharing instructional ideas and strategies. Discussion and collaboration with colleagues improves the overall instructional program as well as individual student achievement.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	Student achievement on SOL tests in reading in all subgroups will be greater than or equal to 85% passing as measured in spring testing of 2009-2010.
1.1.1	End-of-year DRA data will indicate a 10% increase of students meeting grade level benchmarks in first and second grade.
1.1.1	End-of-year DRA data in first and second grade will indicate at least one year of progress for 90% of ESOL and special education students.
1.1.1 1.1.2	One hundred percent of teachers in grades K-6 will analyze common assessments and eCART data to determine areas of weakness and provide individual and small group instruction, utilizing a variety of resources, as evidenced by a staff survey.
1.1.2	Student achievement on SOL tests in mathematics in all AYP subgroups will be greater than or equal to 83% passing as measured in spring testing of 2009-2010.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. The master schedule will include a minimum of 90 minutes of language arts instruction daily and 5 hours of math weekly with blocks appropriate to grade levels.	<i>Tonya Cox Bonita Mitchell</i>	no costs	X	X	X	X	Teachers' schedules will be turned into the office and reviewed by administration.
2. Provide interventions and enrichments for students in grades 1-6 in critical thinking skills based on student needs using the daily 30-minute Core Extension block Tuesday through Friday	<i>classroom teachers</i>	specialists, instructional assistants, principal, and assistant principal will be working with classroom teachers from grades 1-6 to provide support and assistance for intervention and enrichment goals	X	X	X	X	Monitored through team meetings on their PLC meeting form and sharing at faculty meetings
3. Continue to utilize eCART to develop and implement common assessments (formative and summative)	<i>Anne Viemeyer Tonya Cox Bonita Mitchell</i>	computers, BlackBoard, Aspire software, continued training in 2009-2010	X	X	X	X	Common assessments will be turned in to administration quarterly.
4. Continue to refine the walk-through instrument to collect data regarding sound instructional practices	<i>Tonya Cox Bonita Mitchell</i>	no costs	X		X		Instrument will be utilized to observe instruction
5. All language arts teachers will be trained to administer the DRA2 assessment.	<i>Teachers</i>	No cost	X	X			The reading teacher will keep a comprehensive list of teachers trained to administer the DRA2 assessment.

**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.	
6. Continue VGLA committee/team to review VGLA binders quarterly to ensure compliance with guidelines	<i>Bonita Mitchell Christine Berry Paul Wengerter</i>	VGLA Worksheet	X	X	X		Committee will review binders using grade level VGLA Worksheet and provide feedback to teachers
7. Selected language arts teachers will be trained to use The Comprehension Toolkit and incorporate it into lesson planning.	<i>Elizabeth Robinson And Language Arts Committee</i>	Comprehension Toolkit for each grade level (\$120 each)	X	X	X	X	The reading teacher will conduct training and maintain a comprehensive list of teachers trained.
8. A year-long staff development plan will be created and will focus on best practices.	<i>Steering Committee with support from Elizabeth Robinson and Sarah Okun</i>	No cost	X				A staff development plan will be created and placed on MyPLT for registration by October 1.

## 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 checked="" 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)*

Using a character education program that provides examples of responsible behavior, we will foster more responsible decision making in our students.

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

Data Sources:

Data from our positive behavior support program (PBS) over the past two years shows an increase in behaviors such as disrespect and minor physical altercations among students in grades K-6. There were 333 referrals in the 2008-2009 school year compared to 420 the year before. Classroom disruptions did decrease. Of these 333 referrals, 91 were for disrespect which was mostly occurring on the bus and in the cafeteria and 100 were minor physical altercations. This year we no longer had a turn-around room, which may have contributed to the lower number of referrals and required a revamping of the referral system. Some teachers determined that students only needed a time-out instead of a more formal intervention. Because of that, classroom and office referrals were not separated. There were 16 red zone students versus 11 last year, none of whom were recommended for expulsion. Of those 16 red zone students, 6 had behaviors impacted by their disabilities. For 7 of the 16 red zone students, this was their first full year at Gunston. The red zone students accounted for 164 referrals.

The school's total number of unexcused absences was 1553, which is 30% of the total absences (5115). Data from our attendance shows that there were 71 students (11%) with 10 or more absences making a total of 969 absences.

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

Gunston's students have knowledge of the three school-wide behavioral expectations. There is student excitement about the positive reinforcement system. Although all teachers give tickets, we need to have more consistency in the reasons for and frequency with which tickets are given. Even with student understanding of the three expectations there seems to be a struggle to be respectful in the cafeteria and on the bus. The cafeteria feather program had varying degrees of consistency. A Golden Plate award was implemented last year for student cafeteria behavior. Teacher's positive reinforcement seems to promote better student cafeteria behavior. A plan to rework the recognition of winners for Golden Plate to keep the enthusiasm level high will need to be considered. Gunston has done a good job of building a relationship between staff and students. Mentoring has been helpful for several students. Data indicates we need to work on helping students manage and resolve conflicts. Because a number of new students were involved in minor physical altercations, these new students may need special attention (SR&R, school tour, explanations of expectations, etc.)

There is a correlation between student attendance and academic achievement. Gunston's absences appear to be high. Attendance should be reviewed more frequently. The parent liaison and the truancy officer could be used to educate parents. During SOL testing, an attendance award program was put in place and this did seem to improve attendance. An incentive program to promote attendance may be considered. We recognize that attendance involves students as well as parents. There is a need for communication with parents about the importance of being in school.

#### Best Practice Research:

Research indicates that the following programs and strategies have been found to be effective in improving students' responsibility:

- \*positive behavior support
- \*class meetings
- \*mentoring program
- \*modeling expected behaviors
- \*early intervention and follow up help reduce chronic truancy/absences
- \*educating students and parents about the benefits of regular attendance
- \*regular monitoring of attendance
- \*teacher collaboration (PLC)
- \*structure and routine
- \*engaging students

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	The percentage of red zone students (five or more referrals) will decrease by 1% by the end of the 2009–2010 school year as compared to the 2008-2009 school year.
2.1	The number of discipline referrals will be reduced by 10% by the end of the 2009–2010 school year as compared to the 2008–2009 school year.
2.4	The number of referrals for disrespect and minor physical altercations will decrease by 5% by the end of the 2009–2010 school year as compared to the 2008–2009 school year.
2.7	The number of students with ten or more absences will decrease by 10% by the end of the 2009–2010 school year as compared to the 2008–2009 school year.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Guidance counselors will do a monthly review of school expectations.	<i>guidance counselors</i>	no cost	X	X	X	X	Guidance counselors will make a monthly appearance on the school news show and utilize student input.
2. Use weekly class meetings to reinforce desired behaviors	<i>classroom teachers</i>	no cost	X	X	X	X	Classroom observations and teacher schedules/notes
3. Teach specific strategies for conflict prevention and resolution	<i>counselors</i>	no cost	X	X	X	X	Counselor meeting times and classroom meeting times included in lesson plans
4. Eagle tickets will continue to be distributed to recognize school-wide expectations with weekly classroom drawings and bi-monthly school-wide drawings.	<i>all faculty and staff</i>	school-wide reinforcement will be paid for through PBS budget	X	X	X	X	Tickets will be counted monthly. Teachers will submit names weekly to librarian for posting. Bi-monthly drawings will be viewed by students and staff on WGES.
5. Red zone students will be paired with a mentor.	<i>guidance counselor</i>	no cost	X	X	X	X	Administration will be provided with a list of mentors and students
6. Implement S.O.A.R. (Safety Organization Attending Responsibility Respect) program for a core group of red zone students	<i>PBS committee</i>	incentives/prizes	X	X	X	X	Bi-weekly checks for students Monthly checks for staff
7. PBS committee will conduct a student forum for problem solving cafeteria issues	<i>administrators and cafeteria hostess</i>	no cost	X				Rules that are developed in the forum will be posted.
8. Monthly checks of attendance and discussion with parents as needed	<i>administrators, classroom teachers and SIA operator</i>	no cost	X	X	X	X	Attendance reports
9. Information regarding the attendance procedures will be communicated to parents, students, and staff.	<i>administrators</i>	no cost	X				Use of communication tools: Open House, Back to School Night, <i>Eagle Visions</i> , staff meetings, PTA meetings, school-wide meetings

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.					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.		
10. Classroom teachers will explore the use of incentives for attendance.	<i>classroom teachers</i>	varies (not to exceed \$100 school-wide); seek rewards with no monetary value	X	X	X	X	Teachers share ideas at meetings (PLC, PBS, staff, etc.)	
11. Promote school spirit through weekly School Spirit Day	<i>faculty and staff</i>	no cost	X	X	X	X	Monitor classroom participation	

## 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)*

Promote student responsibility for the environment by providing opportunities for school-wide recycling and conservation activities

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

Data Sources:

Teacher observations reflect a lack of student understanding of recycling and conservation practices.

Administration observes the amount of money spent on paper.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Paper recycling bins are available in all classrooms and teacher workrooms throughout the building; however, paper that can be reused is often recycled. Recycling and conservation are taught in science at most grade levels. Students and staff members consistently recycle, but do not practice conservation of scrap or unused paper. Students lack an understanding of how conservation impacts the world around them.

Best Practice Research:

Current nationwide trends in school recycling indicate a movement toward mandatory recycling practices:

[http://nyc.gov/html/nycwasteless/html/recycling/recycling\\_schools.shtml](http://nyc.gov/html/nycwasteless/html/recycling/recycling_schools.shtml)

<http://www.ciwmb.ca.gov/Schools/WasteReduce/StatesDoing.htm>.

[http://climatesavers.umich.edu/news/newsletter/CSCI\\_newsletter\\_feb09\\_full.html](http://climatesavers.umich.edu/news/newsletter/CSCI_newsletter_feb09_full.html)

A variety of resources exists for teachers and schools to teach the importance of and best practices for recycling:

<http://www.kidsrecycle.org/recycling.php>

<http://kids.niehs.nih.gov/recycle.htm>

<http://www.depweb.state.pa.us/justforkids/cwp/view.asp?a=3&q=464803>

<http://ecolocalizer.com/2008/08/29/back-to-school-week-tips-for-paper-free-education/>

## 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>
3.1	By the end of January 2010, 90% of students will be able to report that they are properly conserving paper products in their classrooms. This will be measured by a random sampling of students across grade levels.
3.2	Students will demonstrate knowledge of conservation by displaying the importance of reducing, recycling and reusing in a contest in April 2010.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The GES community will seek and promote service learning opportunities for all stakeholders.							
<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.	
1. Select short kid-friendly video about conservation to show over the school network in October.	<i>Responsibility to Community</i> sub-committee members	Video from United Streaming or inter-library loan	X				Announce video times via: Gunston Gazette e-mail reminder WGES reminder
2. Check to make sure each classroom has a scrap paper bin during October.	<i>Responsibility to Community</i> sub-committee members	Checklist	X				Checklist
3. At the end of January 2010, students will be able to report that they are successfully recycling and conserving paper products in their classrooms.	<i>Responsibility to Community</i> sub-committee members	Survey			X		Survey
4. For Earth Day 2010, students will participate in a contest showing their understanding of the importance of reducing, reusing and recycling. Students can display this knowledge using a variety of media or other reusable resources.	Art teachers, Students, <i>Responsibility to Community</i> sub-committee members	Scrap Paper Markers Instructional sheet for teachers and parents				X	Classroom & Art teachers will be informed of procedures for contest prior. They will also receive an e-mail reminder and a reminder in the Gunston Gazette. Projects will be displayed around the school.
5. For the 6 <sup>th</sup> Grade Service Learning project students will be involved in planning and executing project activities involving the whole school beginning first quarter.	<i>Responsibility to Community</i> sub-committee members 6 <sup>th</sup> Grade Team Students	Reusable Resources	X	X	X	X	6 <sup>th</sup> grade students will complete their service learning projects.
6. Staff will model reduction in the use of paper through electronic communications, limited printing and reusing paper.	<i>All staff</i>	Computers, recycle bins	X	X	X	X	A cost analysis of money spent will be conducted in January.

**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>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b> Increase student achievement in math at grades K-6 using common assessments and pacing guides to help direct instruction that provides individualized support and small group instruction, utilizing a variety of resources.</p>	<p>All classroom schedules had five hours of math instruction each week.</p> <p>SOL results have not arrived.</p> <p>Walk-throughs were done once using a refined instrument.</p> <p>100% of teachers in grades K-6 created and analyzed common assessments through eCART.</p>	<p>General feedback was positive.</p> <p>Results from staff survey about Core Extension show a majority of staff saw a benefit to using Core Extension.</p> <p>Focus of walk-throughs was on individualized support, small group discussion, and using a variety of resources.</p> <p>Common assessments were used to guide planning of instruction during PLC meetings.</p>	<p>Continue to have five hours of math instruction weekly.</p> <p>Clarify how Core Extension time is utilized.</p> <p>Do more walk-throughs during a year.</p> <p>During PLC meetings, discuss how best to reteach areas of need seen in common assessments</p>

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<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> Implement weekly class meetings including mini-lessons that model appropriate character traits and how to make ethical decisions.</p>	<p>Percentage of red zone students (five or more referrals) did not decrease by 1% by the end of the 2008–2009 school year as compared to the 2007–2008 school year.</p> <p>Number of office referrals did not reduce by 10% by the end of the 2008–2009 school year as compared to the 2007–2008 school year.</p> <p>One hundred percent of classroom teachers held weekly class meetings as indicated by schedules and classroom observations.</p> <p>Students were not surveyed to evaluate effectiveness of class meetings.</p>	<p>There were 11 red zone students for the 2007-2008 school year and 14 for the 2008-2009 school year.</p> <p>8 of the 11 red zone students from the 2007-2008 school year were no longer red zone students for the 2008-2009 school year.</p> <p>Guidance counselors modeled class meetings for classroom teachers by the end of the first quarter. This model was carried out by teachers for the remainder of the school year.</p> <p>Students were not surveyed this year due to time constraints.</p>	<p>School staff will continue to provide interventions to red and yellow zone students in order to reduce the number of referrals.</p> <p>Guidance counselors will continue to support the classroom teachers to ensure that class meetings persist.</p> <p>The Steering Committee has discussed setting up an electronic survey for students to complete. This will be completed by end of the second quarter using our computer lab or mobile labs.</p>

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<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> Promote student responsibility for the environment by providing opportunities for school-wide recycling activities.</p>	<p>Data from the January student survey indicated that students do recycle and are aware of the recycling process. Some of the younger students were confused about what items are recyclable.</p> <p>All classrooms have recycling bins.</p> <p>Students seem excited about recycling as evidenced by participation in the school-wide recycling poster contest.</p>	<p>Having an established timeline (the workplan) kept us on track for following up on our commitment to this objective.</p> <p>Staff cooperation and enthusiasm for recycling was also helpful.</p>	<p>Two teachers had the FCPS Head of Facilities come present to their classes, which was informative and successful – perhaps we could have him or someone like him come present to the whole school.</p> <p>One of the items on the workplan was to coordinate with the PTA to bring a Cultural Arts presentation in as an Assembly – we did not do this but could do so next year.</p> <p>We could make a bigger school-wide deal of Earth Day.</p>