

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

**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 <sup>rd</sup> Grade Teacher		
Peggy Maurizi	Reading Specialist / Parent		
Tawny Desjardins	Counselor		
Cathy Warren	Special Education		
Karen Smialek	ESOL Teacher		
Sharon Smith	1 <sup>st</sup> Grade Teacher		
Julie Needle	6 <sup>th</sup> Grade Teacher		
April Cascio	School Based Technology Specialist		
Nova Wallace	Music Therapist		
Aline Genuardi	6 <sup>th</sup> Grade Teacher		

# 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, 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 her academic goals by developing strong basic skills, problem solving strategies, effective communication skills, and positive social and citizenship qualities.
- Every child will learn critical and creative thinking, strong research skills, gain the ability to work with others, and be able to use technology effectively in order to succeed in the 21<sup>st</sup> 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**

- Technology Developmental Team: A team that meets monthly to learn and share ideas on how to effectively use the SMART Board to enhance instruction
- Teachers As Readers: All staff members meet in TAR groups one time per month as part of our school's staff development plan to read books and hold meaningful discussions in order to enhance their daily instruction
- Homework Club: Students in the secondary National Honor Society work with students one time per week on homework and building academic skills
- Project Lift: Selected students participated in this summer reading program to maintain their reading skills over the summer

### **Essential Life Skills**

- Robinson Peer Helpers: Peer mentors from Robinson Secondary who read with and who mentor Olde Creek Students
- 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 5<sup>th</sup> and 6<sup>th</sup> graders are being trained to help to mediate conflicts that arise between peers
- Mentor Program: Staff are assigned to act as mentors to at risk students

## **Responsibility to the Community**

- SCA: Student Government
- After school clubs: 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
- News Crew: Students write scripts and deliver news to students live in a daily news show
- Technology Team: A group of students who volunteer their time to assist the School Based Technology Specialist which keeps our technology in excellent condition

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan objective.*

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

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

The Olde Creek Staff will continue to focus on building relationships and implementing Best Practices into their daily instruction in order to close the achievement gap.

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**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 and DRA data is examined it can be concluded that we do have achievement gaps when looking at the performance of our subgroups in the areas of Reading and Mathematics. For the 2008-2009 school year the following data should be noted:

**Reading Performance:**

	<b>Subgroup</b>					
	Black	Hispanic	White	LEP	SWD	Fee Waiver
2009 Percent Passing:	82%	89%	98%	88%	88%	84%
2008 Percent Passing:	81%	70%	96%	72%	65%	65%
Number of students:	22	28	121	60	44	38
Point Difference:	2	19	2	16	23	19

In the area of reading, improvements were made in all subgroups when comparing results from 2008 to results from 2009. The largest achievement gap that still exists is between the White subgroup and Black subgroup with a 16 point gap.

**Mathematics Performance:**

	<b>Subgroup</b>					
	Black	Hispanic	White	LEP	SWD	Fee Waiver
2009 Percent Passing:	76%	81%	93%	<b>83%</b>	<b>69%</b>	<b>68%</b>
2008 Percent Passing:	71%	73%	95%	77%	55%	61%
Number of students:	21	26	121	58	48	43
Point Difference:	5	8	-2	6	14	7

In the area of mathematics, improvements were made in all subgroups except the subgroup White when comparing results from 2008-2009. The largest gap in the area of mathematics that still exists is between the White subgroup and the SWD and Fee Waiver subgroup with a 24 and 25 point gap respectively.

In order to make AYP this year, each subgroup must reach a pass rate of 85 in reading and 83 in mathematics. In order for the subgroup to count, there must be 50 students. Based on this knowledge, in the area of mathematics, the subgroups that are in danger of not making AYP are LEP and SWD. If we continue with an upward trend we should make AYP in all subgroups in the area of reading.

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

When reviewing the data the Olde Creek staff has done well closing the achievement gap in reading and mathematics. The factors that contributed to our success are a result of high quality teaching practices, use of alternate assessments for our special education and LEP students, consistent reading interventions, weekly collaboration with the reading teacher, individualized instruction and small group work, the seamless integration of technology, our school-wide focus on relationship building and effective use and implementation of tools and resources in eCART. As a result of these factors, improvements were made in all areas with the exception of the subgroup White in mathematic performance. Even though improvements in performance were made, from the data it can be concluded that in the area of mathematics our SWD and Fee Waiver students have the largest gap when compared to other subgroups. In the area of reading our subgroup Black has the largest gap when compared to other subgroups. For this reason and for

the purpose of this plan, these subgroups will be the primary area of focus this year. However, we will continue to work to improve in all areas even if they are not written into the plan.

### **Best Practice Research:**

An achievement gap is defined as "a persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure." Pearson, 2001

<http://www.education.ky.gov/KDE/Instructional+Resources/Closing+the+Gap/>

What can be done to close the achievement gap in schools today?

- Relationship building is essential if we want students to work hard in school ~ students need to know that their teachers care about them as people “Kids don’t care about how much you know until you show how much you care”
- Reading across the curriculum – research shows that time spent reading correlates with improved vocabulary development, a more positive attitude toward reading, greater overall academic success, and improved standardized test performance.
- Students need to learn to apply a strategy repeatedly across different subjects. When students are taught a limited number of strategies that they can apply in any subject, the use of the strategy has the potential to make the greatest difference.
- Build Background knowledge and make connections BEFORE reading a selection to help students understand and retain the content.
- The most successful teachers held students accountable for their learning, they refused to let students fail, and they put the responsibility back on the student.
- Students need multiple opportunities on assessments to show what they have learned and ultimately experience success. As long as we use them only as a means to rank students, we will miss their most powerful benefits. Students need to be given more than one chance on an assessment. This second chance gives students an opportunity for success and will help teachers determine the effectiveness of their corrective feedback to students
- It is critical to set students up for success in the classroom. Continuous success yields confidence, optimism a strong desire to succeed, a high level of effort and risk taking on the part of the learner. Repeated failure leads to pessimism, expectations of negative results, a sense of hopelessness, decreasing effort, denial and cover up.
- When feedback is given to students in the correct manner, student achievement increases considerably. A student should know with specificity what he/she needs to do to attain mastery.
- Schools with the greatest student success rate build collaboration into the school day. Teachers must have the opportunity to share their thinking, experiment with best practices, talk about the results, create best assessments, and analyze results.
- If we expect students to perform well on standardized assessments, we need to build in “endurance” training throughout the school year.

*Taken from Top Ten Tips for Closing the Achievement Gap – www.askeducation.com*

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	The achievement gap between the performance of the subgroup of white students and the subgroup of students with disabilities will decrease from a 25 point gap to a 10 point gap in the area of mathematics.
1.1.2	The achievement gap between the performance of the subgroup of white students and the subgroup of fee waiver students will decrease from a 26 point gap to a 10 point gap in the area of mathematics.
1.1.1	The achievement gap between the performance of the subgroup of white students and the subgroup of black students will decrease from a 15 point gap to a 10 point gap in the area of reading.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The Olde Creek Staff will continue to focus on building relationships and implementing Best Practices into their daily instruction in order to close the achievement gap.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Create Teachers as Readers groups that will meet monthly to research, discuss, and promote best practice strategies for teaching and learning.	Kupferschmid, Mack, Prati	A book will be purchased for each staff member: \$1,200.00	X	X	X	X	Interest survey, sign in sheets, final book reviews
2. Teachers will attend trainings about accessing and using FCPS 24-7 and eCART to find information about implementing best practices in the classroom.	Cascio	Available resources (eCART and FCPS 24-7)	X	X	X		Sign in sheets
3. Staff will continue to focus on relationship building with students based on research on how relationships impact student achievement. This will include but not be limited to teacher to student mentor program, Buddy Readers, lunch bunch with school counselor and a focus in the classroom.	Kupferschmid	Research from faculty study group presentations	X	X	X	X	Student survey based on Ferguson
4. VGLA will be expanded to mathematics in grades 4-6 for special education students.	Prati	VGLA and VAAP Resources	X	X	X		VGLA Testing list/form, IEPs

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The Olde Creek Staff will continue to focus on building relationships and implementing Best Practices into their daily instruction in order to close the achievement gap.

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Grade level collaborative teams will identify specific needs of targeted students and will develop individualized intervention plans.	Maurizi	Available resources	X	X	X	X	Grade level team notes, individualized intervention plans for targeted students
6. Grade level teams will meet 1x per week and focus on student learning. (Shift from team meeting to collaborative planning meetings)	Kupferschmid, Mack, Prati		X	X	X	X	Grade level team notes, agendas

## 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 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 checked="" type="checkbox"/> 2.7 Develop practical life skills.              |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> 2.8 Make healthy and safe life choices.                    |

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

The Olde Creek Staff will promote and model effective daily communication skills in both formal and informal settings.

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

**Data Sources:**

Based on staff observation and feedback, it can be concluded that there is a need to work with our students on effective communication skills. A survey was conducted by a staff member familiar to the students using a tally sheet. The staff member noted that when conversation was not initiated by the adult, 10 out of 110 students acknowledged the familiar adult with a socially acceptable greeting. When the familiar adult initiated conversation 36 out of 73 responded appropriately. When a familiar staff member initiated a “back and forth” conversation with students, 5 out of 60 were able to engage in a back and forth conversation without prompting from the adult.

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

The Olde Creek School community provides a safe and friendly environment for all students to communicate effectively and appropriately. Students are greeted by staff as they enter and exit the building and throughout the day in the hallways. Classrooms allow multiple opportunities throughout the day for students to work in collaborative group situations and to present orally to their classmates. An informal survey indicated that many of our students do not use effective daily communication in formal and informal situations. Staff observations indicate that students need to learn to use effective communication when interacting with adults and students.

### **Best Practice Research:**

In the book Closing the Global Achievement Gap by Dr. Tony Wagner, the author states that one of the main skills students are missing or not taught in school is how to effectively communicate. “We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it’s hard for them to create focus, energy, and passion around the points they want to make. They are unable to communicate their thoughts effectively.”

No matter how brilliant and invaluable your idea, it is worthless unless you can share it with others. For this reason, effective communication is crucial at every level of an organization. However, the ability to communicate effectively does not come easily to many people, and it is a skill that requires practice. Taken from: <http://ezinearticles.com/?The-Importance-of-Effective-Communication&id=113804>

How communication works:

- Know that communication is a two-way process.
- Know how to listen to people, make them feel valued and involved; and know when it is important to focus on individuals rather than groups.
- Be aware of different ways of communicating including electronic channels; and understand barriers to communication.
- Be aware that the child, young person or parent may not have understood what is being communicated.

“Good communication is central to working with children, young people, their families and caregivers. It involves listening, questioning, understanding and responding to what is being communicated people. It is important to be able to communicate both on a one-on-one basis and in a group context.”

<http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/commoncore/effectivecommunicationengagement/communication/>

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.7	By June 2010, 90 out of 100 students will initiate communication when seeing a familiar adult as measured by a tally survey.
2.7	By June 2010, 90 out of 100 students will respond to a greeting from a familiar adult as measured by a tally survey.
2/7	By June 2010, 50 out of 60 students will engage in a “back and forth” conversation initiated by a familiar adult as measured by a tally survey.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
The Olde Creek Staff will promote and model effective daily communication skills in both formal and informal settings.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers, counselor and social worker will incorporate lessons to model effective communication skills for students.	T. Desjardins, Mary Valad	Lesson plans		X	X	X	Monthly lessons and lunch groups
2. Art Club will create posters which model effective communication that will be posted around the building.	Nova Wallace	Paper, digital camera, markers		X	X	X	Posters throughout the building
3. The staff will model and prompt students to communicate throughout the day when adults enter a room or are seen in the hallway, cafeteria, or outside.	Twila Mack		X	X	X	X	Observations by administration
4. Selected students will participate in classroom blogs on Blackboard regarding communication scenarios.	Cascio			X	X	X	Blog entries

## 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.

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

The Olde Creek Staff will bring awareness to the effects that our daily lives have on the environment and encourage life style changes.

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**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 regarding conservation practices was given to students at the start of the 2009-2010 school year. Students were asked about their conservation practices (turning off lights, turning off water while brushing teeth, etc) at home and at school. 278 students in grades 3-6 participated in the survey. Students could earn a total of 18 points on the survey. If the students answered always to a question this was counted for 3 points, if they answered sometimes, it was counted for 2 points and if students answered never, this was counted for 1 point. The following data was collected:

Total points earned:	9	10	11	12	13	14	15	16	17	18
#of students earning that score:	2	3	5	10	29	41	54	54	42	38

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

At Olde Creek Elementary School aspects of conservation are built into the curriculum. In addition, recycling bins are used daily within the classroom and cafeteria. Staff models proper conservation techniques whenever possible. We do this by turning off lights when no one is in classroom, turning off projectors when they are not being used and using sleep mode on all computers. This year as a staff we are continuing with our effort to Go Green by posting Friday folder flyers and letters on-line and providing paper copies to only those students who do not have access to computers at home. Staff is being strongly encouraged to only copy or print items that are necessary. We are also working to conserve printer cartridges by printing in black and white. Finally, instead of printing documents and giving them to staff in hard copy, they are being posted on server folders and or the staff Blackboard site. Based on the survey one question in particular received 100 responses of “Never”. 100 students out of the 278 students surveyed responded that they had never participated in TV Turn Off week, Arbor Day or Earth day. Therefore we currently have 178 students out of the 278 surveyed who have participated in one of these activities. It could also be concluded from the survey that students did not have a true understanding about how they could positively impact our environment by making small life style changes. (Ex. Turn TV off when they are not watching it, turning lights off when they leave a room, turn water off when brushing their teeth, walk to school instead of drive to school.)

### **Best Practice Research:**

Stewardship of the environment is a 21<sup>st</sup> century strategic goal for this generation and generations to follow. There are a myriad of organizations promoting awareness of environmental health and conservation. These organizations have had a direct impact on education, as can be seen by the increasing number of schools incorporating environmental awareness into their school’s curriculum. Following are two examples of organizations endorsing environmental awareness and education.

#### **Kids for Saving Earth** states:

“The goal is to educate, inspire, and empower children to protect Earth’s environment by starting with their own habits. Stewardship of the earth and the protection of the environment begin by teaching students that they are strong enough to influence the way adults think about conservation. Also, they’ll spread the message of a healthy Earth throughout their lives. Teaching, modeling and developing conservation habits in our children is a life long goal for this generation.”

#### **The United Nations Environment Program** states:

“Action can be taken in a variety of areas to increase environmental awareness and education. Some of these categories are: responsibilities and associated consequences, awareness raising campaigns, incorporation of environmental issues in mainstream education, increasing awareness and education in target groups and encouragement of public participation in environmental matters.” Public awareness and participation is important in all aspects of enforcement, not only in understanding basic environment, but also in fostering a sense of responsibility.

#### **The United Nations Environment Program** also specifically addresses environmental awareness in teaching programs:

“Environmental awareness, although essential to good citizenship, is not always a prominent feature of education programs in institutions of primary or higher learning. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues”, moreover, education is stated to be an indispensable means of achieving environmental and ethical awareness, values and attitudes, skills and behavior consistent with sustainable development and effective

public participation in decision-making. This emphasis has influenced reform of educational systems and practices in many States already where environmental education is being introduced into the curricular of educational institutions for pre-school through institutions of higher learning.

“Mainstreaming” environmental education programs into schools as a regular part of the curriculum increase public environmental awareness and demonstrates a commitment to environmental protection. Environmental education can be integrated into existing disciplines or it can be taught as a subject in its own right. It can be taught as early as primary school as well as in adult education programs. “

Information from:

<http://www.kidsforsavingearth.org/>

<http://www.unep.org/dec/onlinemanual/Enforcement/InstitutionalFrameworks/PublicAwarenessEducation/tabid/99/Default.aspx>

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.4	By June 2010 the number of students participating in TV Turn Off Week will increase from 64% to 80% .
3.4	By June 2010 100% of students will score a 12 out of 18 or higher on the post conservation survey.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The Olde Creek Staff will bring awareness to the effects that our daily lives have on the environment and encourage life style changes.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Create and administer a pre/post survey for students to complete based on their conservation practices.	Smith		X			X	Survey and the results of the survey
2. The School Counselor and classroom teacher will incorporate lessons on conservation practices and work with students to show them how they can help make a difference with the environment.	Desjardins		X	X	X	X	Monthly Guidance Calendar, Teacher Lesson Plans
3. Olde Creek Elementary School will participate in TV Turn Off Week.	Prati, Desjardins	Flyers			X		Flyer Home to Families
4. Teachers will integrate read alouds into their LA curriculum which focus on topics of the environment in order to raise awareness.	Maurizi / Hyer	Books related to Going Green Theme		X	X	X	Books posted on Server

**RESULTS AND REFLECTION**  
**2009-2010**  
**A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b>  The Olde Creek Staff will continue to focus on building relationships and implementing Best Practices into their daily instruction in order to close the achievement gap.</p>		<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b>  The Olde Creek Staff will promote and model effective daily communication skills in both formal and informal settings.</p>		<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	
<p style="text-align: center;"><b>Responsibility to the Community</b></p> <p><b>Objective:</b>  The Olde Creek Staff will bring awareness to the effects that our daily lives have on the environment and encourage life style changes.</p>		<p><b>Supported:</b></p> <p><b>Inhibited:</b></p>	