

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Olde Creek Elementary School

Cluster 3

Melissa Kupferschmid, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Melissa Kupferschmid	Principal Committee Chair		
Twila Mack	Assistant Principal Committee Chair		
Margaret Prati	Assistant Principal Committee Chair		
Kathleen Bruechert	3 rd Grade Teacher		
Peggy Maurizi	Reading Specialist		
Shannon Robinson	Counselor		
Cathy Warren	Special Education		
Karen Smialek	ESOL Teacher		
Sharon Smith	1 st Grade Teacher		
Julie Needle	6 th Grade Teacher		
Dr. Katherine McKnight	Parent		
April Cascio	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

The vision of Olde Creek Elementary School is to differentiate instruction, incorporate the best teaching strategies, and provide FCPS supports for students and families and to ensure that each child in our diverse population is successful and capable of achieving his/her full potential

SCHOOL—MISSION STATEMENT

The Mission of Olde Creek Elementary School is to provide an intellectually stimulating, safe, and nurturing environment in which we teach students to become competent, confident learners and prepare them to be productive, successful, and contributing citizens.

SCHOOL—CORE VALUES/BELIEFS

The beliefs that guide our staff in working with children include:

- Every child can achieve his or academic goals by developing strong basic skills, problem solving strategies, effective communication skills, and positive social and citizenship qualities. In addition,
- Every child will learn critical and creative thinking, good research skills, an ability to work with others, and ability to use technology effectively are crucial for success in the 21st Century
- We believe that aesthetic expression reinforces and extends basic skills
- We believe that a variety of assessment tools are needed to produce a valid and reliable measure of students' learning

SPECIAL PROGRAMS

Academics

- Robinson Peer Helpers: Peer mentors from Robinson Secondary who read and mentor Olde Creek Students
- Technology Developmental Team: A team that meets monthly to learn and share ideas on how to effectively use the SMARTBoard to enhance instruction
- Teachers As Readers: A voluntary group of staff members who read articles and or books and hold meaningful discussions in order to enhance their daily instruction
- Faculty Study Groups: Groups of teachers meet to research topics that will enhance their instruction and help to raise student achievement.

Essential Life Skills

- Good Friends, Good Citizens, Good Students: Character education theme for our school
- Student Ambassadors: Welcoming committee for new students and families to Olde Creek
- PTA Parent Education Nights: Parents are educated on skills that children require as they complete their elementary school years.
- Peer Mediation: A group of 5th and 6th graders are being trained to help to mediate conflicts that arise between peers.

Responsibility to the Community

- SCA: Student Government
- After school clubs: including: Jump Rope, FLEX, Homework Club, Girls on the Run; Chess, Drama, and Art
- Heritage Night: A night organized by the PTA and Olde Creek Administration to celebrate the diversity in our school
- Art Walk: A night for the community to come and enjoy the original art works of our students
- Laps for Learning: A school-wide fundraiser that brings the community together to walk/run a 5k and raise money to enhance the academic program at our school
- Hispanic / Korean Coffees: Nights hosted throughout the year in an effort to partner with all our families and ensure they feel welcome in our school

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

The Olde Creek Staff will increase student achievement in the areas of mathematics and reading in grades K-6 by differentiating instruction to meet the needs of all learners.

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

Data Sources:

Standards of Learning (SOL)

When the SOL test scores from the 2007-2008 school year are compared to the scores from the 2006-2007 school year, the following information is important to note:

- In the area of mathematics the performance of each subgroup decreased in performance with the exception of our Black students. There was an increase from 66.66% to 70.58%. The most notable decrease was in the area of special education, where scores decreased from 85.29% pass rate to 55.10% pass rate. This drastic decrease in pass rate is a result of this being the first year the scores from the ED program are being calculated with the entire school scores. Despite the decreases in scores, AMO was met for the following subgroups: All students, LEP, and White. AMO was not met for the following subgroups: Black, Hispanic, Disadvantaged, and SWD.

- In the area of reading the performance of each subgroup decreased in performance when test scores from Spring 2008 are compared to scores from spring 2007. There were three subgroups where the decrease was significant. The subgroups are Hispanic, with a decrease of 93.10% to 69.69%, Disadvantaged, with a decrease of 90% to 65.11% and students with disabilities with a decrease of 85.29% to 65.30%. Despite the decreases in scores, AMO was met for the following subgroups: All students, Black Students, and White students. AMO was not met for Hispanic, Disadvantage, LEP or SWD. Olde Creek did make AYP this year, but this was only because we did not have 50 students in a subgroup.

DRA-2

- DRA-2 scores from 2007 – 2008 indicate that 87.3% of all 1st graders are reading at or above grade level and 85.4% of all 2nd graders are reading at or above grade level. Similar data trends with the black and special education subgroups that are seen in grades 3-6 are evident in grades 1 and 2. However, the Hispanic test scores (100% at 1st grade and 87.5% at 2nd grade) and LEP test scores (82.4% at 1st grade and 88.2% at 2nd grade) demonstrate a higher performance than is seen in the upper grade data. Another trend that is important to note is at both 1st and 2nd grade is that overall male performance is lower than the overall female performance on the DRA-2 (1st grade female pass rate is 96.5% and male pass rate is at 79.4% - 2nd grade female pass rate is at 93.6% and male pass rate is at 77.5%)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

It is evident from the SOL and DRA data that Olde Creek Elementary School has achievement gaps. While the Asian and White students are the highest performing students, the black, Hispanic, LEP, SWD and disadvantaged students are not meeting the annual measurable objectives. In the primary grades the boys are underperforming the girls in reading. In the past three years, when struggling or at risk students are identified and interventions are put in place, the achievement rate of these students increases in almost every case. Last year 30 students were targeted and 25 of those 30 students improved in their SOL scores. This year there are 19 SWD or LEP students who did not pass the SOL or who came close to not passing. These students are being considered for the VGLA. There are also 19 general education students who did not pass the SOL or who came close to not passing. These students have been placed on our “at-risk” list. After the administration of the DRA-2 in the spring 2008, 28 students in grades K-2 were identified at risk. These students attended a summer jump start program. The staff at Olde Creek is able to identify techniques and strategies that can be put into place to ensure success for our at-risk or struggling students. However, each year the achievement gap is growing larger as our school population grows more diverse. In response to the data, the staff will be participating in faculty study groups and will be exploring topics such as Brain Research, Closing the Achievement Gap through building relationships and reaching minority students in the classroom. Our goal is for staff to find additional techniques, resources and strategies that can be adopted and consistently implemented in order to begin to close the achievement gap.

Best Practice Research:

What the research says about differentiated instruction:

“A rationale for differentiated instruction comes from theory, research, and educational common sense. Consider the following.

- Today's classrooms are becoming more academically diverse in most regions of the United States (and elsewhere, for that matter). Many, if not most, classrooms contain students representing both genders and multiple cultures, frequently include students who do not speak English as a first language, and generally contain students with a range of exceptionalities and

markedly different experiential backgrounds. These students almost certainly work at differing readiness levels, have varying interests, and learn in a variety of ways?

- Psychologists tell us that a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. Considering today's diverse classrooms, it is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences that are in the zones of proximal development of all students in a particular class.
- Brain research suggests that when tasks are too hard for a learner, the brain "downshifts" to the limbic area of the brain that does not "think," but rather is designed to protect an individual from harm. Also, when tasks are too easy for learners, those learners do not show thoughtful brain activity, but rather display patterns that look more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain "think" in a way that prompts learning. Once again, teachers will find it difficult to consistently find single tasks that are moderately challenging for all learners in a class that includes a range of readiness and experiential levels.
- It is likely that male and female learning patterns and preferences vary. The variance probably has biological, cultural, and environmental origins. There is also, of course, great variety among both male and female populations in regard to learning. Nonetheless, it is likely counterproductive to assume that gender is an irrelevant factor in what individuals learn and how they learn.
- Culture has an important bearing on how individuals learn. While it is clearly not the case that all members of a given culture learn in similar ways, it is the case that learning environments and procedures that are comfortable for many members of one cultural group may not be so to many members of other cultural groups. Students whose classrooms are a cultural misfit often do poorly in school. In classrooms where varied cultural groups are represented, a single approach to teaching and learning is unlikely to serve all students well. In fact, because students in any cultural group also vary, even classrooms that are more culturally homogeneous would benefit from multiple approaches to teaching and learning.
- Student motivation and task persistence increase when students can work with topics that are of personal interest. Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence. Encouraging students to link required learning to that which is personally interesting to them seems an important modification for teachers in most classrooms.
- The opportunity to learn in ways that make learning more efficient is also likely to make learning more effective. Attention to a student's preferred mode of learning or thinking promotes improved achievement.” From Tomlinson, C. A. (2003) pp. 153-4

http://webhost.bridgew.edu/kdobush/Strategies%20for%20Teaching%20Reading/Handbook/Diff_Inst/Differentiated%20Instruction.htm#2

More Research supporting differentiating instruction:

“There are generally several students in any classroom who are working below or above grade level and these levels of readiness will vary between different subjects in school. It is important to offer students learning tasks that are appropriate to their learning needs rather than just to the grade and subject being taught. This means providing 3 or 4 different options for students in any given class (not 35 different options). Readiness (ability), learning styles and interest vary between students and even within an individual over time. In a differentiated classroom all students have equally engaging learning tasks.

Students with specific needs/weaknesses should be presented with learning activities that offer opportunities for developing needed skills as well as opportunities to display individual strengths. More advanced students may work on activities with inherently higher level thinking requirements and greater complexity.

Three principles from brain research: emotional safety, appropriate challenges, and self constructed meaning suggest that a one-size-fits-all approach to classroom instruction teaching is ineffective for most students and harmful to some.”

Summary of points:

- “Not all students need to be doing the same thing at the same time. Some group work would therefore be appropriate.
- Students are not all at the same level of ability and they don't learn in the same way. It follows that different groups within the same class should be working at a variety of different levels of complexity and/or difficulty simultaneously, but at different rates.
- Students need to be actively involved in making decisions and modifications to their learning efforts.
- Students need appropriate challenges, a secure environment, an opportunity to explore ideas and have fun learning.
- Students need to learn to ask questions, think and interact verbally.
- Students need to be able to construct meaning by interacting with peers, problems, issues and with materials.
- Learning is more effective if concepts are learned in context and related to existing knowledge. Content needs to be relevant, integrating multiple aspects simultaneously.
- Peer teaching may be as valuable for the child who is "teaching" as for the "learner".”

Information taken from the following websites.

<http://members.shaw.ca/priscillatheroux/brain.html>

<http://members.shaw.ca/priscillatheroux/differentiating.html>

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>
1.1.1	Students in grades 3-6 pass rate on the Spring 2008 SOL tests in reading will increase from 72.41% to 81% for the subgroup Limited English proficient.
1.1.1	Students in grades 3-6 pass rate on the Spring 2008 SOL tests in reading will increase from 65.11% to 81% for the subgroup Special Education.
1.1.2	Students in grades 3-6 pass rate on the Spring 2008 SOL tests in mathematics will increase from 55.10% to 79% for the subgroup Special Education.
1.1.2	Students in grades 3-6 pass rate on the Spring 2008 SOL tests in mathematics will increase from 61.36% to 79% for the subgroup Disadvantages.
1.1.1 1.1.2	At the end of 2008-09 school year, each student identified at risk in grades 4-6, will increase his/her SOL score in reading and mathematics by 5 percentile points.
1.1.1	At the end of 2008-09 school year each identified struggling reader in grades 1-3, will increase his/her DRA2 instructional reading levels from the beginning of the year. Grade 1-2 struggling reader by at least three levels Grade 3 struggling reader by at least two levels.
1.1.1	The percent of students in grades 1 and 2 reading at or above grade level will increase by 10 percentile points for the subgroups black and special education as measured by the DRA-2 administered in spring 2008-2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will increase student achievement in the areas of mathematics and reading in grades K-6 by differentiating instruction to meet the needs of all learners.								
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. Create Faculty Study groups to gather research on best practice strategies that will enhance student learning. Topics include but are not limited to: Brain research, Reaching minority students in the classroom, Closing the Achievement Gap through relationship building	Cascio, Kupferschmid, Mack	Research Materials	X	X	X		Interest surveys, final multi-media presentations presented in sharing sessions, faculty group sign-in sheets	
2. Grade level teams will use assessment data to determine explicit instructional needs for at-risk students during weekly meetings and create and implement strategies to increase achievement	Grade level team leader *determined by teams	Available materials, alternative reading programs	X	X	X		Grade level meeting notes, at-risk student progress form	
3. VAAP and VGLA will be used as alternative assessments for those students who qualify	Mack, Prati	VGLA and VAAP Resources	X	X	X	X	VGLA Testing list/form, IEP and LEP participation forms	
4. Reading interventions will be implemented with support from the reading specialist based on grade level need and needs of individual students	Maurizi	Available Resources	X	X	X	X	Reading Intervention Documentation form, grade level meeting notes	

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will increase student achievement in the areas of mathematics and reading in grades K-6 by differentiating instruction to meet the needs of all learners.

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.	
5. Grade level teams will implement strategies for teaching essential math vocabulary from math pacing guides. Suggested strategies: Frayer Model, Word walls, math journals, Graphic organizer, non-linguistic representation	Kupferschmid, Mack, Prati	Looking at Words (Instructional Gateways) Pacing guides, Essential Knowledge guides	X	X	X	X	Observations, grade level team notes

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

The Olde Creek Staff will define, model and integrate “Good Friends, Good Students, Good Citizens” into daily routines and procedures.

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

Data Sources:

- Citizenship grades from progress reports for the 2007-2008 school year show 47 students in grades 1-6 who received a “needs improvement” as a final grade. This excludes the category “organizational skills”. This data will be compared to the 2008-2009 final grades on the progress reports for the same categories. It is important to note that OCE has a program for students with emotional disabilities. Half of the students counted for receiving a N in their final grade were students from the ED program. Kindergarten students were excluded due to a difference in measurement on the report cards.
- For the 2008-2009 school year additional data that will be collected are office referrals, lunch detentions, and in-school suspensions. There is no baseline data at this time.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strength:

- Staff has developed a common language of citizenship focusing on ten characteristics.
- Students recognize the theme Good Friends, Good Students, Good Citizens.

Weakness:

- The “needs improvement” measurement of the final progress reports indicates that students’ work habits in the classroom do not consistently reflect Good Friends, Good Students, Good Citizens.
- There is no common definition of Good Friends, Good Students, Good Citizens. The common language of citizenship has not been implemented in the classrooms.
- Informal survey of staff indicated that not all staff members define Good Friends, Good Students, Good Citizens the same way.

Best Practice Research:

“Research states that schools that are infusing character education into their curricula and cultures, such as CEP’s National Schools of Character, are finding improved academic achievement, behavior, school culture, peer interaction, and parental involvement. They are seeing dramatic transformations; pro-social behaviors such as cooperation, respect, and compassion are replacing negative behaviors such as violence, disrespect, apathy, and underachievement. When you walk into a character education school – you know it. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, communities, and themselves.

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. Character education is not a "quick fix." It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.”

Taken from: <http://www.character.org/definingandunderstandingce>

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>
2.1	By June 2009 the number of students in grades 1-6 who receive a needs improvement as a final grade in the work habits section of the report card will decrease from 47 to 28 .
2.1	By June 2009 90% of the students will be able to recite the Good Friends, Good Students, Good Citizens “Jingle” and talk about what it means to be a Good Friend, Good Student and Good Citizen as measured by interviews and staff surveys.
2.1	By June 2009 100% of the staff will able to recite the Good Friends, Good Students, Good Citizens Jingle and use common terms/definitions to define what it means in our school to be a good friend, student and citizen as measured by staff survey.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
The Olde Creek Staff will define, model and integrate “Good Friends, Good Students, Good Citizens” into daily routines and procedures.							
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. Staff will create a development team to define Good Students, Good Friends, Good Citizens. The development team will: Create a jingle, create a plan for teaching and implementation and research ways to integrate theme throughout the day.	S. Robinson, C. Warren and Development Team	Common language of citizenship	X	X			Quarterly updates and recommendations from Development Team to Steering Committee.
2. Staff will incorporate the Good Students, Good Friends, Good Citizens jingle into morning news show and classroom routines.	P. Hyer and student news crew	Morning news show equipment and definition of school theme.			X	X	Quarterly updates and approval from Steering Committee, monitor morning news show.
3. Administration will begin collecting office referral data.	M. Prati and office staff	Notebook to include grade level, date, and teacher name, red office referral cards.	X	X	X	X	Quarterly check of notebook for consistent use and end of the year data analysis.

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 Olde Creek Staff will seek and provide opportunities for all students to accept and understand individual differences in the school, community and world.

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

Data Sources:

A pre-assessment in the form of a survey was given to classroom teachers at the start of the 2008-2009 school year. After analyzing this survey it could be concluded that general education and special education teachers feel that students are very accepting or mostly accepting of students despite their race, culture or disability. The survey showed that students tend to be less accepting or understanding during lunch, recess or other unstructured times when the adult is not controlling the environment. The data also showed that 27 students in grades K-6 are identified as not fitting in or being accepted by their peers. 15 out of 22 of these students are special education students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strength: Cooperative learning strategies are used in classrooms; School counselor provides character education lessons on a monthly basis

Weakness: Few opportunities exist to learn and share cultural differences within our school.

A lack of knowledge and understanding exists between general education students and special education students.

It is unclear whether the students are consistently applying strategies learned in guidance lessons without direct adult supervision. It is unclear if students are transferring skills learned in cooperative learning to real life situations.

Best Practice Research:

“The United States (and most of the world) is becoming more and more diverse as the result of immigration patterns. At least three times (Brown v. Board of Education, Title IX, PL 94-142) the United States Supreme Court and Congress have emphasized that all citizens have equal rights and opportunities. When individuals are skilled in interacting with diverse others, diversity increases productivity and achievement, makes relationships more positive and personal, and improves various aspects of psychological health.

It is only in a cooperative context that diversity is constructive (Johnson & Johnson, 1999). When individuals are competing or working individualistically, diversity tends to result in negative outcomes. Creating a cooperative learning community in the classroom and school begins with using cooperative learning the majority of the instructional day (Johnson, Johnson, & Holubec, 1998a, 1998b). Positive interdependence is then extended to the school, parents, and neighborhood.

Diversity in a classroom or school is unavoidable. Students' future career success and quality of life may depend on their skills in interacting effectively with diverse individuals. We need to utilize existing classroom and school diversity to enhance students' education while teaching them the skills and procedures required for effective interaction with diverse peers. (CLC Newsletter)”
<http://www.co-operation.org/pages/newsletter1999.html>

“In *Cooperative Learning and Desegregation*, Slavin reports that in three of four studies of cooperative learning, both white and black students in cooperative settings showed higher gains than students in control groups. However, the gains for minority students were far greater in the cooperative learning groups than in the control groups. The result was that minority students significantly narrowed the gap in achievement between themselves and their majority group classmates. Slavin suggests that for Black and Latino students the peer group is of greater importance than it is for white students. When given an opportunity to compete or cooperate, minority students are more likely to choose cooperation. When each person's academic performance benefits the group and the group's efforts benefit the individual, academic achievement becomes supported by the peer group. Cooperative learning strategies reduce the conflict between peer approval and academic performance that many minority students face. (Slavin, 1981).

There is substantial evidence that cooperative learning promotes equity in two significant ways. Slavin and Madden found that assigning students of different races to work together was consistently related to positive racial attitudes and behaviors. In addition, the academic achievement gap between minority and majority students lessens when cooperative learning is the instructional method.

In addition, the Johnsons found that students who work cooperatively have higher regard for their schools and teachers as well as their classmates. They also have higher regard for the subject they are studying and for themselves, two factors which are promising for non-traditional student / subject matches (e.g. girls / science) as well as for low achieving and at-risk students. (Kohn, 1987).”

<http://www.fldoe.org/eeop/cooperativelearning.asp>

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By June 2009 the number of students being viewed as unaccepted or misunderstood by their peers will decrease from 27 students to 0 students as measured by a post staff survey.
3.2	By June 2009, students will have gained a better understanding and acceptance of students who may be different than them in some way (race, culture, disability) as measured by student interviews with the counselor and staff survey.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will seek and provide opportunities for all students to accept and understand individual differences in the school, community and world.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Staff will participate in a pre and post survey to measure student acceptance of diversity in the classrooms.	Smith, Mack		X			X	Teacher Survey results
2. Cultures will be highlighted on the news show throughout the year.	Mack, Hyer	Cost – none	X	X	X	X	Scripts from news show
3. The school will partner with the PTA to host a heritage night and celebrate our diversity.	Mack, Fernandez, PTA	Main dish to feed 25 people \$50.00		X			Attendance
4. Teachers will integrate read alouds into their instruction focusing on diversity – cultural and special needs.	Maurizi	Related books	X	X	X	X	Student written responses; teacher lesson plans
5. The counselor and classroom teacher will collaborate in order to teach students about the importance of accepting and understanding students who may be different (race, culture, disability) through role playing.	Robinson		X	X	X	X	Guidance calendar, observations, teacher feedback

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: The Olde Creek Staff will increase student achievement in the areas of mathematics and reading in grades K-6 by differentiating instruction to meet the needs of all learners.</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: The Olde Creek Staff will define, model and integrate “Good Friends, Good Students, Good Citizens” into daily routines and procedures</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective: The Olde Creek Staff will seek and provide opportunities for all students to accept and understand individual differences in the school, community and world.</p>		<p>Supported:</p> <p>Inhibited:</p>	