

Fairfax County Public Schools

School Improvement Plan 2011 – 2012

Keene Mill Elementary School Cluster VI



**Renee Miller, Principal
Ellen Colter, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position
Renee Miller	Principal
Ellen Colter	Assistant Principal
Annie Dipert	Math Resource Teacher/Math Lead
Rhonda Doll	Grade 2 Teacher/Math Lead
David Walrod	Special Education Teacher/Math Lead
Rosemary Angel	Reading Teacher/LA Lead
Crystal Thompson	Grade 3 Teacher/LA Lead
Pernilla Urps	ESOL Lead Teacher/LA Lead
Cathe Bessom	Grade 4 Teacher/Social Studies Lead
Marian Jackson	Grade 5 Teacher/Science Lead
Sheila Avery	Counselor/Essential Life Skills Lead
Melanie Lessard	Counselor/Essential Life Skills Lead
Jill Garver	Grade 3 Teacher/Responsibility to the Community Lead
Caroline Goldstrom	Grade 3 Teacher/Responsibility to the Community Lead
Lucy Sinkular	PTA President/Parent
Chuck Smith	PTA 1 st Vice President/Responsibility to the Community
Stephanie Thomas	School Based Technology Specialist

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

Keene Mill's professional learning community prepares all students for personal and academic success within the global community.

SCHOOL—MISSION STATEMENT

To empower ALL students to achieve at high levels.

SCHOOL—CORE VALUES/BELIEFS

Keene Mill's staff believes that every child is capable of learning at high levels while demonstrating civic responsibility, critical thinking, conflict resolution, and mutual respect.

We commit to:

- Assessing student performance formatively to guide instruction.
- Comparing assessment results to identify the most effective teaching strategies.
- Providing timely intervention and enrichment during the school day.
- Monitoring academic progress for at-risk students.
- Enabling students to apply skills across all subject areas.
- Strengthening the students' ability to read, understand, internalize, and synthesize informational text.
- Increasing student understanding of the impact of meaningful service learning projects.
- Empowering students to manage and resolve conflict through Responsive Classroom strategies.
- Building student independence to resolve and effectively manage conflicts among peers.
- Having fun together!

SPECIAL PROGRAMS

- Advanced Academics Program
- After School Programs
- Author Visits
- Challenge 24
- Chess Club
- Continental Math
- Eco-Action Team
- FLEX
- Girls on the Run
- National Geography Bee
- Individual Learning Plans
- Innovation and Invention Fair
- Integrated Fine Arts Block
- International Night
- JUMP START: Intervention & Enrichment
- Peer Mediation
- TJHSST STEMbassadors
- Pyramid Challenge
- Pyramid Response to Intervention
- Responsive Classroom
- School wide Recycling Program
- Word Masters Challenge
- Young Scholars

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.

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 1.1.1 English language arts
 - 1.1.2 Mathematics
 - 1.1.3 Science
 - 1.1.4 Social studies
- 1.2 Communicate in at least two languages
- 1.3 Explore, understand, and value the fine and practical arts.
- 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness) The Keene Mill Staff will work as collaborative teams to develop common formative assessments, best practice instruction, and to improve students' literacy skills with a focus on promoting student achievement and closing the achievement gap for all subgroups, while paying particular attention to Black, Hispanic, and Limited English Proficient students.*

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

Data Sources:

- 2010-2011 End of Year DRA2 scores in Grade 1 show that out of 58 students tested 67% reached or exceeded the grade level benchmark. Of the 33% first graders who failed, 42% of the students were identified as Hispanic.
- 2010-2011 End of Year DRA2 scores in Grade 2 show that out of 56 students tested 68% reached or exceeded the grade level benchmark. Of the 33% second graders who failed, 44% of the students were identified as Hispanic.
- 2010-2011 Kindergarten Word Analysis spring scores show that out of the 48 students tested 90% reached or exceeded the grade level benchmark. Of the 10% Kindergarteners who failed, 60% of the students were identified as Hispanic.
- 2010-2011 Reading SOL results show that there was a 96% pass rate for all students tested (a 2% decrease over 09-10).

3rd Grade Reading SOL Performance

	2009-2010	2010-2011
All Students	99%	89%
Black	75%	67%
Economically Disadvantaged	100%	86%
Hispanic	100%	69%
Limited English Proficient	100%	82%
Students with Disabilities	97%	89%
White	100%	90%

4th Grade Reading SOL Performance

	2009-2010	2010-2011
All Students	97%	96%
Black	100%	83%
Economically Disadvantaged	85%	93%
Hispanic	88%	90%
Limited English Proficient	94%	88%
Students with Disabilities	100%	100%
White	98%	100%

5th Grade Reading SOL Performance

	2009-2010	2010-2011
All Students	98%	99%
Black	75%	100%
Economically Disadvantaged	92%	100%
Hispanic	92%	100%
Limited English Proficient	100%	100%
Students with Disabilities	83%	100%
White	100%	98%

6th Grade Reading SOL Performance

	2009-2010	2010-2011
All Students	98%	98%
Black	100%	100%
Economically Disadvantaged	89%	100%
Hispanic	92%	100%
Limited English Proficient	92%	100%
Students with Disabilities	100%	100%
White	98%	100%

2010-2011 History SOL results show that there was an 89% pass rate for all students tested, a 7% decrease over 09-10.

History SOL Performance

	2009-2010	2010-2011
All Students	96%	89%
Black	100%	89%
Economically Disadvantaged	83%	66%
Hispanic	80%	72%
Limited English Proficient	86%	81%
Students with Disabilities	100%	70%
White	98%	95%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Based on assessment and practices currently in place within the language arts program, both strengths and weaknesses emerge:

Strengths within the Keene Mill ES Language Arts program that have supported our successes include the expert use of VGLA for our special education and ESOL students, regularly scheduled Academic Resource Team meetings discussed student progress, at-risk students were identified and monitored for instructional support, and teachers used the many available resources to enrich instruction. Additionally, teachers were given time to go through literacy folders and to form instructional groups early in the year. The intervention schedule and an uninterrupted language art block provided a well organized schedule ensuring that community classes received support during language arts. Grade level teams collaborated regularly to unpack standards and analyze data to guide instruction. The literacy coach met regularly with individuals and teams of teachers. Leveled small group instruction was provided for 6th grade language arts, and in the 4th and 5th grades team teaching by a general education and a special education teacher supported all students.

Weaknesses within the Keene Mill Language Arts program that have inhibited our success include the inconsistent use of common formative assessments and the lack of a common literacy and writing process model program. Inconsistencies also exist in the implementation of the Balanced Literacy approach.. The varied levels of implementation of word study also impact the overall success of a balanced literacy program. In addition, some teachers have been uncertain as to how to best implement intervention for the large numbers of at risk students in the primary grades. A continued concern is the extended absence of highly qualified classroom staff and the inconsistencies associated with long term substitutes.

Best Practice Research:

Balanced Literacy

Best practice research in literacy instruction has shown that a balanced literacy approach is the most effective framework for student achievement in literacy learning. (Fountas & Pinnell, 1996)

Fountas and Pinnell(1996) present components of a flexible framework developed by Ohio State University containing a range of reading and writing activities shown by research to be essential for literacy development. A balanced literacy approach is one in which oral communication, reading and writing are all entwined, each being an important part of the balance. The framework serves as a guide for teachers including instructional methods and the integration of reading and writing within the content areas. The range of activities include eight vital instructional elements within a gradual release of responsibility framework: reading aloud, shared reading, independent reading shared writing, interactive writing, guided writing (writing workshop) and independent writing. Each of these elements reflects differing ranges of teacher support. Incorporated into the eight elements are four other areas: word work, content integration, documenting and ongoing assessment of student progress, and home/community involvement.

According to Fountas and Pinnell (2001), “the first years of school establish the essential foundation of literacy that enables all future literacy achievement.” In the intermediate grades, a focus on teaching of comprehension, content literacy, and genre build upon the achievement of the foundation of literacy and help students to master the reading and writing skills that will “serve them throughout their life time.”

Collaborative Teams

According to one of the National Staff Development Council’s belief statements, “School’s most complex problems are best solved by educators collaborating and learning together.” Professional Learning Communities with effective administrative support and clear expectations will allow all educators in a building to have a part in solving a school’s challenges (Mizell, Hayes, 2008). The most effective teams are those that engage all the school’s professionals. Instead of focusing on teaching, professional learning communities focus on student learning. They make sure that all students have access to the curriculum and use recent data to make decisions that impact learning. Above all, professional learning communities ask the question, “How will we respond when some students don’t learn?” This is when teachers work together to create systematic interventions that provide students with additional time and support for learning (DuFour, DuFour, Eaker, Many, 2006)

Formative Assessment

“One unique feature of the assessment *for* learning process is that it acknowledges the critical importance of the instructional decisions made by students working in collaboration with their teachers. In this case, assessment provides students with information about their own achievement improvement and status when they need it. In that context, students become consumers of assessment information too, using evidence both to see their current successes and to understand what comes next for them. If done well, it elicits a productive response from learners every time. Another important feature of assessment *for* learning is its reliance on repeated self-assessments, each of which instructs the learner on how to improve performance on the next one. This kind of continuous descriptive feedback provided strategically in amounts that students can address effectively and that builds progressively over time helps them continue to believe that success is within reach if they keep trying. Still another unique feature of this process is its reliance on carefully drawn learning progressions or curriculum maps written in teacher-, student- and family-friendly versions so that the trajectory (i.e., what has been learned and what comes next) is clear to all throughout the learning. This, like the descriptive feedback above, leads directly to our second reason for assessing: If we assess to motivate students to try, assessment *for* learning enables students by helping them watch themselves grow—by causing them to believe that success is within reach if they keep trying.” Rick Stiggins in *Assessment Manifesto: A Call for the Development of Balanced Assessment Systems*, April 2008.

Through the use of formative assessments, we can define what students know and provide them with additional learning opportunities so that they can master the essential learning of their course or grade level (DuFour, Dufour, Eaker, Many, 2006). Formative assessments may be the most powerful tool we have for leveraging higher levels of student learning. Educators are not guessing, but rather teaching from knowledge instead of intuition. The more informed educators are, the better their instruction. The better the lessons, the better students learn (Julia Steiny, 2007).

Pyramid Response to Intervention

“The power of *Pyramid Response to Intervention* is that the authors have led such exemplary schools and districts. *They get it*. They have the insights and deep understanding of school improvement that can only come from learning by doing. They have been immersed in the real world of schools, and they know that programs don’t improve schools—people do. They understand that although it is easy for educators to create new structures—policies, programs, and procedures—it is difficult for them to change traditional school cultures—the assumptions, expectations, beliefs, and habits that constitute the norm. They understand that if schools are to become more effective in helping all students learn at high levels, RTI must represent only one aspect of the deep cultural change that must occur. Perhaps most importantly, they believe in the very real possibility of transforming a school’s culture because they have been spectacularly successful in leading that transformation themselves.” Richard DuFour in the foreword to *Pyramid Response to Intervention*, 2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	<p>Achievement results on the 2012 English Reading SOL will increase for the Black, Hispanic, and Limited English Proficient (LEP) subgroups as follows</p> <ul style="list-style-type: none"> • Grade 3: Black from 67% to 91%; Hispanic from 69% to 91%; LEP 82% to 91% • Grade 4: Black from 83% to 91%; LEP from 88% to 91%
1.1.1	<p>The percent of students that will meet benchmark on the DRA2 assessment in 2012 will increase as follows:</p> <ul style="list-style-type: none"> • Grade 1: from 67% to 90% • Grade 2: from 67% to 90%
1.1.1	<p>The percent of Kindergarten students that will meet benchmark on the DRA2 Word Analysis in 2012 will increase from 90% to 95%.</p>
1.1.4	<p>Achievement on the 2012 History SOL tests will increase for the Black, the Economically Disadvantaged, Hispanic, Limited English Proficient, and Students with Disabilities subgroups as follows:</p> <ul style="list-style-type: none"> • Black from 89% to 91% • Economically Disadvantaged from 66% to 91% • Hispanic from 72% to 91% • Limited English Proficient 81% to 91% • Students with Disabilities from 70% to 91%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>The Keene Mill Staff will work as collaborative teams to develop common formative assessments, best practice instruction, and to improve students' literacy skills with a focus on promoting student achievement and closing the achievement gap for all subgroups, while paying particular attention to Black, Hispanic, and Limited English Proficient students.</i>							
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.	
<p>1. Data Driven: Use assessment data to purposefully plan for the specific learning needs of each student.</p> <p>A. Teachers will create, utilize, and reflect upon data from common assessments in order to determine need and provide intervention, extension, and enrichment.</p> <p>B. Teachers will collect evidence of at-risk students' ongoing achievements; with this evidence students who are at-risk of failing to meet grade level benchmarks will be identified in order to provide interventions.</p> <p>C. Teachers will provide timely intervention and enrichment to all students based on the Pyramid of Intervention.</p>	Rosemary Angel	Primary and Upper Level DRA2 iOpeners/Benchmark Fluency First	10/7	11/18	3/16	6/8	CLT agendas DRA2 Running records iOpeners/Benchmark Assessments
	Pernilla Urps		10/7	11/18	3/16	6/8	Literacy folders Student portfolios
	Renee Miller Ellen Colter		11/4	1/27	3/30	6/19	Individual Learning Plans CLT agendas and notes

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Keene Mill Staff will work as collaborative teams to develop common formative assessments, best practice instruction, and to improve students' literacy skills with a focus on promoting student achievement and closing the achievement gap for all subgroups, while paying particular attention to Black, Hispanic, and Limited English Proficient students.*

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.	
2. High-Yield Instructional Strategies: Use a variety of research-based teaching methods to meet the needs of all students that are used purposefully at appropriate points in the lesson. A. Teachers will provide instruction through a balanced literacy approach to include Reading Workshop, Writing Workshop, and Language/Word Study. B. Teachers will ensure that at least one hour per week of social studies is integrated with language arts. C. Teachers will utilize non-fiction resources and trade books during guided reading groups to build background knowledge for content areas.	Brittany Cummings	<i>Guided Reading (Fountas and Pinnell)</i> <i>Guiding Readers and Writers Grades 3-6 (Fountas and Pinnell)</i> <i>Primary Purposes Expanding Expectations</i> eCART resources <i>Word Journeys (Ganske)</i> <i>The Daily 5 (Joan & Gail Boushey)</i>	11/4	1/27	3/30	6/19	CLT agenda and notes Anchor charts Teacher checklist Surveys
	Cathe Bessom	<i>Strategies That Work (Harvey and Goudvis)</i> <i>The Comprehension Toolkit (Harvey)</i> FCPS Academy courses	11/4	1/27	3/30	6/19	Quarterly curriculum maps
	Crystal Thompson	Leveled nonfiction guided reading sets Science and social studies trade books	11/4	1/27	3/30	6/19	Literacy center book checkouts

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Keene Mill Staff will work as collaborative teams to develop common formative assessments, best practice instruction, and to improve students' literacy skills with a focus on promoting student achievement and closing the achievement gap for all subgroups, while paying particular attention to Black, Hispanic, and Limited English Proficient students.*

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.	
3. Grouping of Students: Group students flexibly and for a variety of purposes to differentiate and maximize learning opportunities. A. Teachers will use Jump Start to provide intervention and enrichment for identified students. B. Select teachers will implement Leveled Literacy Intervention for at-risk students in Grades 1, 2 and 3.	Renee Miller Ellen Colter Rosemary Angel Erin Myers Pernilla Urps	Leveled Literacy Instruction Kits (Fountas & Pinnell)	11/4	1/27 1/27	3/30 3/30	6/19 6/19	Individual Learning Plans CLT agenda and notes LLI student records Anecdotal notes Individual Learning Plans
4. Teacher Collaboration: Participate in collaborative learning teams to analyze data and collaboratively plan for instruction and assessment. A. Teachers will meet with their grade level Language Arts CLTs weekly to analyze data, unpack standards, determine units of study, and share resources. B. Teachers will discuss at-risk student progress and review individual learning plans at designated CLT meetings.	Rosemary Angel Pernilla Urps	eCART Horizon	11/4	1/27 11/18	3/30 3/16	6/19 6/18	Horizon results CLT agenda and notes CLT agendas and notes

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 type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input type="checkbox"/> 1.1.1 English language arts
<input checked="" type="checkbox"/> 1.1.2 Mathematics
<input type="checkbox"/> 1.1.3 Science
<input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.
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<input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Keene Mill Staff will utilize high yield instructional strategies, common formative assessment, and tailored intervention and enrichment to increase mathematics achievement school wide and to close the achievement gap for all sub groups.*

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

Data Sources:

2010-2011 SOL data indicated an overall pass rate of 95%, while reflecting a slight dip from the previous year; it remains a significant improvement over the overall 89% pass rate of 2008-2009. Data from subgroup scores demonstrates a drop in all scores for the indentified groups. These drops in scores ranged from 5% for Limited English Proficient Students to as much as 9% for both Black and Students with Disabilities. However, it is very important to note that the current subgroup scores continue to be a significant improvement over results recorded in 2008-2009: in some cases by as much as 15%. Please note this information in the table below.

	2008-2009	2009-2010	2010-2011
Overall	89%	97%	95%
White	97%	98%	98%
Black	91%	95%	86%
Hispanic	74%	92%	84%
Economically Disadvantaged	69%	89%	82%
Students with Disabilities	76%	97%	86%
Limited English Proficient	72%	92%	87%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Keene Mill has a dedicated, talented staff that is responsible for the overall successes of our students. The staff has made an ongoing commitment to improving student achievement. A significant number of the staff embrace FCPS initiatives, innovative ideas and best practices of instruction that impact student achievement. All classrooms, at all grade levels, have fully implemented Responsive Classroom. The Keene Mill master instructional schedule for 2011-2012 outlines dedicated instructional blocks to insure uninterrupted learning time and JUMP Start time to allow scheduled intervention at all levels. Additional strengths include the addition of a Math Coach to build capacity in classroom teachers. The school is also planning a significant purchase of Smartboards to increase student engagement during math.

Due to the limited number of students in some subgroups, Students with Disabilities and Black students in particular, the low achievement of one student will adversely impact the statistical success of the entire subgroup. When analyzing the data, this small number creates a “make or break” situation. A continued concern is the extended absence of highly qualified classroom staff and the inconsistencies associated with long term substitutes.

While not considered weaknesses, identified areas of growth include; implementing the new 2009 math standards, learning a new pacing guide, adjusting to the loss of the VGLA alternative, and a culture shift to online testing. During the period of January through June 2011, Keene Mill averaged only 2.2 eCART Horizon assessments per student, which was the lowest average per student in Cluster VI and significantly less than the Cluster average of 8.1 assessments per student. Additionally, every team at every grade level experienced a change in the number of teachers or members. The school has new leadership for both the principal and assistant principal.

Best Practice Research:

The results of the TIMMS study, which compared performance of students across nations in fourth, eighth and twelfth grades, have highlighted wide gaps in achievement of US students in comparison to their peers in other countries. Follow up studies have identified differences in teaching methods as a significant factor in the “learning gap.” According to Stigler and Hiebert in the *Teaching Gap*, “improving the quality of teaching must be front and center in efforts to improve student learning.” (p. 3).

In their book, *Learning by Doing: A Handbook for Professional Learning Communities at Work (2006)*, Richard and Rebecca DuFour state, “Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The very essence of a *learning* community is a focus on and a commitment to the learning of each student. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices. *Learning by Doing: A Handbook for Professional Learning Communities at Work*TM, pp. 2–4.

“One unique feature of the assessment *for* learning process is that it acknowledges the critical importance of the instructional decisions made by students working in collaboration with their teachers. In this case, assessment provides students with information about their own achievement improvement and status when they need it. In that context, students become consumers of assessment information too, using evidence both to see their current successes and to understand what comes next for them. If done well, it elicits a productive response from learners every time. Another important feature of assessment *for* learning is its reliance on repeated self-assessments, each of which instructs the learner on how to improve performance on the next one. This kind of continuous descriptive feedback provided strategically in amounts that students can address effectively and that builds progressively over time helps them continue to believe that success is within reach if they keep trying. Still another unique feature of this process is its reliance on carefully drawn learning progressions or curriculum maps written in teacher-, student- and family-friendly versions so that the trajectory (i.e., what has been learned and what comes next) is clear to all throughout the learning. This, like the descriptive feedback above, leads directly to our second reason for assessing: If we assess to motivate students to try, assessment *for* learning enables students by helping them watch themselves grow—by causing them to believe that success is within reach if they keep trying.” Rick Stiggins in *Assessment Manifesto: A Call for the Development of Balanced Assessment Systems*, April 2008.

Studies on schools in Rhode Island with a high population of students with Individual Education Plans were reported by Vincent J. Hawkins in his article *Narrowing Gaps for Special-Needs Students*. The practices found to be the most successful with closing the gap include: 1.) Using multiple forms of assessment; 2.) Differentiating instructional practices to address student needs; 3.) Collaboratively and frequently analyzing student work; 3.) Teaching within stations to a mini-class (small group instruction and learning stations). The final study revealed that students with special needs can achieve high standards when schools address learning needs.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1	The percentage of students identified as Special Education students in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 86% to 93%.
1.1	The percentage of students identified as LEP in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 87% to 93%.
1.1	The percentage of students indentified as Black in grades 3-6 who achieve pass /proficient or above on the Math SOL will increase from 86% to 93%.
1.1	The percentage of students identified as Economically Disadvantaged in grades 3-6 who achieve pass/ proficient or above on the Math SOL will increase from 82% to 93%.
1.1	The percentage of students identified as Hispanic in grades 3-6 who achieve pass /proficient or above on the Math SOL will increase from 84% to 93%.
1.1	The percentage of all students in grades 3-6 who achieve pass/proficient or above on the Math SOL will increase from 95% to 97%.
1.1	The percentage of all students in grades 3-6 who achieve pass/advanced on the Math SOL will increase by 5% per grade level: in third grade from 74% to 79%; in fourth grade from 87% to 92%; in fifth grade from 65% to 70%; in sixth grade from 58% to 63%; and the percentage of student who achieve pass/advanced on the 7 th grade SOL will increase from 69% to 74%.
1.1	The percentage of all students in grade 1 who score at the proficient level will increase from 82.8% to 90% as measured on the spring 2012 MRA.
1.1	The percentage of all students in grade 2 who score at the proficient level will increase from 86.5% to 92% as measured on the spring 2012 MRA.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: <i>The Keene Mill Staff will utilize high yield instructional strategies, common formative assessment, and tailored intervention and enrichment to increase mathematics achievement school wide and to close the achievement gap for all sub groups.</i>								
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.		
<p>1. Teacher Collaboration: A focus on learning by both teachers and students will be the primary purpose of the collaborative learning teams. Teachers will collaborate when analyzing student data, planning differentiated instruction, assessments and determining interventions.</p> <p>A. During CLT meetings, teachers in grades K-6 will create, utilize, and reflect upon data from common assessments in order to:</p> <ol style="list-style-type: none"> 1) Determine areas of instructional focus through the “unpacking” of standards and curriculum mapping. 2) The teachers will use or create common assessments to support the learning targets, and determine ongoing achievement. 3) The teachers will analyze formative assessment data to determine intervention and enrichment needs based on a tiered response to intervention 	<p>Renee Miller Ellen Colter</p>	<ul style="list-style-type: none"> • EMIS and associated grade level documents • FCPS organizers for unpacking standards • Teacher created curriculum maps • <i>Pyramid Response to Intervention</i> 	8/28				Master schedule	
				X	X	X	X	CLT agendas & notes
				11/4	1/21	3/30	6/14	Curriculum Maps
				X	X	X	X	Teacher created common assessments
	<p>Math Committee teacher leaders will monitor strategy and progress for their team:</p> <p>K-Kristin Wabuge 1-Mary Alice Shifflette 2-Rhonda Doll 3-Sandi Yost 4-Katie Cuellar 5-Marian Jackson 6-Barb Crowell/ Rosemary Wilhelm</p>		X	X	X	X	MRA results ECART and catalog assessments	
		11/4	1/21	3/30	6/14	Individual Learning Plans		

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Keene Mill Staff will utilize high yield instructional strategies, common formative assessment, and tailored intervention and enrichment to increase mathematics achievement school wide and to close the achievement gap for all sub groups.*

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.	
<p>2. Content Knowledge: The teachers will develop and build a deep, shared understanding of math content, and will focus on creating a guaranteed and viable curriculum for all students.</p> <p>A. Teachers will collaboratively plan instruction based on the EMIS and as outlined in the grade level pacing and resource guides, to include differentiated instruction, flexible grouping, and use of both print and ECART resources.</p> <ol style="list-style-type: none"> 1) The teachers will collaboratively unpack targeted standards to build a shared understanding of essential learning. 2) The teachers will use the needs of the students to flexibly group and provide differentiated instruction within the classroom and across grade levels. 	<p>Annie Dipert</p> <p>Katie Cuellar</p> <p>Rhonda Doll</p> <p>Sandi Yost</p>	<ul style="list-style-type: none"> • <i>Pyramid Response to Intervention</i> • EMIS and associated grade level pacing guides, print resources and eCART resources. • ELearnIt courses on EMIS and Differentiation • <i>Groundworks Series</i> • <i>Navigating Through Algebra</i> • <i>Navigating Through Problem Solving,</i> • <i>Scott-Foresman</i> • <i>Silver-Burdett Ginn</i> • <i>Nimble With Numbers</i> • <i>Number Sense</i> 		<p>Jan. 27</p>	<p>Mar. 30</p> <p>Mar. 30</p>	<p>June 8</p>	<p>Evaluation of Tier 1 Program (PRTI Protocol)</p> <p>Pyramid of Intervention & Enrichment</p> <p>Curriculum Maps</p> <p>LEARN differentiated Lesson Plan</p> <p>Assessment and Grouping Data</p>

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *The Keene Mill Staff will utilize high yield instructional strategies, common formative assessment, and tailored intervention and enrichment to increase mathematics achievement school wide and to close the achievement gap for all sub groups.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
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			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. High-Yield Instructional Strategies: Use a variety of research-based teaching methods to meet the needs of all students that are used purposefully at appropriate points in the lesson. Best practices include: <ul style="list-style-type: none"> • One hour, uninterrupted, daily math instructional block and daily 30 minute intervention block. • The teachers will flexibly group students guided by standards based formative assessments and student learning needs. • The teachers will engage learners through use of Kagan structures, math manipulatives, and interactive software. • The teachers will promote the common vocabulary expected at the level the student is working. • The teachers will employ strategies of differentiation to meet the needs of all learners. • Data collected will determine student need for tiered response intervention. 	Renee Miller Ellen Colter Annie Dipert Math Committee teacher leaders will monitor these strategies for their teams: Kristin Wabuge Mary Alice Shifflette Rhonda Doll Sandi Yost Marian Jackson David Walrod			8/29 11/4 X X X X 11/4	1/21 3/30 X X X 1/18	3/30 6/14 X X X 3/30	Pyramid of Intervention and Enrichment Master schedule Common formative assessment data CLT Notes Observations of model classrooms and reflection LEARN lesson plans Teacher self-assessments Word walls w/ nonlinguistic representations Pyramid of Interventions Individual Learning Plans

ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Keene Mill staff will reduce behaviors that negatively affect and increase behaviors that positively impact student learning through the implementation of:

1. A comprehensive Positive Behavior Approach (PBA) along with Responsive Classroom curriculum and strategies that together demonstrate consistent, school-wide expectations;
2. A comprehensive, school-wide prevention and intervention approach to bullying behaviors; and
3. Individual student S. M. A. R. T. goal-setting school wide.

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

Data Sources: Results from the Fall 2010 and Spring 2011 Student School Climate Surveys as well as SASI data for office referrals from 2010-2011.

Data from the Fall 2010 and Spring 2011 Student School Climate Survey indicates that the majority of students believe they are safe at school, have friends, and know what to do if they are bullied. Unfortunately, two areas of concern were also documented by the data. 26% of the students surveyed felt that they were not treated kindly by students and adults at Keene Mill, and 28% of students indicated that they do not like going to school.

SASI discipline data documents 19 office referrals for the 2010-2011 school year. According to the data, the following behaviors were referred to the office: one battery/assault of a student, one incident of bullying, 6 class disruptions, 1 incident of

defiance, 1 disruptive demonstration, 2 fights with no injury, 5 incidents of inappropriate language and gestures, 1 inappropriate person report, and 1 incident of theft of school property.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The staff has had previous in-school training on anti-bullying strategies, and the students have had training on anti-bullying strategies during monthly guidance lessons. This year, every grade level has participated in Principal Chats, in which the administrators reviewed the Students' Rights and Responsibilities booklet that explicitly states how students are to treat one another at Keene Mill Elementary School, as well as all schools within FCPS.

Traditionally, Keene Mill has had a Student Peer Mediation program that allows student leaders, chosen by their teachers, to mediate conflicts with their peers. This program is used to empower students with a set of skills that will enable them to learn how to manage their conflicts in a safe and appropriate setting. Peer Mediation, along with the Responsive Classroom curriculum that our teachers are trained in, also enable students to develop strategies that help them to demonstrate respect for peers and adults, thus minimizing disruptions in their academic endeavors.

Responsive Classroom has been in place at Keene Mill for three years. The majority of staff members have been trained in Responsive Classroom 1 and a few staff members have been trained in Responsive Classroom 2. Morning meeting is held in each classroom from 9:10 until 9:30 every day.

Best Practice Research:

Responsive Classroom

Research links the *Responsive Classroom* approach with greater academic achievement, fewer behavior problems, and more high-quality instruction. The Social and Academic Learning Study, completed in 2004, documented important findings from schools using the *Responsive Classroom* approach: Children achieved higher on math and reading tests, felt more optimistic about school, teachers, and peers, and had better social skills and fewer behavior problems. Teachers felt more effective and more confident about teaching, offered more high-quality instruction, and collaborated more frequently with colleagues. This and other studies substantiate what good teachers have always known: When students are explicitly taught social and emotional skills in a positive classroom climate, behavioral problems decrease and academic engagement and achievement increase.

Positive Behavior Approach

Positive Behavior Approach includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings.

The key features of a PBA, as identified by a pioneer in the field, George Sugai, include the following:

- a prevention-focused continuum of support;
- proactive instructional approaches to teaching and improving social behaviors;
- conceptually sound and empirically validated practices;
- systems change to support effective practices; and
- data-based decision making.

This research corroborates another study (Hawkins, Catalano, Kosterman, Abbott, and Hill, 1999) that states that when schools raise their level of academic achievement, behavior problems decreased—and when schools worked to decrease behavior problems, academic achievement improved.

Anti-Bullying Programs

The U.S. Department of Education cites several national and international research-based comprehensive programs for preventing and intervening in bullying situations. The most highly recognized program is the Olweus Bullying Prevention Program. Most recently the Association of Pediatric Physicians has endorsed the program as a model program to target bullying. It is a comprehensive, school-wide model for students in grades 3-10. Results of program implementation include a 30% - 70% reduction in student-reported incidents of bullying others and being bullied, reduction of antisocial behaviors and improved social climate.

Strategies from the FCPS Anti-bullying Program will be incorporated with Keene Mill's Responsive Classroom Approach to further strengthen school-wide anti-bullying expectations. Strategies from this program can be integrated into a school-wide Positive Behavior Approach. The results of this integration are demonstrated in an improved sense of school and classroom community, an increased sense of empathy toward others, and empowerment of students to recognize disrespect or bullying and to self-advocate in conflict situations.

Goal Setting

Stanford University's Albert Bandura, in "Self Motivation for Academic Attainment: The Role of Self Efficacy Beliefs and Personal Goal Setting", states that "...self-regulated learners direct their learning processes and attainments by setting challenging goals for themselves, by applying appropriate strategies to achieve their goals, and by enlisting self-regulative influences that motivate and guide their efforts." Consequently, this "...influences the knowledge and skill goals they set for themselves and their commitment to fulfill these challenges." The concept of "...self-directed learning not only encompasses the cognitive skills emphasized by metacognitive theorists, but also extends beyond to include the self regulation of motivation, the learning environment, and social supports for self-directedness." Additionally, research has shown that even with lower-achieving students, setting goals "...enhances academic achievement and their intrinsic interest in the subject matter."

In their article “Seven Practices for Effective Learning” Jay McTighe and Ken O'Connor (2005) state: “The most effective learners set personal learning goals, employ proven strategies, and self-assess their work. Teachers help cultivate such habits of mind by modeling self-assessment and goal setting and by expecting students to apply these habits regularly.”

Jan Chappuis emphasizes the following in *Seven Strategies of Assessment for Learning*: “Goals that have the greatest impact on performance are what are called hard goals: specific rather than vague, and challenging rather than easy. Hard goals require students to move beyond their current level of achievement in some significant way (Sadler 1989). “Goals that are specific identify the intended learning, describe the current status, and outline a plan of action. The plan can include a description of what the student will do, determination of assistance (if any) needed, a time frame, and identification of what evidence the student will use to verify accomplishments. The age of your students and the complexity of the learning will guide what you ask students to include in their action plans. In this case, as in so many others, more is not always better; sometimes it’s just more. To help students with the challenging part of the goal requirement, make sure they are selecting learning targets at their challenge level—difficult but within reach with effort” (2009).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.3, 2.5, 2.6 2.7	100% of students in grades K, 1, and 2 will learn the definition of a goal, set an individual goal, track progress toward the goal during the 2011-2012 school year.
2.3, 2.5, 2.6 2.7	100% of students in grades 3-6 will set and track academic goals using the S.M.A.R.T goal format throughout the 2011-2012 school year.
2.1, 2.2, 2.4 2.8	The percentage of students who feel that they are treated kindly by other students and adults will increase from 74% to 100% as indicated by the results of the Student Climate Survey administered in June of 2012.
2.1, 2.2, 2.4 2.8	The percentage of students who like being at school will increase from 72% to 100% as indicated by the results of the Student Climate Survey administered in June of 2012.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Keene Mill staff will reduce behaviors that negatively affect and increase behaviors that positively impact, student learning through the implementation of:

1. A comprehensive Positive Behavior Approach in conjunction with Responsive Classroom strategies with consistent school-wide expectations.
2. Individual student S.M.A.R.T. goal setting school-wide
3. Anti-bullying strategies

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. Job embedded training to teachers for S.M.A.R.T. goal instruction	Melanie Lessard K-3 Sheila Avery 4-6	Lesson Plans	11/1				Pre – post assessment CLT agendas
2. S.M.A.R.T. goal lessons taught to all students	Melanie Lessard K-3 Sheila Avery 4-6	Lessons Plans and student action plans		1/21			Student academic goals monitored by self – assessment
3. Develop and share school-wide expectations, rewards, and consequences for halls, bathrooms, cafeteria, and buses.	Renee Miller	TMPC posters; \$30	9/20				Posters, referral forms, staff and student recognition / incentives
4. Monitor and share discipline referrals with staff , including reports of bullying behavior	Ellen Colter	Digital Referral forms; SASI Data	11/1	1/21	3/30	6/14	SASI discipline data
5. Share Positive Behavior Approach/ Responsive Classroom with parents	Renee Miller	Power Point & KIT	11/1				Principal’s KIT; FCPS 24-7; Back to School Nights
6. Bully prevention/intervention training to teachers/staff in CLT meetings	Melanie Lessard	Webinar, reflection form, survey		1/21		6/14	Teacher reflection and self-assessment survey
7. Teachers instruct students in bully prevention awareness, strategies, and intervention during weekly class meetings.	Ellen Colter	Lesson plans; role playing cards	11/1	1/21	3/30	6/14	Student writing responses
8. Continue to monitor students’ perceptions through the Student Climate Survey	Ernie Gregorio Stephanie Thomas	Student Climate Survey	11/1			6/14	Student Climate Survey

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)* The Keene Mill staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective to their school and community. As a result, students will exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science and language arts.

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

Data Sources: There is no baseline data for service projects. 2011-2012 will be the baseline year for data collection.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Keene Mill students come from diverse socio-economic backgrounds. Approximately 20% of the students need financial assistance as indicated by the number of students on free or reduced lunch. However, Keene Mill has a strong and established Student Council Association (SCA) and an active and well sponsored safety patrol program, which meets monthly. Keene Mill's staff, students, and parents are committed to shifting from community involvement programs to a service-learning model, where all students will be engaged in service learning projects that are embedded in their curriculum to directly impact their learning.

Best Practice Research: A student’s education becomes more relevant and personal when teachers provide meaningful ways for the students in the community to work together towards specific action. Students benefit academically and socially developing skills in an effort to appreciate civic responsibility in their community. The Complete Guide to Service Learning by Cathryn Berger, Kaye, NA Free Spirit Publishing 2004; Minneapolis

When integrated into core curricula or used as an integrating theme across curriculum, environmental education has a measurably positive impact not only on student achievement in science, but also in reading, math, and social studies. Consider the following research that is posted on the National Wildlife Federation website:

Improved Reading Literacy—Many people naturally associate environmental education and improved understanding of science. But environmental education also contributes to the development of basic skills including reading. One elementary school employed environment based education for this purpose. Bagley Elementary School in Washington state employed the Environment as an Integrating Context (EIC) and then measured performance on reading scores on the Iowa Test of Basic Skills. Bagley found that the EIC students’ Iowa Test scores rose from an average of 44 to 53 among students in the environment-based program.

Source: Lieberman, Gerald A. and Hoody, Linda (1998). Closing the Achievement Gap. San Diego, CA: State Education and Environment Roundtable (<http://www.seer.org/>)

Improved Math Literacy — The Maryland Association of Environmental Outdoor Education reports that students interested in learning increased when they engaged in authentic environmental investigations on school grounds and in their communities. Statewide test scores rose, too. Maryland Green School 8th grade students had 5.1% higher averages in mathematics than non-green schools. A 2000 case study of schools in North Carolina with environment-based programs shows that 4th grade students achieved a 31% point increase in math achievement in just one year. Source: Maryland Association of Environmental Outdoor Education; NEETF, 2000, National Scope.

Improved Science Achievement and Attitudes Towards Learning — Fifth grade students who participated in school gardening activities scored significantly higher on science achievement tests than students who had a curriculum without garden experiences. Evaluations of the Junior Master Gardener program in Indiana and Louisiana also found greater science achievement gains among gardening students compared to control groups. Gardening activities can be integrated into all areas of the school curriculum, making learning more meaningful. Parent involvement, shown to enhance student achievement increases at schools with garden programs. Sources: Klemmer, Waliczek, & Zajicek, 2005; Dirks & Orvis, 2005; Smith & Motsenbocker, 2005; Canaris, 1995; Henderson & Mapp, 2002; and Alexander, North, & Hendren, 1995.

Improved Critical Thinking Skills — Environmental education is also associated with improved critical thinking skills. A study of 401 Grade 9 and 12 students from 11 Florida high schools found a strong positive correlation between participation in environmental-education program and higher achievement on tests that measure critical thinking. Environmental-education students scored 4.33 points higher on the Cornell Critical Thinking Test than students in the control group. Source: J. Ernst & M. Monroe, “The effects of environment-based education on students’ critical thinking skills and disposition toward critical thinking”. Environmental Education Research, 10(4), (2004).

Improved Student Behavior and Attitudes — The Pacific Education Institute’s Environmental Education Assessment (2004) project compared 77 pairs of demographically equivalent schools across Washington State: one with environmental education (EE) integrated throughout the grades and curriculum and a matching school without EE. Schools with EE programs consistently showed higher test scores on state standardized tests in math,

reading, and writing, and more support from parents, community and administration. Young people exposed to EE tended to improve their overall GPA, stay in school longer, receive higher than average scholarship awards, and display more responsible behavior in the school and community. Schools with as little as 20% of the teaching staff involved with EE showed statistically higher standardized test scores and more students who met state standards. Source: 2004 Report Card on the Status of Environmental Education in Washington State.

As noted from the National Youth Leadership Council (www.nylc.org), successful service learning is a multi-faceted teaching and learning practice. Service learning projects work best when they fit the age and developmental abilities of the participants, including interesting and engaging service activities, explore the context of underlying societal issues, and address the needs that are important to the community being served. (*NYLC website: "What Makes it Work?"*) Research has shown that students who actively participate in high-quality service learning have a higher sense of social responsibility, respect for their community, and a stronger ability to be successful citizens. Service learning provides an opportunity for classroom knowledge to be applied and tested in real-life settings. (Billig, 2007)

According to *Learn and Serve America's National Service-Learning Clearinghouse*, service learning is defined as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Keene Mill Elementary School is committed to developing service-learning programs that cultivate rich learning opportunities and address needs within the local and broad communities.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.4	100% of Keene Mill students will participate in the Eco Action Team (EAT) during the 2011-2012 school year in order to support environmental stewardship as measured by National Wildlife Federation Environmental Audit for Eco-Schools.
3.2	100% of Keene Mill students within all grade levels will participate in the maintenance and expansion of school gardens during the 2011-2012 school year as evidenced by student reflection.
3.2 3.4	100 % of staff and students will recycle paper, cans, and plastic bottles, bags, and containers on a weekly basis and document collection on a quarterly basis through the 2011-2012 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Keene Mill staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective to their school and community. As a result, students will exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science and language arts.

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. An Eco Action Team made up of 5 th and 6 th grade students will be formed in September. The team will be representative of the entire school and community.	Jill Garver	None	9/30				Roster of Eco-Action Team members & Team meeting notes
2. Students will identify an issue in the school's environment (e.g.: erosion) using the NWF Eco-School Environmental Audit.	Kristin Rever	None	10/11				Results of NWF Eco-School Environmental Audit
3. An Eco-Action Plan will be developed from the results of the NWF Eco-School Environmental Audit. The plan will set forth a series of goals and a structured timetable for achieving environmental improvements.	Kathleen Montavon	Expenses will be determined once the audit is completed. Students and parents will be encouraged to write grants for funds to support the determined action plan.	11/1				National Wildlife Federation Eco-School Environmental Audit criteria will be utilized throughout the school as a pre- and post-assessment to measure progress. Eco-Action Plan & Timeline

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Keene Mill staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective to their school and community. As a result, students will exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science and language arts.

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			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
4. The Eco-Action Team will develop a procedure for monitoring progress in parallel with the development of the Eco-Action Plan. Students will gather quantifiable data on progress.	Kristin Rever	TBD	11/1	1/21	3/30	6/14	Student-developed progress monitoring procedure aligned with Eco-Action Plan.
5. The Eco-Action team will create a selection of possible Keene Mill Eco-Codes (School Mottos), and one will be selected by a vote of the student body.	Stephanie Thomas	Voting will be accomplished via electronic voting system	11/4				Recorded voting data
1. Kindergarten will plant and care for pumpkin seeds in the spring. They will also plant and care for fall vegetables.	Sue Evans	Pumpkin seeds, Fall Vegetable Seeds	11/4	1/27		6/14	Students watch the plants grow and record their observations with drawing in a learning log.
2. First grade will plant and care for narcissus bulbs.	Deborah Ehlers	Narcissus Bulbs- no additional cost	11/4	1/27	3/30	6/14	The students will watch the plants grow and document progress in a learning log.
3. Second grade will plant and care for milkweed and butterfly bushes.	Jill Garver	Milkweed seeds	11/4		3/30	6/14	The students will track and care for the plants and document growth in a learning log.
4. Third grade will create commercials that will be aired school wide on environmental stewardship.	Caroline Goldstrom	Video Equipment	11/4	1/27	3/30	6/14	Students will analyze effectiveness of commercials based on data collected from each initiative (grocery bags, Capri suns, garden, recycling, etc).

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Keene Mill staff will promote service learning opportunities for all students that are authentic, meaningful, and reflective to their school and community. As a result, students will exercise good stewardship of the environment by making connections between the classroom and the community through service learning experiences linked to FCPS Program of Studies and Virginia Standards of Learning in science and language arts.

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			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. Fourth grade will plant a Three Sisters garden and maintain a fall garden of Virginia native plants to complement their study of Virginia History.	Bridgette Simpson	Compost (\$70) Seeds (\$12)	11/4	1/27	3/30	6/14	Students will monitor progress of the plants and record observations in a learning log.
6. Fifth grade will plant and maintain native Virginia species plants in relation to conservation of the Chesapeake Bay Watershed.	Kristin Rever	\$500 for plants, soil, compost and mulch.	11/4	1/27	3/30	6/14	Students will document progress with photographs of garden before, during, and after project, and they will record reflections in journals.
7. Fifth grade will collect bags in order to earn a Trex Bench.	Kristin Rever	No cost.		1/27	3/30		Students will graph the numbers of items recycled per class. Progress will be charted in the cafeteria, displayed on the school website, and announced on the morning news.
8. Sixth grade will assist in maintaining the Eco-action team Capri Sun recycling drive.	Kathleen Montavon	Donated zip-lock gallon bags.	11/4	1/27	3/30	6/14	Students will graph the numbers of items recycled per class. Progress will be charted in the cafeteria, displayed on the school website, and announced on the morning news.

RESULTS AND REFLECTION ON THE 2010-2011 SIP

LA SIP Objectives	Results related to performance indicators	Factors that supported or inhibited success	Implications for ongoing improvement efforts
<p>1. A Focus on Continuous Improvement</p> <p>2. Literacy Folders</p> <p>Teachers will maintain data from formative assessments in literacy folders for all students K-6.</p> <ul style="list-style-type: none"> - At the beginning of the year teachers will analyze the spring DRA2 continuums and focus for instruction. - In September teachers will administer the DRA2 to all students in their class in order to group students and differentiate reading instruction. - Teachers administer, collect and score student writing samples in the fall and spring; use the writing rubric scores to group students and differentiate writing instruction. - Teachers are required to maintain and update folders throughout the year, which will be included in Performance Assessment records review. 	<p>1.1.1 On the 2011 English Reading SOL, the change in the gap between the Hispanic subgroup and the White subgroup will decrease as follows (Hispanic/White):</p> <p>Grade 3: Maintain 0 point gap (100/100; 09-10 results)</p> <p>Grade 3: 70/90 20 points</p> <p>Grade 4: From 10 point gap to 8 point gap (88/98; 09-10 results)</p> <p>Grade 4: 90/100 10 points</p> <p>Grade 5: From 8 point gap to 6 point gap (92/100; 09-10 results)</p> <p>Grade 5: 100/98 negative gap</p> <p>Grade 6: From 6 point gap to 4 point gap (92/98; 09-10 results)</p> <p>Grade 6: 100/100 no gap</p> <p>Results include VGLA results</p> <p>1.1.1 On the 2011 Grade 5 English Writing SOL the change in gap between the Hispanic subgroup and the White subgroup will maintain a 2 point or less gap. (94 Hispanic/96 White; 09-10 results)</p> <p>Grade 5: 100/98 negative gap</p> <p>1.1.1 The percentage of students that will meet benchmark on the DRA 2 assessment in 2011 will increase from the 2010 scores:</p> <p>Grade 1: from 57% to 59%</p> <p>Grade 1: 67%</p> <p>Grade 2: from 73% to 75%</p> <p>Grade 2: 67%</p>	<p>Supported:</p> <ul style="list-style-type: none"> • VGLA • ART Committee met with teams three times during the year to discuss student progress and available resources • Teachers were given time the first week back to go through their literacy folders and begin grouping students for instruction. • Intervention Schedule • Defragmentation of schedule • Well organized schedule ensuring that all community classes received support during language arts and math daily • Grade level teams collaborated to unpack the standards. • School wide data analysis to guide instruction • Integration of subject matter (LA and SS) • Collaboration with Reading Coach • Identification and monitoring of at risk students for instructional support • Leveled small group LA instruction in 6th grade. • 4th and 5th grade team teaching with general ed and special ed teacher during Language Arts block 	<p>Continue effective instructional strategies</p> <p>Restructuring of student assessment folders</p> <p>Vertical planning and collaboration for scoring fall and spring writing samples</p> <p>Implementing new FCPS writing rubrics</p> <p>Continue to target subgroups in need of improvement.</p> <p>Investigate ways to better support ESOL students who do qualify for services</p> <p>Integrate test taking strategies throughout the year</p> <p>All classrooms should return to the elementary self-contained model</p> <p>Continue implementing intervention program as designed.</p>

<p>Kindergarten teachers will give the DRA2 Word Analysis in the fall and spring. Results will be included in the folders for future planning.</p> <p>1. Student Portfolios Teachers will use student portfolios to evaluate identified at-risk students' quarterly progress.</p> <ul style="list-style-type: none"> - Teachers collect work samples in portfolios as needed to evaluate progress for identified at-risk students. - They administer the DRA2 assessment three times during the year to include in the student portfolios. - They maintain and update folders in preparation for review and discussion by the Academic Resource Team (ART). - Student progress will be monitored through fall, winter, spring ART meetings. <p>3. Embedded Intervention</p> <ul style="list-style-type: none"> • Teachers will identify at-risk students based on spring 2010 DRA scores, spring 2010 SOL scores, and in class observations. • Teachers provide targeted intervention during the language arts block for at least 30 minutes a day. 	<p>1.1.1 The percent of Kindergarten students that will meet benchmark on the DRA 2 Word Analysis in 2011 will increase from the 2010 scores: from 77% to 80%.</p> <p>1.1.4 On the 2011 History SOL tests the change in gap between the Hispanic subgroup and the White subgroup will decrease as follows: Grade 3 History: From 15 point gap to 13 point gap (85/100; 09-10 results) Grade 3: 91/100 9 points Virginia Studies: From 23 point gap to 15 point gap (75/98; 09-10 results) Grade 4: 91/100 9 points US History to 1877: From 13 point gap to 11 point gap (83/96; 09-10 results) Grade 6: 50/84 34 points</p>	<p>Inhibited:</p> <ul style="list-style-type: none"> • Some teachers still unclear as to how to utilize remediation support. • Loss of a half time ESOL position this year • Lower number of students qualifying for VGLA through Special Ed • WIDA requirements tightened, i.e. Fewer students qualified for support. • Large number of at risk students in the primary grades 	<p>Review expectations for remediation block and look at how to best use the support time with flexible groups.</p> <p>Special education and ESOL teachers should not always be considered the remediation person due to other priorities and responsibilities.</p> <p>Whenever reasonably possible, use the same support person for math and language arts remediation blocks.</p> <p>Whenever reasonably possible, provide time for classroom teachers to meet with remediation person on a regularly scheduled basis to discuss classroom needs and expectations.</p> <p>Retrain teachers on how to use remediation support</p> <p>Implement Leveled Literacy Intervention Program for at risk primary students</p>
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Math SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Teachers will provide targeted intervention and remediation during the Math block for at least 30 minutes a day.</p> <p>1. A designated staff member will provide classroom support, enabling the teacher to provide implementation of embedded intervention instruction during the student school day.</p>	<p>A.1.1.2 The overall SOL pass rate decreased from 97 to 95% for all students with significant declines in all subgroups.</p> <p>B.1.1.2 Current SOL scores show slight gains in the Geometry and Measurement strands, particularly in grades 3 and 4. There were isolated improvements in the other grade levels, except 6th.</p> <p>C. 1.1.2 There is inconsistent or no data to support an analysis of the use of common assessments at each grade level and their use in determining student needs for intervention.</p>	<p>Supported: Well organized schedule ensuring that all community classes received one half hour of support during both math and language arts daily.</p> <p>Brief staff meeting addressing the expectations of remediation schedule and use of time</p> <p>Inhibited: Some teachers still unclear as to how to utilize remediation support.</p> <p>Some teachers of the higher leveled math groups (based on flexible grouping) felt they didn't need the remediation support because their students grasped the concepts being taught.</p> <p>Teachers were not providing acceleration of concepts during the established intervention time with the support provided. The time was only being used for small group support of current concepts.</p>	<p>Continue implementing program as designed.</p> <p>Review expectations for remediation block and look at how to best use the support time with flexible math groups.</p> <p>Special education teachers should not always be considered the remediation person due to other priorities and responsibilities.</p> <p>Whenever reasonably possible, use the same support person for math and language arts remediation blocks.</p> <p>Whenever reasonably possible, provide time for classroom teachers to meet with remediation person on a regularly scheduled basis to discuss classroom needs and expectations.</p>

<p>1. Use of manipulatives</p> <p>2. Teachers will provide geometry resources to demonstrate geometric concepts.</p>		<p>Supported: Many teachers utilized the math manipulatives room as evidenced by the sign log in the resource room.</p> <p>Inhibited: There were not enough manipulatives for all teachers due to many grade levels teaching the same concept at the same time. We did not utilize a survey to track use of manipulatives as stated in our in process measures</p>	<p>Purchase more manipulatives.</p> <p>Vertical planning to try and balance the use of manipulatives.</p> <p>Encourage the use of virtual manipulatives, such as the National Virtual Manipulative Library and Geometer Sketchpad.</p> <p>Provide teachers with turnaround training on Geometer Sketchpad.</p> <p>Implement “Math Talk” and use of sentence frames</p>
<p>2. Geometry</p> <p>3. Teachers will use SOL released items and hands-on materials to quarterly assess students’ understanding of geometry.</p>		<p>Supported: Math leads put together checklists for each grade level with standards outlined.</p> <p>Inhibited: This was done during the second and third quarter of school with decreasing participation from teachers.</p> <p>Became difficult to keep up with and was not implemented during the fourth quarter.</p> <p>Dissemination of information was not evenly distributed throughout the building.</p>	<p>Review teacher expectations in regard to this goal.</p> <p>Grade level teams should discuss assessment results during CLT time.</p>

<p>3. Flexible Grouping</p> <p>4. K-6 teachers will flexibly group students based on classroom based formative and common assessments by math unit of study.</p>	<p>Students were sorted based on an assessment given at the beginning of the year into high middle and low groups. Students stayed there until teacher observation dictated a change.</p>	<p>Supported: All grade levels used this method. Lower group was usually smaller than the large group which allowed for more targeted instruction.</p> <p>Inhibited: Some behaviors became challenging to manage due to makeup of group **concern over self-image issues with students in low vs. high math group, particularly in the upper grades.</p>	<p>Continue implementing program as designed, with adjustments based on student need.</p> <p>Emphasize common assessments for use as pretests to determine flexible groups.</p>
<p>4. Compacted Math</p> <p>5. Teachers will assess students in grades 3-6 for possible participation in compacted math.</p>	<p>There were limited numbers of students who participated in the compacted math and took the grade level above SOL. (1 in 6th 5 in 5th grade)</p>	<p>Supported: Teachers were given the opportunity to assess students during the first quarter of compacted math and if students were not successful, they had the option to move back to the community level math class.</p> <p>All students were assessed at the end of the year for compacted math qualifications including students who previously tested into compacted math.</p> <p>Inhibited: Students coming mid-year were not given the option to join compacted math even with classroom teacher recommendation. Systems to ensure placement and identification were not evident.</p>	<p>Continue end of year assessments, re-qualifying for current compacted math students and first quarter trial period.</p> <p>Teachers planning to recommend students for compacted math after initial assessment period should be prepared to show evidence that student is proficient in grade level standards and student has made progress in aligned standards for the grade level above.</p> <p>Due to the implementation of the new EMIS, opportunities for accessing advanced concepts previously limited to the compacted level will now be available to all students.</p>

<p>6. Teachers will identify at risk, LEP, minority and socio-economic disadvantaged K-6th grade students through formative assessment. Student progress will be monitored through the use of at-risk portfolios and fall, winter, and spring ART meetings.</p>	<p>Spreadsheets containing student historic proficiency levels were maintained to demonstrate the need to be on the on the “at risk” list.</p>	<p>Supported: Common formative assessments were used to identify at risk students. These students were added to the master list and received remediation as needed.</p> <p>ART meetings were held to discuss portfolios and progress.</p> <p>Inhibited: Math was not addressed as prominently as reading was during ART meetings.</p>	<p>Use of remediation records should be continued. CLT Teams should go over Horizon data to determine specific areas of need and regroup for remediation as necessary.</p>
<p>7. Following each grade level pacing guide, teachers will unpack the Math standards and use curriculum mapping to develop and guide instruction.</p>	<p>There is inconsistent or no data to support this objective.</p>	<p>Supported: During weekly CLT/PLC meetings, some teams worked together to unpack math standards by following the pacing guide.</p> <p>Inhibited: Some teams did not follow the CLT/PLC model possibly due to unclear guidelines.</p> <p>Curriculum mapping was not done.</p>	<p>As CLT teams meet to unpack standards, meeting notes should be posted to provide accountability to teams.</p> <p>The new county pacing guides include aligned standards for a grade level above and a grade level below. Some of the time dedicated to curriculum mapping should include vertical discussion between multiple grade level teams.</p>

SIP Objective: Responsibility to the Community	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Keene Mill teachers and sponsors of the SCA, Kanga Kids, and Safety Patrols will use Activity Period and other designated times to work on leadership skill building and service learning projects with student representatives in grade K-6.</p>	<p>Goal 3.1 Quantitative/Qualitative Data: The school climate survey was given to all students in December of 2010. We had about 81% of the classes participate. The students answering positively to question 10 went from 74% to 75% on « I feel I help my community by participating in service learning projects sponsored by Kanga Kids, the SCA and patrols. » This response went up positively from 68% in 2008 to 75% in 2010.</p> <p>Recycle Recess : By the end of June 2011, we had one Recycle Recess. Two community third grade classes participated and all four sixth grade classes participated. We collected 13 pounds of recycling and 22 pounds of trash. One AAP class in fourth grade conducted a mini-recycle recess on their own and collected about 5 pounds of trash.</p> <p>Literacy Leaders : Selected at-risk 6th graders would read to selected at-risk first graders.</p> <p>Mentoring Program: Selected at-risk students were paired up with teachers who volunteered to be their mentors. The students identified for the program were either : on the discipline referral list from the previous</p>	<p>Supported: We collected 1400 cans of food in December 2010, which was a 39% increase from 2009. This may have been due to extremely good advertising by the SCA reps and Kanga Kids and Patrols. Also tying it into the 6th grade service learning project increased awareness, and the teachers talked about this project at their Morning Meetings and teachers supported this project. Inhibited: Some of the students are not able to donate canned food due to their own financial needs.</p> <p>Supported: The students and teachers want to have a clean school and grounds. They do care about their environment, so they did what they could when they had time. Inhibited: We advertised Recycle Recess on the KM Staff email and put it forth as a strictly voluntary activity (although we did indicate that this was written into the SIP). Advertising about it from the ELS team would improve the results of it.</p> <p>Inhibited: The lead teacher was out on sick leave for 6 months so that plan was not able to take place.</p>	<p>We will continue to collect food for ECHO. Talking about the needs for having food in our community food pantries during the Morning Meetings in the classes during the month of November has helped and can continue to help raise students' awareness of how important it is to share what we have with others. Teachers are supportive of this effort and it is a traditional activity for the Student Council to collect food, and it has been part of the school culture for many years.</p> <p>The ELS committee should try to advertise more for the Recycle Recess earlier in the spring, for example in April, before the hot weather comes. Also teachers have other commitments and demands on them in May, and the students need the recess time to be recess, not a working recess.</p>

	<p>year, had low DRA scores, SOL scores, or teachers referred them to the program due to the students having needs.</p> <p>Eco-Action Team :</p> <p>Selected fifth and sixth grade students were put on the Eco-Action team. They met monthly during Activity Period to work on issues to improve the school environment. These 8 selected students chose to work on recycling juice pouches from students and turn them into Terra Cycle. The money from the pouch collection would be used to fund the team's budget which would help the team accomplish the action plan.</p>	<p>Supported: Anecdotal evidence gathered by mentor teachers and the mentees said that this activity was enjoyed by both and was seen as very beneficial.</p> <p>Inhibited: The only thing that inhibited the mentorship program was scheduling the students and the teachers and finding the time as teachers are so busy. Teachers did this activity however to the best of their abilities.</p> <p>Supported: Students graphed the collections of the juice pouches which were collected, tabulated and shipped to earn money from Terra Cycle. Students collected 8383 pouches. The students collected \$68.00 as of 7/1/11 but we are expecting another check to be mailed to us from Terra Cycle sometime this summer. The students were excited about this project and were diligent about collecting and tabulating. Teachers were supportive of this endeavor. Keene Mill did become part of the county's "Going Green initiative. A grant was written by Ms. Rever, a fifth grade teacher and \$2700.00 was received to work on putting native plants into the courtyard and two raised beds were put in for the kindergarten and fourth grade classes to supplement their curriculums.</p> <p>Inhibited: The audit process is huge and complex from the National Wildlife federation. The process takes a while and will need to take place over time, but the hope is that KM will eventually qualify as an Eco Action school.</p>	<p>This activity should definitely be done again in the year 2011-2012 based on positive experiences from those involved.</p>
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SIP Objective: Essential Life Skills	Results related to performance indicators:	Reflection on critical factors that supported and inhibited success:	Implications for ongoing improvement efforts:
<p>Goal 2.1 Demonstrate honesty, responsibility and leadership</p> <p>Goal 2.4 Develop the skills to manage and resolve conflicts</p>	<p>Continue with RC model with all four components. Monitor what students indicated on the school climate survey to see if/how RC makes a difference in the school climate.</p> <p>Keene Mill had an active Peer Mediation program. Eight selected sixth graders were chosen and trained throughout the year. The students attended the GMU Peer Mediation Conference in March 2011. The peer mediators mediated four mediations during the school year of 2010-2011.</p> <p>Students in 1st through 5th grades created Apology of Action books using the RC model. Lessons were taught in all grades and classes (except for K and 6th). At the end of June 2010, 12 teachers reported that the books in their classrooms were used 46 times. This year all of the classrooms had the books except for two fourth grades and one third grade class. The data from teachers showed that one first grade teacher reported that her class used the book 12 times. This could be due to the fact that the students were going straight to the teachers with their arguments and there was not time for the teacher to allow the students to use</p>	<p>The administrators fully supported RC and encouraged new teachers to receive the training so that all staff were trained. They provided the money for the books and kept the KM daily schedule set to include RC components the first half-hour of the day.</p>	<p>RC is an effective tool to increase positive behavior. If implemented consistently by all staff, it can make the climate of the school very encouraging for all children. Embedded in it are the social skills activities that all children need to get along in this world. The Keene Mill staff will benefit from continued implementation and support of the initiative.</p>

	<p>the books and discuss their disagreements.</p> <p>New discipline referral forms. Forms were presented at the fall staff meeting at the beginning of the year. The forms were inconsistently used by teachers, as many teachers tried to handle discipline in their classrooms. Data shows that discipline referrals resulted in 17 suspensions (for 14 students) in June 2010 to 20 suspensions (from 11 students in June 2011).</p> <p>Students in 6th grade developed attainable SMART goals and action plans with the support of their teachers and parents. All lessons were taught by the counselor and the teachers. Students completed their “T-shirt” activity by writing their goals on their shirts/papers.</p>		
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