

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Annandale High School

Cluster III

John V. Ponton, 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
John V. Ponton	Principal	Evelyn Hsia	ESOL Department
Aaron Schneider	Assistant Principal/Committee Chair	Leslie Chekin	Chairperson, ESOL Department
Robert Landon	Committee Co-Chair	Blair Robertson	FCPS / SIP Advisors
Debbie Estes	Foreign Language Department	Carol Robinson	FCPS / SIP Advisors
Tim Nelson	Special Education Department		
Samantha Spinney	English Department		
Helen Silberminz	Business Department		
Isaac Boakye	Science Department		
Meghan Adair	Social Studies Department		
Peggy Capehart	Health & P.E.		
Ann Harper	Chairperson, Art Department		
Virginia Long	Math Department		
Cliff Hickman	Guidance Department		
Bill Maglisceau	English Department		
Christy Loop	MYP Coordinator		
Laura Walter	Parent		

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

Annandale High School will prepare students to become life-long learners, whose priorities include high expectations, valuing personal achievement, contributing to the local community, and the global society.

SCHOOL—MISSION STATEMENT

Annandale High School, as part of a world class school system:

- 1) Identifies and provides for the needs of a diverse community
- 2) Inspires, enables, and empowers students to meet high academic standards
- 3) Encourages students to lead ethical lives within their global community
- 4) Demonstrates responsible citizenship at the local, national, and international levels

SCHOOL—CORE VALUES/BELIEFS

Annandale High School is:

- 1) A community of life-long learners
- 2) A community that believes that all students have the ability to reach their full social, emotional, and academic potential

SPECIAL PROGRAMS

National Honor Societies
Student of the Quarter
International Baccalaureate Program
Middle Years Program
Green Atoms
Heritage Night
Student Achievement Model (SAM)
“B” Buddies
AVID

Student Achievement Goal – ACADEMICS

Black Cultural Awareness Association
Book Club
Chess Club
Theater Without Borders
Business Honor Society
DECA
Peer Mediation
Computer Science Club
Filament Literacy Magazine
Forensics Club
Antenna/Signal Yearbook
Debate Team
“It’s Academic”
JV/Varsity Math Team
FBLA
Latin Club/Latin Honor Society
Math Honor Society
Media Technology/Video Production Club
National Art Honor Society
Physics Club
Science Honor Society
Social Studies Honor Society
Technology Students Association
Thespian Society
Quill and Scroll International Honor Society

Student Achievement Goal – ESSENTIAL LIFE SKILLS

Fellowship of Christian Athletics
A-Blast Newspaper
S.A.F.E. Club

Student Achievement Goal – RESPONSIBILITY TO THE COMMUNITY

Black Cultural Awareness Association
Interact Club
East Africa Club
Key Club
Gay/Straight Alliance
Young Democrats/Young Republicans
Model UN
French Club/French Honor Society
International Cultural Club
Hispanic Leadership Club
Muslim Students’ Association
Spanish Club/Spanish Honor Society
STAND (Student Anti-Genocide Coalition) Club
SGA
Student Advisory Committee
West African Student Union
Mu Alpha Theta (Math Honor Society)

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 applies 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 checked="" 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)*

In recognition that we are an IB World School community of diverse learners, teachers will differentiate instruction by addressing the learning style of all students, thereby improving student success across the curriculum.

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

Data Sources: Virginia DOE Report Card, these are the sub groups and courses in need of improvement:

Adequate Yearly Progress (AYP)

- Reading 81% goal: Students With Disabilities (SWD) (77%)
- Math 79% goal:
 - Geometry: Black (78%), SWD (70%), Economically Disadvantage (78%)
 - Algebra II: Hispanic (74%), SWD (61%)

State Accreditation

- Science 70% goal
 - Biology: SWD (56%), LEP (69%)
 - Chemistry: SWD (66%)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- Improvement was shown in History based on collaboration between LEP and general education teachers.
- There is an ESOL/Special Education coordinator that assists teachers with referrals and administration of the LEP/SWD.
- Resources are available such as bilingual dictionaries to assist students in daily instruction and assessments.
- The creation of the ESOL developmental literacy class.
- Effective remediation budget was provided in math, which improved outcomes. AYP was met in specific subgroups; remediation increased 1% overall for Black students (1% Algebra I, 14% Geometry, 2% Algebra II), 4% overall for SWD (25% Geometry, 15% Algebra II), 4% overall for Hispanic students (9% Algebra I, 5% Geometry), 3% overall for Economically Disadvantaged students (7% Algebra I, 3% Geometry, 2% Algebra II).
- Availability of some teachers after school to allow students to retake assessments in order to attain learning goals.

Weaknesses:

- SOL remediation requires financial and staffing resources that are not consistently available.
- Disproportionate ratio of students to staff.
- Course scheduling without incorporating Diploma Program and Middle Years Program requirements restricts access to progression from MYP to DP.

Best Practice Research:

DuFour's concepts that support Professional Learning Communities. Robert Marzano's book, Classroom Instruction That Works, outlines research-based strategies used for increasing student achievement. Additionally, Rachel Billmeyer and Mary Lee Barton's Teaching Reading in the Content Areas: If Not Me, Then Who?, provides a broad array of strategies to use in the classroom, including but not limited to: identifying similarities and differences, summarizing, note taking, non-linguistic representation, vocabulary development, background knowledge, reflection, and familiarity with the textbook layout.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The student pass rate for sub group Students With Disabilities (SWD) on English reading SOL will increase from 77% to 81% in 08-09 School year (SY).
1.1.2	<p>The student pass rate for sub group black for Geometry SOL will increase from 78% to 79% in 08-09 SY. The student pass rate for sub group SWD for Geometry SOL will increase from 70% to 79% in 08-09 SY. The student pass rate for sub group Economically Disadvantaged for Geometry SOL will increase from 78% to 79% in 08-09 SY.</p> <p>The student pass rate for sub group Hispanic for Algebra II SOL will increase from 74% to 79% in 08-09 SY. The student pass rate for sub group SWD for Algebra II SOL will increase from 61% to 79% in 08-09 SY.</p>
1.1.3	<p>The student pass rate for sub group SWD in biology will increase from 56% to 70% in 08-09 SY. The student pass rate for sub group Limited English Proficiency (LEP) in Biology will increase from 69% to 70% in 08-09 SY.</p> <p>The student pass rate for sub group SWD in Chemistry will increase from 66% to 70% in 08-09 SY.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: In recognition that we are an IB World School community of diverse learners, teachers will differentiate instruction in order to improve student success across the curriculum.

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. Provide staff development for differentiation strategies regarding teaching to <i>all</i> learning styles.	Christy Loop, IBMYP coordinator	TBD	x	x	x	x	<ul style="list-style-type: none"> • MYP Unit plans include differentiation instructional resources • Sign in sheets for professional development opportunities determined and attended by staff. • BB postings (there will be an MYP BB site). • Exit pass that determines usefulness and applicability of in-services.
2. Provide opportunities for interdepartmental collaboration.	Leslie Chekin, ESOL Department Chair	TBD	x	x	x	x	<ul style="list-style-type: none"> • Quarterly Collaboration Reports
3. Provide opportunities for remediation.	Brian Dunnell, History Department Chair	TBD	x	x	x	x	<ul style="list-style-type: none"> • Attendance sheets for afterschool • New structure of FLEX
4. Provide opportunities for extension or enrichment.	Erin Albright, IBDP Coordinator	TBD	x	x	x	x	<ul style="list-style-type: none"> • Enrollment in advanced courses for 9-12th graders • Completion of MYP rates (Records of Achievement and Certification) • Enrollment and matriculation of DP • Subgroups rates of matriculation in general diploma.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: In recognition that we are an IB World School community of diverse learners, teachers will differentiate instruction in order to improve student success across the curriculum.

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. Provide training to faculty as needed to encourage cooperative learning as pedagogy and to learn how to have students communicate their learning orally and in writing.	Administration & Department Chairs			X	X	X	
6. Teach students to reflect on their own learning preferences and their work as a means of developing more autonomy, self-direction, and foundation for life-long learning.	AHS staff		X	X	X	X	
7.							
8.							
9.							
10.							

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)*

Faculty and Staff will expand their repertoire of strategies to improve character education among the Annandale Community.

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

Data Sources:

The data used to support the essential life skills objective are: number of suspension/expulsions, number of discipline referrals issued, total number of yearly attendance F's, student survey regarding extra-curricular activity.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic/Instructional *strengths* include: the Leadership program, Green Atoms (recycling team), peer tutoring program, Hispanic Leadership Club, the Peer Mediation program, multi-cultural student groups, IB/MYP as a curriculum model, the SAM program, and the Dean of Students position.

Programmatic/Instructional *weaknesses* include: limitations of technology (SASI cannot record flex attendance), inconsistent enforcement of school rules and policies, inconsistent consequences to student discipline as determined by administration, and the inability to accurately track flex attendance.

Best Practice Research:

Implementation of the MYP areas of interaction, the IB learner profile, the Just World Project, and the Teacher Cadet Handbook as used by the peer tutoring program are all examples of best practice research with respect to building character education.

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	The percentage of 2008/2009 student suspensions, in relation to total school population, will decrease from 8.7% (07/08) to 6.5%.
2.1	The percentage of 2008/2009 student expulsions, in relation to total school population, will decrease from .84% (07/08) to .75%.
2.1	The percentage of attendance F's assigned quarterly for 2008-2009 school year, in relation to the total number of grades assigned (which is approximately 71,400), will decrease by 10% from the previous school year.
2.1	Gather baseline data to represent the percentage of students, in relation to total school population, that participate in an extra-curricular activity.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty and Staff will expand their repertoire of strategies to improve character education among the Annandale Community.							
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. Librarian presentations to 9 th grade English students regarding ethical use of research practices	Janet Pfeiffer	As needed	X	X	X	X	Master calendar for library, number of plagiarism offenses
2. Incorporate information regarding attendance policies into parent workshops through parent resource center, liaisons, guidance office, and Blackboard	Rebecca Julca	Mailing materials Compensation for hours, translations as needed	X	X	X	X	Master Calendar for Student Services, Agendas for meetings/workshops
3. Advocating for flex attendance tracking in ClassXP	Pamela Gravitte	As needed	X	X	X	X	Work with software company to modify attendance program.
4. Professional development through collaboration regarding classroom management	Aaron Schneider	As needed	X	X	X	X	
5. Advocating for the need of extra-curriculum activities	Staff	Surveying materials and staff to collect and organize data	X	X	X	X	
6. Repeat SR&R presentations throughout school year at the beginning of each quarter	Administration Team & Chris	As needed	X	X	X	X	Number of disciplinary infractions
7.							
8.							
9.							
10.							

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)*

Faculty and Staff will encourage and promote students to have a greater sense of responsibility toward their community.

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

Data Sources: Observations of amount of wasted paper and trash (cans and bottles), low membership in service clubs, complaints from surrounding neighborhood (regarding trash and behavior), growing student participation in community and service program (MYP).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths – Green Atoms, Community Service as MYP standard; Community Service Graduation Requirement; Specific Departments, Teams, and Classes encourage community service opportunity; B Buddies; Hispanic Leadership Club; Key Club; SAFE Club; Young Democrats; Young Republicans; STAND for Conscience; Interact/Just World Project; SAM (Student Achievement Model). National Honor Society.

Weaknesses – Lack of consistency of co-curricular recycling program; budding MYP; lack of communication between community and student body; lack of collaboration/coordination between clubs; limited faculty participation and support

Best Practice Research: Best Practice Research includes the School Board’s New Learning Goals and Youth Development and Youth Serve America Research. In addition, “Communities with high levels of citizen engagement will come closer to solving some of the key challenges facing our society today.” (Corporation for National and Community Service, “Volunteering in America: 2007 City Trends and Rankings”, 2007)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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 Goals)</i>
3.2	33% of all ninth grade students will complete 25 hours of community service by the end of their ninth grade school year.
3.2	100% of all Government students will complete their community service requirement (15 hours).
3.2	100% of students will use the classroom blue recycling bins.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.							
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. Notify students of community service information	Debbie Estes	As Needed	x				Present MYP community and service information at Ninth Grade Transition Program. Signs, announcements, fliers. Channel 6 News.
2. Promote student participation in clubs with community and service objectives.	Bill Maglisceau	As needed	x	x	x	x	Survey of Freshmen orientation at Club Fair. Announcements Student bulletin/ fliers Channel 6 News Information station at BTSN
3. Document community service hours.	Meghan Adair	Reflection Logs	x	x	x	x	Government class service logs IGPro assessment MYP Log Book monitoring / safe keeping Quarterly counts of community service hours by Humanities Teachers.
4. Use blue recycling bins in the classroom.	Tim Nelson Christina Eagle	Recycling bins	x	x	x	x	All School email announcing recycling. Classroom checklist of bin use.
5.							
6.							
7.							
8.							
9.							

SCHOOL IMPROVEMENT PLAN OBJECTIVE: 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.

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.	
10.							

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: <i>Teachers will expand their repertoire of strategies to improve student reading comprehension and reading ability level across the curriculum.</i></p>	<p>For English we did not meet the goal.</p> <p>Biology we did not meet the goal but progress was made</p> <p>In History, the goal was met and exceeded.</p> <p>Math teachers emphasized vocabulary prior to new units in order to create a level playing field for all students, regardless of their background.</p>	<p>Supported: Close collaboration and common planning (History); funding for instructional materials (bilingual dictionaries, for example).</p> <p>Math department shared readings on strategies to improve instruction and reading in the mathematics classroom.</p> <p>Inhibited: lack of common planning time, increased class size/unpredictable number increase between Spring and Fall (predictability of student mobility)</p>	<p>Interdepartmental collaboration and increased communication.</p> <p>Provide time for common planning.</p> <p>Staff development in department meetings.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: <i>Faculty and staff will expand their repertoire of strategies to improve character education among the Annandale Community.</i></p>	<ol style="list-style-type: none"> 1. SASI and EDSL data needs to be analyzed regarding Attendance F's and suspension data. 2. Regarding Ethics and Technology in the Information Age Program, a Leadership class began work on a school-wide survey of attitudes relating to ethical use of computers. 3. Teachers perceive that Internet ethics and tardies have not improved. 4. Some staff believe that plagiarism is still a major problem. 5. ESOL coordinated with administration and guidance to improve the discipline issues. 6. Social Studies used collaboration to implement classroom management strategies. 7. ESOL staff used peer meditation successfully. 	<p>Supported:</p> <ol style="list-style-type: none"> 1. Administration support and consistent discipline action has improved. 2. Identified ESOL students at Risk. 3. ESOL supported peer mediation. 4. Teachers continuously reminded students about the honor code. <p>Inhibited:</p> <ol style="list-style-type: none"> 1. Constant transition in the MYP program. 2. Lack of parental awareness and support. 3. Inability of ClassXP to record flex attendance 4. Inconsistent enforcement of school rules and policies. 5. Lack of completion or compilation of data from Ethics and Technology survey. 	<ol style="list-style-type: none"> 1. School needs to be more consistent about following disciplinary policy and action. 2. Continue to increase student awareness of positive and negative effects of technology. 3. Improve ways to collect supporting data.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Responsibility to the Community</p> <p>Objective: <i>Faculty and staff will encourage and promote students to have a greater sense of responsibility toward their community.</i></p>	<p>3.2: 33% of all Ninth grade students will complete 25 hours of community service by the end of their ninth grade. Result: Data not available for identification of percentage.</p> <p>3.2 100% of all Government students will complete their community service requirement (15) hours. Result: 90% completion.</p> <p>3.2 School will develop and implement an effective recycling program in which the entire school participates. Result: Data not collected</p> <p>32. School administration will build and sustain partnerships with local business community. Results: Data not available.</p>	<p>Supported: MYP curriculum. FCPS requirement for graduation. Green Atoms and school wide recycling program. MYP community service Departmental participation.</p> <p>Inhibited: MYP Coordinator left: No data assembled. Inconsistent pick-up. Limited opportunity for participation.</p>	<p>Need to modify means of measuring student participation and hours required.</p> <p>Recommend that Original Performance Indicator be modified because original indicator was written as a strategy and not an indicator. Changed to, “100% of students will use classroom blue recycling bins.”</p> <p>Recommend that 4th Indicator be abandoned because it is not student focused.</p> <p>**Note**Research the “Civic Seal” program for 11th and 12th grade students.</p>