

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

Little Run Elementary School

Cluster III



Sharon Baumgarten, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Sharon Baumgarten, Principal					
Cindi Choate, Assistant Principal					
<u>Academic</u>		<u>Essential Life Skills</u>		<u>Responsibility to the Community</u>	
Susan Reilly	Co-Chair & Reading teacher	Maurie Negrin	Co-Chair & Counselor	Jennifer Nelson	Co-Chair & Kindergarten teacher
Misty Clatterbuck	Co-Chair & Second grade teacher	Sara Scappucci	Co-Chair & Third grade teacher	Josie Virkus	Co-Chair & Fourth grade teacher
Heather Hancock	First grade teacher	Karen Hopke	Preschool teacher	Caly Koch	Third grade teacher
Kristen Nestler	Sixth grade teacher	Lisa Melluzzo	First grade teacher	Kathleen Kehler	Kindergarten teacher
Debra Hein	Fifth grade teacher	Rachel McDonald	Second grade teacher	Amanda Matt	Fifth grade teacher
Rhonda Anderson	Sixth grade teacher	Megan Tannozzini	Special Education teacher	Julia Haywood	Special Education teacher
Jen Braun	Special Education teacher	Katie Looney	Special Education teacher	Jenny Rutledge	Special Education teacher
Patty Peterson	SBTS	Marcia Gatewood	Librarian	Tina Brown	Physical Education teacher
James Chianetta	ESOL teacher	Erin Kenney	Art teacher	Jennifer Weingartner	Music teacher
Katherine Iooss	Music teacher			Rebecca Campione	FLES teacher
Parent/PTA Representatives:					
Cindy Kronlage, PTA President and parent of second and fifth grade students					
Karen Martin, PTA Vice-President and parent of second and fifth grade students					
Laura Hundley, PTA Secretary and parent of fifth grade student					
Hope Fanshaw, PTA Treasurer and parent of fifth grade student					

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

The vision of Little Run Elementary School is to provide an education that develops lifelong learners and informed citizens.

SCHOOL—MISSION STATEMENT

This vision is supported by our mission to develop within our students the ability to become critical thinkers, problem solvers, and to accept and appreciate diversity.

SCHOOL—CORE VALUES/BELIEFS

It is our core belief that Little Run students should learn critical thinking and social skills to guide their decision-making about how to live their lives as caring, responsible, and ethical citizens.

SPECIAL PROGRAMS

Advanced Academic Program (AAP) school-based curriculum program Level IV: A GT school-based curriculum provides an option for gifted learners who need the challenge of a GT center curriculum; yet, do not wish to leave the local school. They also provide another avenue of access for gifted services to students who may need to practice and strengthen their basic skills, but have the capacity to think, reason, and problem solve on very high levels. A GT school-based curriculum program was implemented at third grade in 2007-2008 school year; and was expanded to fourth grade in 2008-2009. For the 2009-2010 school year, the program will be expanded to the fifth grade. Students are provided with highly challenging and personally meaningful activities that take into account their academic strengths, interests and learning style preferences.

Compacted Mathematics: Selected students in grades 3-6 participate in an accelerated mathematics curriculum. Compacted Math students in third grade study mathematics concepts from grade 3 and part of the grade 4 mathematics curriculum. Compacted Math students in fourth grade complete the study of mathematics concepts from grade 4 and study part of the grade 5 mathematics curriculum. Compacted Math students in fifth grade study mathematics concepts from grade 5 and the entire grade 6 curriculum. Compacted Math students in grade 6 study the entire seventh and eighth grade mathematics curriculum.

Computer Club: The Computer Club is open to all fifth and sixth grade students who enjoy using computers and want to explore a variety of software that can be used in this digital age. Past projects have included photo editing, creating Scratch animations, Google Sketch-up, and Google Earth; in addition to PowerPoint, graphing, and Geometer's Sketchpad projects.

Fifth Grade Reading Challenge: Teachers sponsor students in fifth grade in a *Boys vs. Girls* reading challenge. During the third nine weeks of school, each student will keep a log on the number of pages he/she has read. The student's team receives credit for having read one book for each 100 pages read.

Foreign Language in the Elementary Schools (FLES): The FCPS FLES model develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30 minutes of instruction two to three times per week, which is articulated through middle and high school. FCPS FLES model is based on the research that shows that students are not only able to learn but are also highly engaged in learning content through the target language. In addition, the culture of the target language is integrated into instruction. The FLES teacher at Little Run is teaching Spanish to first through fourth graders during math, science and social studies instruction. The FLES program will be expanded to include fifth graders in 2010-2011.

FLEX: Little Run Elementary offers students the opportunity to explore foreign cultures and languages. This year Little Run Elementary, with the support of the PTA, will offer Chinese in grades 1-6 and Spanish in grades K-6. In Chinese and Spanish, students learn basic language skills in addition to learning about the cultures.

Geography Bee: Students in grades 4-6 are eligible to participate in the National Geography Bee. The National Geography Bee uses materials prepared by the National Geography Society. It is a contest designed to spark student interest in geography and increase public awareness about geography.

Girls on the Run: Girls on the Run is a national program for pre-adolescent girls, ages 8-11. The 12 week program combines self-esteem enhancing life-lessons, discussions, and running games in an encouraging, girl-positive environment where girls can feel free to express themselves and build their confidence. The PTA sponsors this afternoon club experience for Little Run students.

GRACE Art: *Greater Reston Arts Center's (GRACE) Art in the School* program is a Little Run parent volunteer program funded and sponsored by Little Run ES. GRACE Art volunteers use portfolios containing reproductions of the works of a particular artist or a style/theme to bring art and art history into the classroom. Students have monthly lessons which often consist of a storybook reading about the artist followed by a coordinating art activity that is designed to enhance what the students have learned about the artist or style of art presented.

Hooked on Classics: *Hooked on Classics* is a book club that encourages our upper-elementary grade students to read books that are considered classics. Students will read a version of the classics based on their interests and reading levels. This group will meet regularly with teacher sponsors for a book talk and to select new books.

JASON Project: Teachers in grades 4-6 are trained in various JASON Project science curriculums to enhance students' connections to real scientific exploration conducted by leading researchers and experts in their field. Students will experience authentic exploration and discovery with an "over-the-shoulder" view of the work that scientists are doing in the field today. Selected students in grades 5-6 will meet after school twice a week during the first semester. Selected students in grades 3-4 will meet after school twice a week during the second semester of the school year. Lessons will be incorporated into the students science curriculum during the day.

Junior Great Books: Students in kindergarten through sixth grade will participate in the Junior Great Books program. Junior Great Books programs support students with a wide range of reading proficiencies at every grade level. Students will participate through shared inquiry discussions providing additional opportunities for students to read for meaning and support their own interpretation of the text. This program is supported by the Gifted and Talented teacher, classroom teachers, and parent volunteers.

Ladies of Literature Club: *Ladies of Literature Club* is a "lunch bunch book club" that encourages upper-elementary grade girls to read a variety of genre. This year the book club has targeted fifth grade girls and selections are intended to generate high interest within the group. The group as a whole meets on a monthly basis with teacher sponsors for a book talk and to select a new book.

Mentors: Little Run Elementary partners with Woodson High School in offering Woodson HS students the opportunity to work with elementary students. These high school mentors volunteer to help Little Run teachers and students with one-to-one tutoring. Many of the high school mentors have plans to pursue careers education. In addition to the high school mentors, Little Run Elementary also has a teacher-to-student mentoring program. This program pairs Little Run staff members with students who may need extra support.

Peer Buddies: Students in fifth and sixth grade are paired with special needs preschool students to provide appropriate role models for oral language and play skills. Students meet with special needs preschool students weekly in the preschool classroom.

Peer Mediation: Upper grade students have the opportunity to apply to be student mediators. The peer mediators meet weekly with the school counselor and participate in training in various methods of conflict resolution and mediation skills. These skills enhance the students' abilities to deal with conflict using non-confrontational methods, and to help others solve problems in a supervised setting. Peer mediation is used by the school as one way to help students resolve conflicts constructively.

Real Men Read: *Real Men Read* is a "lunch bunch book club" that encourages continued interest in reading in upper-elementary grade boys. The book club targets fifth and sixth grade boys and selections are intended to generate high interest within this group. The group as a whole meets on a bi-weekly basis with teacher sponsors for a book talk and to select a new book.

SibFun: *SibFun* is a workshop for siblings of special needs children providing them with opportunities to come together and support each other by discussing their experiences of living with a special needs sibling.

Strategies Lab: The Little Run Strategies Lab will provide ongoing opportunities for all students to engage in hands-on higher level thinking activities. The lab will encourage students to become independent, confident problem solvers and enable them to apply strategies introduced in the lab to all academic areas.

Young Scholars: This FCPS initiative for certain grade K-6 students is designed to find and nurture gifted potential in young learners. Through flexible grouping, summer school, and after school programs, students are provided an educational setting that raises their personal expectations and prepares them for more challenging and rigorous courses as they advance in grade level.

Acronyms and Abbreviations

AAP	Advanced Academic Program formerly known as Gifted and Talented Services
BART	Benchmark Assessment Resource Tool
DRA	Developmental Reading Assessment
ESOL	English Speakers of Other Languages
FCPS	Fairfax County Public Schools
FLES	Foreign Language in the Elementary School
FECEP	Family Early Childhood Education Program
GT	Gifted and Talented
IEP	Individual Education Plan
LEP	Limited English Proficiency
PE	Physical Education
PLC	Professional Learning Communities
PTA	Parent Teacher Association
RC	Responsive Classroom
SBTS	School Based Technology Specialist
SIP	School Improvement Plan
SOL	Standards of Learning
SpEd	Special Education
VDOE	Virginia Department of Education
VGLA	Virginia Grade Level Alternative

Fairfax County Public Schools STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input 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 | |

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

Improve student achievement in mathematics in grades kindergarten-sixth by implementing research-based strategies.

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

Data Sources:

The Virginia Department of Education’s (VDOE) published SOL results for Little Run ES indicate an overall passing rate of 87% in Mathematics. The 2008-2009 benchmark for performance in mathematics was a pass rate of 79%. An analysis of our subgroups in grade 3-6 indicates an achievement gap for our Black student subgroup and our Student with Disabilities (SWD) subgroup in the area of mathematics. Our Black student subgroup scored a passing rate of 57% in math and our SWD subgroup scored a passing rate of 73%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Instructional strengths consist of:

- (1) Ongoing staff development at the school level focusing on sharing of ideas and practices in the school in the four core courses as well as technology.
- (2) Time set aside for grade level teams including specialists to meet bi-monthly to discuss math curriculum.
- (3) PLC meetings are held to discuss at risk students in grades 3-6 in the area of mathematics.
- (4) Monthly Professional Learning Community (PLC) meetings on Minority Learning, Differentiation and Brain Research.
- (5) Use of math vocabulary notebooks based on Marzano's academic vocabulary research.

The Little Run special education team utilizes Harcourt Mathletics to supplement math instruction for students in grades 3-6. This intensive intervention program helps teachers accelerate the mathematical achievement of students. Harcourt Mathletics is a researched-based program that provides carefully sequenced, direct instruction lessons to help students build success with grade level concepts. Daily lessons are reinforced with games, computer activities, and problem solving activities.

In recognition of student achievement, the Little Run school community recognizes students in grades one through six who bring up their grades in the second, third and/or fourth quarter. Students need to achieve marks of at least a C (or an S) or above in all curriculum areas in at least one academic area. Students may not have dropped a grade in any curriculum area from the previous quarter. Individual recognition of students who exert this extraordinary effort to achieve a goal will be recognized at the quarterly Student Recognition Assembly with a *Bringing Up Grades (BUG)* certificate.

Best Practice Research:

Research (Marzano, Pickerin & Pollock, 2001; Chamot, Barnhardt, Eel-Dinary & Robins 1999) indicates that student academic achievement can be improved through the use of explicit instructional strategies. Marzano's Building Academic Vocabulary (Marzano & Pickering, 2005) provides teachers with a practical way to help students master academic vocabulary.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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>
1.1.a	The subgroup of Black students in grades 3-6 will improve their mathematics SOL test scores from 57% to 70% for the 2009-2010 school year.
1.1.b	The subgroup of Students with Disabilities in grades 3-6 will improve their mathematics SOL test scores from 73% to the 2009-2010 required pass rate of 83%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Improve student achievement in mathematics in grades kindergarten-sixth by implementing research-based 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. Implement math vocabulary notebook consistent across grades 2-6.	Classroom Teachers and Specialists	Marzano Template \$300.00	X	X	X	X	Classroom observations and lesson plans
2. Balanced Math staff development	Hein, Nestler, Koch & Chianetta		X	X	X	X	Attendance Sheets
3. Implementation of balanced math program.	All Classroom and Specialists	Mad math minutes	X	X	X	X	Lesson Plans
4. Morning News math moment	Choate, Koch, & Gatewood		X	X	X	X	Staff survey
5. Vertical Articulation meetings	All Classroom teachers and Specialists	None	X	X	X	X	Conversations and staff survey
6. Peer observations of differentiation during a math block.	H. Hancock		X	X	X	X	Sign-in sheet and attendance survey
7. Implement a school-wide math day to reinforce math concepts taught to students.	Nestler & Koch	November 24, 2009 \$800	X	X			Student and staff surveys
8. Purchase math materials for intervention and remediation of targeted students	Nestler & Koch	\$1500	X	X	X	X	Purchase Orders as needed.
9. ESOL parent program on building study skills, games that reinforce math concepts, and enhancing communication between home and school.	Joranko, Chianetta, Heninger & Choate	Parent Resource speaker \$90.00	X				Sign-in sheet for parents

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

Continue to increase respectful and responsible communication between students and their peers as well as between students and teachers.

Promote use of Peer Mediation and Conflict Resolution strategies to address students' interpersonal conflicts.

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

Data Sources:

Information from the *Work Habits* section of the 2008-09 student progress reports indicated that we met and exceeded our 2008-09 goal for student citizenship criteria. Anecdotal evidence through conversations with staff supports this finding, as well. We will continue to focus on this area and will raise our goal for the 2009-10 school year.

Staff responses to a school-wide Responsive Classroom survey indicate that Little Run has made progress implementing Responsive Classroom strategies, and provide a basis for identifying areas for growth within this program.

Peer Mediation records indicate that student mediators facilitated five interpersonal student conflicts during the 2008-09 school year. Records also note conflict resolution lessons taught to all students. Anecdotal evidence through conversations with staff and students indicate benefits from participating in student mediations and learning conflict resolution strategies.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Staff responses to the school-wide Responsive Classroom survey administered in May, 2008 identified Little Run's level of implementation of Responsive Classroom techniques. Program strengths include students and teachers developing classroom rules

that reinforce school-wide expectations, students' use of materials and supplies in a respectful manner, and school staff using auditory and visual signals for quiet. Growth is indicated in the following areas:

- Morning Meeting – Morning Meetings are held in all classrooms on a frequent basis. As this fundamental activity becomes more widespread throughout the school, specialists and support staff will join and participate in classroom Morning Meetings on a regular basis. As of June 2009, 8 staff members have participated in Responsive Classroom Level I training.
- Language – All school staff uses a common language that reminds, redirects, and reinforces students. This tenet of Responsive Classroom works to create the most effective environment for student success.

Fifth grade student mediators (Peer Mediators) are selected in October. For the first half of the school year, the Peer Mediators receive weekly training in mediation strategies to help other students resolve conflicts, and at the conclusion of their training they begin facilitating mediations between other students, in a supervised setting. As the fifth grade Peer Mediators during the 2008-09 school year were receiving training during the first half of the school year, they were available to facilitate mediations only during the last half of the year. These Peer Mediators will be sixth graders in the current school year and will not need further training; they will be available to perform mediations from the beginning of the 2009-10 school year. This will allow for mediations to be possible for all student during the entire 2009-10 school year. The new Peer Mediators (the current fifth graders that will be selected in October) will participate in their training and be available to perform additional mediations along with the sixth grade mediators at the completion of their training in February. In order to increase the number of students self-referring for student mediation services, the Peer Mediators will participate in school-wide assemblies to showcase Peer Mediation.

Conflict Resolution strategies are taught to all students via monthly classroom guidance lessons provided by the school counselor. In addition, all fourth, fifth, and sixth grade classrooms, as well as common classrooms (art room, gym, library, cafeteria) display a Strategy Wheel as a reference for students to use when resolving interpersonal conflicts.

Best Practice Research:

The practices of Responsive Classroom (RC) continue to be relevant, as strengthening students' social and emotional skills has a positive correlation with better academic and social outcomes for elementary aged students. Research conducted at the University of Virginia compared schools using the RC approach school-wide with schools using other models and concluded that the RC schools yielded benefits for both students and teachers. Children in the Responsive Classroom schools showed greater increases in reading and math test scores, had better social skills, and felt more positive about school. Teachers in the RC schools felt more effective and more positive about teaching, offered more high-quality instruction, and collaborated with each other more (Rimm-Kaufman, 2006).

The program report published by the U.S. Department of Justice and the U.S. Department of Education titled, *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings* states valid and compelling reasons for schools to teach students conflict resolution strategies. These include improving school climate, reducing violence and chronic school absence, encouraging a high level of responsible citizenship activity, more effective behavior management systems, as well as increasing listening, critical thinking, and problem solving skills which are basic to all learning (Crawford & Bodine, 1996). Research on school-based violence-prevention programs suggests that effective programs are comprehensive and multi-faceted, and “teach cooperative problem solving skills through interactive teaching methods (modeling, role-playing, discussion, group feedback, reinforcement, extended practice)” (Fairfax County Public Schools, 2002). The use of both large-group instruction and student mediation provides opportunities for students to learn and practice a variety of strategies for constructively resolving conflicts.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.2	There will be an overall 10% increase on positive student feedback as related to the classroom climate survey indicating respectful communication between students, peers and the teachers.
2.2	There will be an increase from 65% frequent classroom participation in Morning Meetings to 100% daily participation as indicated on an end-of-the-year survey.
2.4	There will be an increase from 5 to 10 student mediations by the end of the 2009-10 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Continue to increase respectful and responsible communication between students and their peers as well as between students and teachers.

Promote use of Peer Mediation and Conflict Resolution strategies to address students' interpersonal conflicts.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
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. Morning Meeting time is included in school master schedule. Specialists will join classroom meetings at least 3 times a week. Weekly Morning Message posted in the lobby.	Grades K-6 classroom teachers, specialists, and administration		X	X	X	X	Observations and Morning Message chart
2. Develop, administer and analyze assessment on student climate in grades 1-6.	Grades 1-6 teachers, Scappucci & Negrin			X		X	Survey results
3. Staff turnaround training in Responsive Classroom	Hein, Kehler, & Negrin	Morning Meeting Kit and Training \$600	X	X			Attendance at meetings, training sessions.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Continue to increase respectful and responsible communication between students and their peers as well as between students and teachers.

Promote use of Peer Mediation and Conflict Resolution strategies to address students' interpersonal conflicts.

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.	
4. Continue Peer Mediation Program (including assemblies to showcase the program)	Maurie	\$50 to attend Student Mediation Conference at George Mason University	X	X	X	X	Log of meetings and mediations
5. Conflict Resolution and Citizenship/Character lessons as part of classroom guidance program	Negrin	Minimal for materials	X	X	X	X	Lesson plans
6. Little Run's <u>Good Citizen Handbook</u> distributed to all students, and signed by students and parents/guardians	All classroom teachers	Little Run Good Citizenship Handbook	X				Signature pages turned in to classroom teachers and documented on a class list.
7. <u>Good Citizen Handbook</u> reviewed regularly throughout the school year	All classroom teachers	Little Run Good Citizenship Handbook		X	X	X	Informal check-in with teachers
8. Quiet Hero Awards recognizing students performing kind and helpful acts	All staff members	Brightly colored paper, \$12.99/ream	X	X	X	X	Award slips hung on cafeteria bulletin board after being read on the school Morning News
9. Peer Buddy program between upper grade students and preschool special education students	Hamberger, Anderson, Nestler, & Negrin			X	X	X	List of upper grade students

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)*

Students will continue to be active participants in an environmental program which includes recycling of five different materials; paper, cardboard, cans, ink cartridges and eyeglasses. Students will be able to describe how positive environmental practices benefit the earth. Students will gain a better knowledge of the reuse aspect of recycling.

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

Data Sources:

The student body at Little Run Elementary represents a diverse, caring, global community from twelve different countries; forty-one percent of the student body is Asian, Hispanic, or other and nineteen percent of the student body is learning English as a second language. Little Run firmly believes it plays a key role in encouraging citizenship and environmental stewardship. Little Run students eagerly respond to global and local events that call for charitable actions. For example, following hurricane Katrina and the Indian Ocean Tsunami disasters, the Little Run Student Council Association sponsored a fund raising drive. During the two-week long fund raising drives, students collected \$3000 to be donated to the victims. Two years ago, students raised over \$100 for the Read to Feed program, which gives needy communities around the globe animals to promote economic stability. Last year, students initiated a used book drive that collected over 900 books for a shelter. In addition, students voluntarily signed up to collect the recycled materials around the building on a weekly basis.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

At Little Run, students have volunteered to participate in a recycling program and make posters promoting recycling. A large number of eager students participated in collecting recycled paper, cardboard and cans during the first year of the program. Students at Little Run have become aware of recycling classroom materials; however, many are not familiar with items that can be reused in their present state.

Best Practice Research:

Every year, Americans throw away enough office and writing paper to build a wall 12 feet high, stretching from Los Angeles to New York City. More than 50 million tons of paper is used each year! Waste paper accounts for 37 percent of the trash collected in America. Recycling one ton of paper saves one acre of trees. The energy saved by recycling one aluminum can could run a television for three hours. Fairfax County Public Schools has over 12 different items acceptable for recycling. According to the World Health Organization, the vision of 100 million people could be improved with a pair of eyeglasses.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.4.1	There will be an overall 10% increase of students in grades K-3 able to identify terms and definitions associated with recycling by the end of the 2009-2010 school year.
3.4.2	There will be an overall 10% increase of students in grades 3-6 who are able to identify terms, definitions and ways to “reduce, reuse, recycle” by the end of the 2009-2010 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Students will continue to be active participants in an environmental program which includes recycling of five different materials; paper, cardboard, cans, ink cartridges and eyeglasses. Students will be able to describe how positive environmental practices benefit the earth. Students will gain a better knowledge of the reuse aspect of recycling.							
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. Kick off of the new recycle program will occur on the morning newscast	Kehler, Koch		X				Classroom follow up discussion
2. Staff and students will recycle paper and cardboard in classroom containers. Cans, eyeglasses, and ink cartridges will be recycled in common area containers.	Staff and students		X	X	X	X	Bins are in use
3. Notification will be sent to families regarding collection of eyeglasses and ink cartridges	Matt, Rutledge		X				Flyer to the community
4. Develop, administer and analyze assessment on recycling terms & definitions in grades K-2.	K-2 teachers, Virkus & Nelson			X		X	Survey results
5. Develop, administer and analyze assessment on recycling uses, terms & definitions in grades 3-6.	Grade 3-6 teachers, Virkus & Nelson			X		X	Survey results
6. Students and staff will participate in an Earth Day Field Day using recycled materials	SIP committee & Brown					X	Meetings and planning agenda
7. K-4 Students will complete a poster contest to demonstrate knowledge of all 3 terms: reduce, recycle, & reuse.	K-4 Teachers				X	X	Samples collected

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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.	
8. Fifth and sixth grade students will create a media project about recycling (i.e. Power points, movie, photography essay)	Fifth & sixth grade teachers				X	X	Samples collected
9. Apply for the Johnie Forte Jr. Memorial Grant through the Clean Fairfax Council. This will assist with the expansion of our recycling program for the school year 2010-2011 with the purchase of environmentally friendly water bottle using the Little Run Recycles logo.	Nelson & Virkus		X				Completed application
10. Students will read earth friendly facts on the morning newscast on Tuesday and Thursday each week.	Gatewood		X	X	X	X	Morning newscast
11. Gather information on sneaker recycling program	Brown, Virkus, & Nelson		X				Information collected and received
12. Recycling bulletin board will be displayed using student work and facts/information regarding recycling.	SIP committee		X	X	X	X	