

**Fairfax County Public Schools
School Improvement Plan
2011 – 2012**

**Olde Creek Elementary School
Cluster 3**

**Twila Mack, Principal
Kenya Champ, Assistant Principal
Margaret Prati, Assistant Principal**

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position
Twila Mack	Principal Committee Chair
Kenya Champ	Assistant Principal Committee Chair
Margaret Prati	Assistant Principal Committee Chair
Merle Toobin	K Teacher
Stacey Tomjack	1 st Grade Teacher / Parent
Patty Smalley	2 nd Grade Teacher
Margaret Boswell	3 rd Grade Teacher
Beth McCrodden	4 th Grade Teacher
Aline Genuardi	5 th Grade Teacher
Kristin Judy	6 th Grade Teacher
Peggy Maurizi	Reading Specialist / Parent
April Cascio	School Based Technology Specialist/Parent
Lisa Schmidt	Emotional Disabilities Teacher
Nova Wallace	Music Therapist ED Program
Karen Smialek	ESOL Teacher
Jeanna Squif	Guidance Counselor

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 where 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 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.
- Building a collaborative culture where teachers meet regularly in collaborative learning teams is essential for school improvement.
- We believe that building relationships with our students is the first step in closing the achievement gap and in helping all students be successful.

SPECIAL PROGRAMS

Academics

- Technology Training: School Based Technology Specialist provides regular training to staff before school, after school or during collaborative meetings on Horizon, eCART, eCART/EDSL, SMART Board instruction, and other ways that technology can support and enhance instruction.
- Homework Club: Students in the Robinson Secondary National Honor Society work with students one time per week on homework and building academic skills.
- Academic Clubs: Teachers meet with students before and after school to help reinforce mathematics, writing skills and to help build a love for the subject area.
- Language Arts After School Special: A team of teachers meet throughout the year to review best practices with implementing the “Writer’s Notebook.”
- Tutoring: Math and reading tutors are hired to help targeted students in grades 3-6 with math skills and to assist our Kindergarten students who have not met the reading benchmark.
- Math Resource Teacher: A teacher assisting students in grades K-6 who have not met the math benchmarks.
- Mentor Reading Buddies: Parents from the community are paired with students who are struggling readers to read with them throughout the week. These parents also serve as mentors and build relationships with the students.
- Reading Buddies: Upper grade classrooms are paired with primary classrooms and read together throughout the year.
- Reading Incentive Program: A summer program that encourages students to continue reading during the summer vacation.
- Read Naturally Lab: A lab for special education, ESOL and targeted students with documented fluency deficits.
- Specialized Reading Programs: Research-based programs and tiered approaches for reading are being utilized with students who are performing below grade level in reading, i.e., Foundations, Language!, Leveled Literacy Intervention (LLI)
- Advanced Math: Grade 6

Essential Life Skills

- Robinson Peer Helpers: Peer mentors from Robinson Secondary who read with and who mentor Olde Creek students.
- Good Friends, Good Students, Good Citizens: Character education theme for our school.
- 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 mediate conflicts that arise between peers.
- Mentor Program: Staff are assigned to act as mentors to selected students.

Responsibility to the Community

- SCA: Student Government
- After school clubs: Sponsored by both the PTA and teacher volunteers - Jump Rope, FLEX, Homework Club, Girls on the Run, Chess, Drama, Art, Dance, Acting For Young People.
- 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.
- Library Wagon Crew: A group of students volunteer to collect books, check them in and put them on carts to be shelved.

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 work to increase student reading and math achievement through refined Tier I instruction and by targeting specific students for Tier 2 interventions, with emphasis on Students with Disabilities (SWD), Limited English Proficiency (LEP), and Economically Disadvantaged.

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

Data Sources:

- **DRA2WA**
 - **100% of kindergarten students met end of year benchmark**
- **DRA- 1st Grade**
 - **83% total students met the year benchmark**
 - **95% of Students with Disabilities met benchmark**
 - **90% of students with Limited English Proficiency met benchmark**
- **DRA- 2nd Grade**
 - **79% total students met the year benchmark**
 - **58% of Students with Disabilities met benchmark**

- **26% of Students with Limited English Proficiency met benchmark**

When the DRA data is examined it can be concluded that overall the students at Olde Creek ES are achieving at high levels. However, when the subgroup data is examined, our Students with Disabilities and Limited English Proficient students continue to require systematic intervention and support in order to meet the required annual measurable objective.

Overall Standards of Learning Pass Rates 2010-2011 Results

Subject Area	Overall Pass Rate Grades 3-6
Reading	94%
Math	97%
History	89%
Science	88%

All subgroups passed the 2010-2011 Reading and Mathematics Standards of Learning Assessments.

Grade Level SOL Results 2010-2011

READING PERFORMANCE:

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
21 students Passed Advanced 17 students Passed Proficient 9 students Failed	42 students Passed Advanced 24 students Passed Proficient 3 students Failed	25 students Passed Advanced 34 students Passed Proficient 3 students Failed	33 students Passed Advanced 20 students Passed Proficient 2 students Failed
82% Passed	98% Passed	95% Passed	96% passed

For the 2010-2011 school year, in the area of reading, improvements were made in all subgroups. Each subgroup of 50 or more students exceeded the required 86% pass rate. For the 2011-2012 school year, each subgroup with 50 or more students, must pass at a rate of 91% in order to make AYP. The Reading VGLA remains in place for the 2011-2012 school year.

MATHEMATICS PERFORMANCE:

Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
<p>25 students Passed Advanced 18 students Passed Proficient 2 students Failed</p>	<p>55 students Passed Advanced 13 students Passed Proficient 2 students Failed</p>	<p>49 students Passed Advanced 13 students Passed Proficient 4 students Failed</p>	<p>22 students passed the 6th grade SOL Advanced</p> <p>18 students passed the 7th grade SOL Advanced</p> <p>18 students passed the 6th grade SOL Proficient</p> <p>1 student passed the 7th grade SOL Proficient</p> <p>3 students failed</p>
<p>95% Passed</p>	<p>96% Passed</p>	<p>95% Passed</p>	<p>95% passed</p>

For the 2010-2011 school year, in the area of mathematics, improvements were made in all subgroups. Each subgroup of 50 or more students exceeded the required 85% pass rate. For the 2011-2012 school year, each subgroup with 50 or more students, must pass at a rate of 90% in order to make AYP. With the removal of the math VGLA, our Fee Waiver subgroup and the SWD subgroup will be closely monitored in order to maintain current pass rates.

The chart below demonstrates a three year comparison of our students. The chart shows the growth of the students from year to year. It is important to note that each year new students join the grade level and students move out of the area. Therefore, the students being compared from year to year can vary. Overall our students have made steady improvements as they have entered the next grade level.

White Students	2008-2009		2009-2010		2010-2011	
	Math	93 %	M	98%	M	98%
	Reading	98%	R	95%	R	98%
Black Students	Math	76%	M	79%	M	91%
	Reading	82%	R	83%	R	86%
Hispanic Students	Math	81. %	M	94%	M	95%
	Reading	89%	R	82%	R	88%
LEP Students	Math	83%	M	95%	M	96%
	Reading	88%	R	86%	R	86%
F/R Students	Math	67%	M	87%	M	94%
	Reading	84%	R	74%	R	87%
Sped Students	Math	69%	M	86%	M	91%
	Reading	88%	R	75%	R	87%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

When reviewing the data, overall the students at Olde Creek Elementary School are achieving at high levels. The factors that contribute to our success are high quality teaching practices, use of alternate assessments for our special education and LEP students, consistent reading mathematics interventions, weekly collaboration with the reading teacher, continuation of collaborative learning teams who meet one time per week to focus on student learning, individualized instruction and small group work provided by tutors, parent volunteers and teaching staff, before and after school clubs, the seamless integration of technology, and effective use and implementation of tools and resources in eCART and Horizon. Our SWD, LEP, and Economically Disadvantaged students meet pass rates in Mathematics and Reading in accordance with NCLB. Many of our SWD and LEP students enter our school after the school year has begun with large learning gaps, severe behavior concerns, and significant learning deficits making it difficult for these students to demonstrate mastery of grade level curriculum on alternate assessments or on multiple choice format standardized tests. 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.

Best Practice Research:

Research tells us that the following things can be done to help struggling students meet with success:

- 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

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The Reading performance of the LEP subgroup in grades 3-6 on the Standards of Learning test will increase from a 86% pass rate to a 91% pass rate by Spring 2012.
1.1.1	The Reading performance of the Economically Disadvantaged subgroup in grades 3-6 on the Standards of Learning test will increase from a 87% pass rate to a 91% pass rate by Spring 2012.
1.1.1	The Reading performance of the SWD subgroup in grades 3-6 on the Standards of Learning test will increase from a 87% pass rate to a 91% pass rate by Spring 2012.
1.1.2	60% of the students administered the Mathematics VGLA in 2010-2011 will obtain a score of pass proficient on the 2012 Mathematics Standards of Learning Test in Grades 4-6.
1.1.2	The pass advanced rate of students taking the 2012 Mathematics Standards of Learning Test in grades 3-6 will increase 5%.

1.1.1	The reading performance of kindergarten students who did not meet the Fall 2010 Word Analysis benchmark (61) will meet or exceed the Word Analysis benchmark of 167 by Spring 2011.
1.1.1	The reading performance of 1 st grade students who did not meet the Spring 2011 Word Analysis benchmark (167) will gain at least five DRA levels on the Developmental Reading Assessment by Spring 2012 .
1.1.1	The reading performance of 2 nd grade students who did not meet the 1 st grade benchmark of 16 on the DRA in Spring 2011, will gain at least four DRA levels on the Developmental Reading Assessment by Spring 2012, which would be about one year of progress.
1.1.1	The reading performance of 3 rd grade students who did not meet the 2 nd grade benchmark of 28 on the DRA in Spring 2012, will gain at least three DRA, on the Developmental Reading Assessment by Spring 2012, which would be about one year of progress.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will increase student achievement in the areas of reading and mathematics with a particular focus on the following subgroups: Students with Disabilities (SWD) Limited English Proficient (LEP) and Fee Waiver students.						
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line		In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.		How we will monitor progress.	
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will increase student achievement in the areas of reading and mathematics with a particular focus on the following subgroups: Students with Disabilities (SWD) Limited English Proficient (LEP) and Fee Waiver students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>1. CLTs will focus on implementing the Student Achievement Cycle using the following questions as a guide.</p> <p><i>-What is it we want our students to learn?</i> Unpack Standards Putting Standards into child friendly terms</p> <p><i>-How will our team know when our students have learned the material?</i> Administer and create at least two common formative assessments per quarter that match learning targets for one subject</p> <p><i>- How will our team respond when our students have not learned the material?</i> Analyze results of common assessments using data protocol Discuss and implement intervention plans for students not meeting benchmark</p> <p><i>- How will our team respond when our students have learned the material?</i> Provide enrichment and extension activities for students who mastered the targets</p>	<p>SIP Team members</p> <p>Lead Teachers</p>	<p>Staff Training on writing SMART goals.</p> <p>Smart Goal Templates Resources from C3 Blackboard Course</p>	X	X	X	X	<ul style="list-style-type: none"> • Team Smart Goals • Quarterly cycle meetings with SIP and Team Leaders to monitor progress of Team Smart Goals. (11/10/11, 2/7/12, 4/12/12 and 5/1/12) • Data from Horizon: Assessments and reports • Attendance at collaborative meetings • Regular monitoring of eCART • Grade level math curriculum map detailing SBI's taught monthly for math
<p>2. A VGLA review team will meet quarterly to review and monitor the quality of evidence being gathered.</p>	Prati	VGLA training materials from scorer training	X	X	X	X	Student work samples will be reviewed during monthly meetings set on the master calendar

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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures												
<p>3. Language arts blocks will be structured using a multi-tier approach incorporating increasing support of instruction using research based specialized reading instruction matched to students' needs. (See criteria chart below)</p> <p>Tier I- Core instruction within the classroom using assessment to benchmark</p> <p>Tier II-Additional reading support for targeted students (double dip)</p> <p>Tier III- Intensive specialized reading interventions for students not progressing in Tiers 1 and 2</p> <table border="1" data-bbox="65 607 667 1333"> <thead> <tr> <th data-bbox="65 607 304 646">Program</th> <th data-bbox="304 607 667 646">Criteria for Student Placement</th> </tr> </thead> <tbody> <tr> <td data-bbox="65 646 304 841"><i>Read Naturally 1-6</i> (Fluency intervention program)</td> <td data-bbox="304 646 667 841">Students who fail at the intervention level on the DRA for reading rate, phasing and expression and /or below the 50 percentile on oral fluency norms. (Hasbruck &Tindal Oral Reading Fluency Data)</td> </tr> <tr> <td data-bbox="65 841 304 979"><i>Foundations K-2</i> Multi-sensory early intervention</td> <td data-bbox="304 841 667 979">K students who do not meet WA benchmark and students at intervention level for accuracy on DRA in grades 1-2. Teacher referral for decoding difficulties.</td> </tr> <tr> <td data-bbox="65 979 304 1089"><i>Language! Strategies 4-6</i> Comprehensive reading program</td> <td data-bbox="304 979 667 1089">Students in grades 4-6 reading 2 or more years below grade level.</td> </tr> <tr> <td data-bbox="65 1089 304 1200"><i>Edmark 1-6</i> Whole word sight word program</td> <td data-bbox="304 1089 667 1200">Struggling readers with decoding difficulties who exhibit strengths in whole word learning.</td> </tr> <tr> <td data-bbox="65 1200 304 1333"><i>Leveled Literacy Intervention</i></td> <td data-bbox="304 1200 667 1333">ESL students who are not making grade level DRA benchmarks.</td> </tr> </tbody> </table>	Program	Criteria for Student Placement	<i>Read Naturally 1-6</i> (Fluency intervention program)	Students who fail at the intervention level on the DRA for reading rate, phasing and expression and /or below the 50 percentile on oral fluency norms. (Hasbruck &Tindal Oral Reading Fluency Data)	<i>Foundations K-2</i> Multi-sensory early intervention	K students who do not meet WA benchmark and students at intervention level for accuracy on DRA in grades 1-2. Teacher referral for decoding difficulties.	<i>Language! Strategies 4-6</i> Comprehensive reading program	Students in grades 4-6 reading 2 or more years below grade level .	<i>Edmark 1-6</i> Whole word sight word program	Struggling readers with decoding difficulties who exhibit strengths in whole word learning.	<i>Leveled Literacy Intervention</i>	ESL students who are not making grade level DRA benchmarks.	Maurizi	<p>Foundations (Materials purchased in Spring 2011)</p> <p>Power Writing</p> <p>Read Naturally</p> <p>Lab</p> <p>Leveled Literacy Intervention kits (provided by the county)</p>	X	X	X	X	<p>Student progress within specialized programs will be monitored frequently using specialized reading program assessments. Data will be used to make instructional decisions and to determine effectiveness of the intervention for each student.</p> <p>DRA assessments to determine application of skills learned within specialized programs will be administered at least 3x yearly. These results are posted and monitored on the electronic data wall.</p> <p>Targeted students not in specialized reading programs will be assessed using the DRA at least 2xs yearly. DRA results recorded and tracked year to year on electronic data wall.</p> <p>Reading specialist will meet with teachers implementing reading programs one time per month to review data and make adjustments as needed. Data will be recorded and posted on server.</p>
Program	Criteria for Student Placement																		
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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
5. CLTs will analyze data (performance by question, data wall) and create intervention plans for each targeted student by September 30, 2012. (Targeted students are identified as students who did not meet the DRA benchmark and/or scored a 422 or lower on the reading or math SOL.)	Maurizi / Gibson	Performance by Question Data, eCART data, intervention forms, strategic intervention list	X	X	X	X	Individualized intervention plans will be saved to the server folder and reviewed at the end of first quarter to determine if interventions are successful.
6. Math instruction will be structured using a multi-tiered approach with increasing support for targeted students. <u>Tier I</u> - Core instruction within the classroom differentiating as needed <u>Tier II</u> -additional math support for targeted students (double dip) delivered by: <ul style="list-style-type: none"> • special education teacher • parent volunteers • classroom teacher • IA/ Specialists <u>Tier III</u> - Math Tutor support 3 x per week for 30 minutes or Math Specialist support 3x per week for 30 minutes		Math Tutor \$4,500.00		X	X	X	Skills needing intervention will be specified on math checklists and on intervention plans. Math checklists and intervention plans will be coded when skills have been mastered.
7. A 45 minute intervention block will be built into the master schedule to provide consistent Tier II support to students in grade 1 and 2.	Maurizi Hyer	Foundations Reading Mastery Power Writing Read Naturally	X	X	X	X	Assessment data will be reviewed by administration monthly to determine if progress is being made by students. Support will be provided by the reading specialist to assist with implementing the reading programs.

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 checked="" 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 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)*

The Olde Creek Staff will continue to focus on effective communication skills by implementing a greeting component in their morning routine. The teachers in grades 3-5 will implement the following components of Responsive Classroom: morning meetings, proactive and reactive discipline. This will lead to an improvement in student behavior in all areas of the Olde Creek Elementary school community.

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

Data Sources:

During the 2010-2011 school year, there were 125 behavior referrals from September-June. This number included bus incident reports.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Olde Creek has participated in the Responsive Classroom Study for the past two years. We were part of the control group. During the summer of 2011, the teachers in grades 3 - 5 received training in the Responsive Classroom Approach. The expectations for student behavior in the classroom varied significantly from one teacher to another. This indicated a need for a consistent approach throughout the school by using appropriate/logical consequences to address negative behaviors. This need was noticed by an increase in referrals over the past two years.

Best Practice Research:

Researchers at the University of Virginia's Curry School of Education, led by associate professor of education Sara Rimm-Kaufman, conducted a three-year longitudinal, quasi-experimental study on how the Responsive Classroom approach affects children's academic and social skills. The study yielded key findings about children and teachers at schools utilizing the Responsive Classroom approach:

- Children showed greater increases in reading and math scores
- Teachers felt more effective and more positive about teaching
- Teachers offered more high-quality instruction
- Children felt more positive about school
- Teachers collaborated with each other more

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>
2.4	By Spring 2012 the number of referrals will decrease by 10% as measured by the number of bus/teacher referrals.
2.7	By Spring 2012, 95% of our students will respond appropriately to a classmate's greeting as measured by observations by the classroom teacher.
2.2	By Spring 2012, 90% of our students in grades 3 through 5 will increase their confidence in working collaboratively with other students as measured by a pre- and post-survey taken by the students.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
The Olde Creek Staff will promote and model effective daily communication skills in both formal and informal settings.							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers in grades 3 through 5 will incorporate the Responsive Classroom approach on a daily basis throughout the year to develop students' social skills and ability to work effectively within a group dynamic.	Squif	Responsive Classroom literature	X	X	X	X	Daily observations of student communication throughout the school day. Feedback from teachers will be gathered mid-year and at the end of the year regarding students' ability to generalize social skills. Monitor number of office referrals.
2. Teachers will model appropriate morning greetings between classmates and integrate it into their daily routine beginning the first day of school and continuing throughout the year.	Mack		X	X	X	X	Regular observations by administration to determine if students are greeting other students and staff in the morning.
3. Teachers, not trained in Responsive Classroom, will attend professional development.	Mack	<i>Responsive Classroom Level 1 and Level 2 Resource Books</i>		X	X	X	Academy courses and Responsive Classroom county representative

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)*

Increase student participation in service learning initiatives which positively impact the community. The students will increase their appreciation of the environment.

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

Data Sources:

The student body at Olde Creek Elementary represents a diverse, caring, global community and plays a key role in encouraging responsible citizenship and environmental stewardship. Olde Creek students respond to global and local events that call for charitable actions. Last year, the SCA organized ‘Japan Relief’ to collect funds for the victims of the earthquake in Japan. The SCA also organized a coat drive in which the student body brought in used coats from home for donation to a local shelter. Another example of the students’ charitable nature came after the hurricane struck Haiti for which the students collected blankets for the victims.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

During the 2009-2010 and 2010-2011 school years, Olde Creek focused on awareness and implementation of conservation and recycling as a community member and school member. Conservation and recycling became a daily practice in classrooms. A new recycling program spearheaded by the SCA was instituted to collect plastic bottles in addition to paper products. Olde Creek also fosters interest in charitable works both within the school and in the community. At times of global and local need, the students become involved in charitable acts. As an extension of being a good environmental steward, Olde Creek will expand on the concept of stewardship of the earth and protection of the environment.

As part of the environmental steward expansion, Olde Creek students will contribute to the maintenance of the garden and the products will be shared among the student body. The sustainable garden project will tie into the content areas of science and social studies.

Best Practice Research:

Stewardship of the environment is a 21st 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 three examples of organizations endorsing environmental awareness and education.

Alder-elementary-school-youth-and-community-garden in Oregon states that implementing and maintaining a school garden provide the following benefits:

Teacher: Initially, the purpose was to beautify an overgrown space and to provide a green space for youth to utilize (Alder is a building surrounded by concrete and open grass, in a neighborhood with no green space). Over time, the primary purpose has grown into the garden functioning as a space where youth have ownership, experience hands-on learning, grow healthy habits, develop a relationship with nature, and foster a sense of community.

The Students: Students participate in learning that supports their school-day lessons and is built around state benchmarks. They have a space to play and to call their own, and they can get dirty. All the garden planning is completed by the students, and all the art and decoration in the garden is created by the students. Students have opportunity to taste healthy foods that they grew themselves, with the intention that this taste for vegetables will encourage healthy nutritional habits. The garden also helps to teach skills like teamwork, planning, sharing, and patience.

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 lifelong 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>

<http://gotoservicelearning.org/lesson-plan/grade-k-6-alder-elementary-school-youth-and-community-garden>

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	100% of our students in grades K-6 will participate in planting, maintaining and harvesting the garden.
3.2	100% of the students in grades K-6 will participate in global and local charitable events.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Olde Creek Staff will bring awareness to the effects that our daily lives have on the environment and encourage life style changes.							
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. Research the construction and implementation of establishing a school garden.	Prati/Genuardi/ Wallace		X				Information obtained from schools who currently have established a school garden
1. Students in grades K – 6 will participate in planning, implementing, and maintaining a sustainability project which focuses on gardening.	Prati/Genuardi/ Wallace	Lumber, soil, seeds, watering cans, stakes, etc.		X	X	X	Construction of the garden boxes and planting and maintaining the garden
2. Sustainable project will be connected to the grade level content area.	Prati/Genuardi	Grade level curriculum	X	X	X	X	Implementation and maintaining of the garden will be explored during appropriate content areas
3. Students will learn how to use this food in nutritious meals and will share their harvest with the school.	Prati/Genuardi/ Cambridge	Cafeteria supplies				X	Teacher determined
4. The SCA will coordinate local and global charitable events throughout the year.	Maurizi / Fernandez	Posters and advertisement within school		X	X	X	SCA will determine appropriateness of each event and coordinate activity