

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

CENTREVILLE HIGH SCHOOL

Cluster 7

Michael S. Campbell , Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position
Adkins, Darren	World Language Dept. Chair
Borah, Brian	English Dept. Chair
Brandon, Marina	ESOL Dept. Chair
Burke, William	Performing Arts Chair
Campbell, Michael S.	Principal
Dorr, Amanda	Special Education Teacher
Ewing, Rob	Assistant Principal/Committee Chair
Hadden, Anita	Social Studies Chair
Hwang, Eunae	Math Dept. Teacher
Killinger, Kris	Visual Arts Chair
Komara, Stephen	Assessment Coach
Leftwich, Claire	Career Center Specialist
Miller, Noel	Media Center Specialist
Paganin, Dave	Guidance Director
Ritchey, Terri	AP Coordinator
Sherer, Kristen	Career and Tech. Ed Teacher
Strobl, Katherin	Physical Education Teacher
Vallozzi, Jarred	Science Dept. 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.

SCHOOL—VISION STATEMENT

We will utilize a Professional Learning Community that encourages and supports all students to perform at a high level of achievement. By understanding the individuality of our students, CVHS will cultivate citizenship, responsibility, and respect.

SCHOOL—MISSION STATEMENT

Centreville High School ensures a high quality learning environment where each student is given the opportunity to cultivate their individual gifts and talents. Through content learning communities, we provide all students with the opportunities to achieve academic success, develop lifelong leadership skills, and become productive and responsible citizens. We foster a culture of caring and encourage our students to strive for excellence in all endeavors.

SCHOOL—CORE VALUES/BELIEFS

- ✓ Bring enthusiasm to the classroom
- ✓ Strive so that all students learn regardless of circumstance
- ✓ Model good behaviors, values, and accountability
- ✓ Listen to students and promote self-esteem and confidence
- ✓ Work with other department members to develop instructional strategies to help students learn
- ✓ Help students self monitor and assess
- ✓ Emphasize the importance of relationships between faculty, staff and students.



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics

by Cluster and School

CLUSTER 7 CENTREVILLE HIGH Category	June 2009		June 2010		June 2011	
	#	%	#	%	#	%
ETHNICITY						
ASIAN	662	29.95	674	30.48	674	29.92
BLACK (NOT OF HISPANIC ORIGIN)	204	9.23	208	9.41	208	9.23
HISPANIC	233	10.54	262	11.85	319	14.16
WHITE (NOT OF HISPANIC ORIGIN)	1,020	46.15	973	44.01	955	42.39
OTHER	91	4.12	94	4.25	97	4.31
	<u>2,210</u>		<u>2,211</u>		<u>2,253</u>	
GENDER						
FEMALE	1,088	49.23	1,072	48.48	1,120	49.71
MALE	1,122	50.77	1,139	51.52	1,133	50.29
	<u>2,210</u>		<u>2,211</u>		<u>2,253</u>	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	1,932	87.42	1,946	88.01	2,044	90.72
LIMITED ENGLISH PROFICIENT**	278	12.58	265	11.99	209	9.28
	<u>2,210</u>		<u>2,211</u>		<u>2,253</u>	
LEP LEVELS						
01-LEVEL 01 ENTERING	42	15.11	28	10.57	15	7.18
02-LEVEL 02 BEGINNING	44	15.83	32	12.08	22	10.53
03-LEVEL 03 DEVELOPING	58	20.86	54	20.38	40	19.14
04-LEVEL 04 EXPANDING	22	7.91	33	12.45	65	31.10
05-LEVEL 05 BRIDGING	112	40.29	118	44.53	67	32.06
	<u>278</u>		<u>265</u>		<u>209</u>	
ENGLISH LANGUAGE SERVICES***	97	4.39	97	4.39	88	3.91
FEE WAIVER						
NO FEE WAIVER	1,826	82.62	1,757	79.47	1,753	77.81
FREE OR REDUCED FEES	384	17.38	454	20.53	500	22.19
	<u>2,210</u>		<u>2,211</u>		<u>2,253</u>	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	2,034	92.04	2,011	90.95	2,065	91.66
SPECIAL EDUCATION LEVEL 1	105	4.75	97	4.39	107	4.75
SPECIAL EDUCATION LEVEL 2	176	7.96	198	8.96	188	8.34
SPECIAL EDUCATION SERVICE						
ADAPTIVE PHYSICAL EDUCATION	0	0.00	0	0.00	1	0.34
AUTISM	12	4.27	11	3.73	9	3.05
DEAF/HARD OF HEARING	1	0.36	2	0.68	1	0.34
EMOTIONAL DISABILITIES	6	2.14	9	3.05	6	2.03
INTELLECTUAL DISABILITY	0	0.00	9	3.05	3	1.02
INTELLECTUAL DISABILITY SEVERE	0	0.00	1	0.34	6	2.03
LEARNING DISABILITIES	248	88.26	261	88.47	267	90.51



FAIRFAX COUNTY PUBLIC SCHOOLS
School Demographics
by Cluster and School

Category	June 2009		June 2010		June 2011	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE						
MILD RETARDATION	10	3.56	2	0.68	0	0.00
PHYSICAL DISABILITIES	0	0.00	0	0.00	1	0.34
SEVERE DISABILITIES	2	0.71	0	0.00	0	0.00
SPEECH/LANGUAGE IMPAIRMENT	1	0.36	0	0.00	0	0.00
WORK AWARENESS TRANSITION	1	0.36	0	0.00	1	0.34
	<u>281</u>		<u>295</u>		<u>295</u>	
MOBILITY						
MOBILITY RATE		10.34		10.03		11.06

**Percentage of FCPS Students Passing the Virginia Standards Of Learning (SOL)
CENTREVILLE HIGH**

Performance Bands for Standards of Learning Tests 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				93%
	Black			84%	
	Hispanic			85%	
	White				96%
	Economically Disadvantaged			86%	
	Students with Disabilities Limited English Proficient		72%	88%	
2009-2010	All Students			89%	
	Black		71%		
	Hispanic			84%	
	White				93%
	Economically Disadvantaged		79%		
	Students with Disabilities Limited English Proficient	65%		84%	
2008-2009	All Students				92%
	Black		76%		
	Hispanic			88%	
	White				94%
	Economically Disadvantaged			85%	
	Students with Disabilities Limited English Proficient		70%		91%
Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011	All Students				95%
	Black			89%	
	Hispanic				93%
	White				96%
	Economically Disadvantaged				93%
	Students with Disabilities Limited English Proficient		75%	87%	
2009-2010	All Students				95%
	Black	*	*	*	*
	Hispanic				96%
	White				99%
	Economically Disadvantaged				94%
	Students with Disabilities Limited English Proficient		78%		91%
2008-2009	All Students				97%
	Black				93%
	Hispanic				96%
	White				98%
	Economically Disadvantaged				95%
	Students with Disabilities Limited English Proficient			80%	91%

* = Subgroup with less than 50 students
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

**Percentage of FCPS Students Passing the Virginia Standards Of Learning (SOL)
CENTREVILLE HIGH**

Performance Bands for Standards of Learning Tests 2009 through 2011

History Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students			86%	
	Black		75%		
	Hispanic		71%		
	White				
	Economically Disadvantaged		72%		
	Students with Disabilities	62%			
	Limited English Proficient	69%			
2009-2010					
	All Students				96%
	Black				
	Hispanic				
	White				98%
	Economically Disadvantaged				
	Students with Disabilities			88%	
	Limited English Proficient			88%	
2008-2009					
	All Students				93%
	Black			84%	
	Hispanic			89%	
	White				97%
	Economically Disadvantaged			86%	
	Students with Disabilities			82%	
	Limited English Proficient			89%	
Science Performance					
2010-2011					
	All Students				93%
	Black			84%	
	Hispanic				
	White				95%
	Economically Disadvantaged			87%	
	Students with Disabilities		74%		
	Limited English Proficient			85%	
2009-2010					
	All Students				91%
	Black			82%	
	Hispanic			80%	
	White				95%
	Economically Disadvantaged			83%	
	Students with Disabilities			82%	
	Limited English Proficient		78%		
2008-2009					
	All Students				91%
	Black				
	Hispanic		78%		
	White				95%
	Economically Disadvantaged		75%		
	Students with Disabilities		72%		
	Limited English Proficient			82%	

* = Subgroup with less than 50 students
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

SPECIAL PROGRAMS

Academics

9th Grade Academy:

The Freshmen Academy provides 60 rising freshmen an opportunity to become more successful at Centreville High School as they make the difficult transition from middle to high school. The 60 students are divided into 4 sections of 15 students each. They are identified by Liberty Middle School and these are students who are not currently receiving support services. The Academy is scheduled during the constant period so that the students attend every day. Four core teachers will lead the seminar.

Academic Wall of Fame:

The Academic Wall of Fame was first initiated in 2010. In cooperation with various department, athletic teams, and clubs, the school administration has created a section of wall dedicated to highlighting students and teachers throughout the school year that have earned awards and acknowledgements.

Advanced Placement Diploma:

This program is offered in English, Social Studies, Math, Science, Foreign Languages, and Fine Arts. Enrollment is open to all students committed to rigorous college level work.

Honors/AP Mentor Program:

Centreville is conducting a mentor program for students new to Honors and AP programs. Teachers of core disciplines refer students to work with a “skills” mentor throughout the year if they fall below a C in their course.

CTE Completer Seal:

Students who have completed a prescribed sequence of courses as well as either a) earned a B or better average in said courses, b) passed a certification exam, or c) acquired a professional license are eligible to have a CTE Seal added to their diploma.

Fall Sports Study Hall:

The football program has instituted a mandatory study hall for all freshman football players. This period of quiet study was created to help improve student grades and time management skills. The study hall meets twice a week for 45 minutes immediately after school. A Centreville High School teacher runs the program and the football staff helps monitor this time of quiet study. The quiet study time is open to all fall athletes and faculty members monitor the program.

Honor Roll Breakfast:

Once per quarter, the administration and counseling staff hold an honor roll breakfast to acknowledge any student that has made the “All A” honor roll.

Honor Society:

National Honor Society: The CVHS Honor Society recognizes outstanding high school students and honors those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

Content Honor Societies: Math, English, French, German, Latin, Spanish, Thespians, Science, Business, Social Studies, Tri-M Music, and Art. **Art Honor Society:** We are designating a wall in the school as an art gallery on which the art teachers and students from their classes will hang monthly art work. The wall is called WAG or Wildcat Art Gallery and will be a way for students to display their work throughout the year and promote the various art courses that we offer. We are also entertaining the idea of opening up an after school art club which anyone can join. It will probably meet once a month and be a safe environment for students to share art ideas, bring in outside speakers who are professional in the arts and have students be able to create work without it being a graded effort.

The goal of the National Art Honor Society is to promote and enhance the Visual Arts. Students invited to join NAHS recognize the effort, attitude and sense of dedication in the field of art. They demonstrate the highest quality in art scholarship, service and character. Chapter 1947 has demonstrated these goals by assisting the art teachers in hanging art work throughout the school, promoting a variety of art activities in their monthly meetings, broadening the scope of the visual arts, decorating the bulletin board in the A hallway, first floor, with seasonal messages and decorating the windows in the sub school for the winter season. We also decorate pumpkins in the main office during the autumnal season. This is a display of the talent we have in our school.

For community outreach, we participated last year in sponsoring a needy family for the holidays and provided several meals and gifts for them. Students decorated the boxes for presentation and delivered the donations to the family. We will do that again this year. We will be participating in face painting for the “Walk for Life” event this next spring. It will take place here at Centreville. We also did face painting at the Back to School Festival to promote school spirit through art.

Performing arts:

We have a fully functioning electronic music lab with student trained tech assistants helping with music department needs, but also available for recording needs throughout the school. The lab is also used to teach film scoring with students creating their own animated films and scores. Reflecting the diversity of our school, ensembles explore world music sounds with guitars, ukuleles, requintos, contrabass, percussion, woodwinds, strings, and voice. Jazz Ensemble, Symphonic Orchestra and a full four year guitar program are available at CVHS (not typically available at most schools). Tri-M Honor Society chapter is in its 4th year and gaining momentum. This year our board is attending a leadership conference. We have recitals for undergrads and seniors. Our meetings include guest speakers discussing a variety of topics: a college auditions, how to practice, careers in music. Tri-M will supply tutors for CATS time for music students.

Science and Engineering Fair:

Working on a science fair project provides a student (or team of students) with a unique opportunity to gain firsthand knowledge and hands-on experience in a particular area of scientific interest. A science fair project is a challenging extracurricular assignment that permits exploration of a topic not otherwise covered in depth in regular coursework.

Teacher Cadet Program:

This is an elective class offered to juniors and seniors interested in pursuing a career in education. The students have the opportunity to earn Foundations of Education credit from Shenandoah University. From mid-November to mid-May, Centreville students go to five pyramid schools (Union Mill ES, Centreville ES, Centre Ridge ES, Colin Powell ES and Liberty MS) twice a week to observe and assist teachers in the classroom.

Wildcat Time/ C.A.T.S. (Faculty-Communication Achievement Teamwork Success/Students-Choices Academics Tutoring Success):

CATS Time provides a dedicated 30 minutes of time every school day for remediation, enrichment, personal planning, and meetings for professional learning communities. During CATS each day, CVHS mandates remediation with their teachers for students with failing grades on an interim report or quarterly report card. Students with passing grades in all subjects are rewarded with the choice of what to do with this time. Choices for the students include teachers classrooms, computer labs, media center, participation in voluntary tutoring programs, and time in the cafeteria. Once a week during CATS Time, each department will be allotted one 30 minute period for teachers to meet with their CLT teams to plan and assess student learning.

Writers' Lab:

The English department in conjunction with George Mason University will create, train, and staff a writing center to offer writing help to the entire student population at Centreville. The "lab" will serve as an elective, "Advanced Academics." Students using the lab services will do so on a volunteer basis.

Wildcat Art Gallery:

The Wildcat Art Gallery is a wall dedicated to highlight what is happening in the art classes. This wall showcases a variety of student work and actually gets the students excited about what is being done in the art department.

In conjunction with the Gallery, the art department has also attained 25 new computers for the Photo Lab which will be essential in bringing the photo classes into the digital age. We are one of few photo labs in the county with this set up.

Responsibility to Community

2012 After Grad:

Each year, Centreville High School's PTSA sponsors an After-Grad Celebration; an all-night, drug and alcohol free party organized by parents for our graduating seniors. The event draws 90 percent of the senior class.

Bill Writing Activity:

Centreville High School will travel to Richmond to argue the bill that they have created in Government class. They then present the bill in front of the General Assembly.

Civics Seal:

A greater emphasis on community involvement has lead to an increase in the number of civic seals granted over the past years. Social Studies teachers continue to emphasize community involvement and support the efforts of their students in this endeavor. Government teachers, in particular, continue to provide and encourage students to become actively involved in the community. We will have a tracking person who will be keeping a total for the student's career. The government teachers will continue to collect the completed application and provide encouragement.

CTE Auto Servicing:

Students enrolled in the CVHS automotive Technology Program learn and perform various automotive skills from the daily running of an automotive shop, servicing an entire automobile to tougher tasks like diagnosing today's more complicated emission and electronic systems. CVHS automotive technology classes have a large customer base consisting of faculty and the surrounding community. In conjunction with Student Auto Sales (S.A.S) CVHS Automotive Technology students repair donated vehicles and resell them to the public with seventy five percent of the proceeds returning to the CVHS Auto Tech program and another fifteen percent returning to FCPS students in the form of scholarships.

Election Page Program:

Thirty students from Centreville High School volunteer on election-day to serve as election pages. The students assist election officers with various tasks during the day beginning with setting up the polls, directing voters to the proper voting locations, assisting the elderly and disabled, closing down the polls, and providing support as requested. The election pages complete a three hour training class prior to election-day.

Gumbo Concerts:

Two popular concerts are hosted by the Guitar Department each year featuring students performing original and cover works in a professional concert setting. Participation in these concerts is open to the entire CVHS student body and can employ any style of music or performance. The winter concert features only original student written compositions. Gumbo XX and XXI will be held in February and May of 2012. These concerts began in 2002.

International Night:

Started in the 2005-2006 school year at CVHS, International Night was created to help students demonstrate the unique attributes of their culture: songs, dances, and foods. All students attending foster an appreciation for the various cultures within the school.

Keep-In-Touch:

Parents of Fairfax County Public Schools (FCPS) students and employees of the school system are automatically enrolled in the KIT Basic service. FCPS central offices and schools use KIT Basic to communicate emergency, delayed opening and school closing information, attendance, and outreach messages (this includes news and announcements from your child's school). Basic contact information from the student information system and the employee databases are uploaded to the KIT system. It is important for parents to keep their child's emergency contact information up to date.

Minority Outreach Programs:

In an effort to reach under-represented populations, the student services department has initiated two parent programs: Korean Parent Night and Hispanic Parent Night. A guidance counselor and parent liaison facilitated these two meetings. Issues that are covered include academic planning, college choices, and parent involvement.

New Teacher Orientation:

Centreville's New Teacher Orientation provides all new teachers and staff members an opportunity to meet prior to the new school year. This not only gives new staff a chance to get to know one another, but also provides information about the school as a whole. Activities include meet and greets with administration and the guidance department, tutorials in the media center and computer labs, and a tour of the school. New teachers and staff also receive Centreville memorabilia, such as pens, lanyards, yearbooks, and t-shirts, that help them feel more welcome and integrated in the Wildcat community.

Pyramid Art Show:

The annual Pyramid Art Show not only promotes students' responsibility of learning professionalism in running a galleried art show, but also gets community, parents, faculty, and administration involved.

Pyramid Band and Choir concerts:

The Choral and Band Pyramid Concerts showcase the programs from elementary school through high school. It is an opportunity for vertical articulation between all of the feeder schools in our pyramid. It enables parents to see the progression that the students make as singer/musicians, from their early years to maturity. Bands and choirs from all the elementary schools in the Pyramid are featured in the performances.

SAIC Partnership:

Centreville High School and SAIC have forged a positive, mutual relationship where employees from both the school and company work together to ensure students success. Students have contributed to SAIC through an art logo contest and have displayed student art at the SAIC building twice yearly. The SAIC employees have donated their time to judging our science fair, guest speakers, and Saturday tutoring. They also proctor for our AP testing, which frees up the counselors to help seniors in the final weeks of school. This relationship continues to develop each year.

Writers' Conference:

The Centreville English department hosts a Writers' Conference in the spring in order to foster creative writing for students in grades 9 through 12. The students have the opportunity to submit writings, one act plays, short fiction, music lyrics, and poetry. The English teachers give the students the invitation, but it is not assigned work. The conference hosts approximately ninety selected student writers each year. We have published poets, authors, and journalists volunteer a day to work with our Centreville writers. The authors and student writers work in small groups reading student writings, and discussing revisions and ideas for improvement.

Wildcat Booster Clubs:

The purpose of the various CVHS Booster Club is to 1) provide the additional funds needed to operate the special programs at Centreville High School above and beyond the monies received from Fairfax County Public Schools; 2) promote school spirit and sportsmanship throughout the wildcat athletic and arts community; 3) try to ensure that every student-athlete, performer, and spectator has a positive experience; and 4) improve the overall quality of the athletic and arts programs.

Wildcat Weekly:

To facilitate communications, the Wildcat Weekly is a free email newsletter offered by the Centreville HS PTSA that delivers news and updates directly to parent inboxes.

<i>ESSENTIAL LIFE SKILLS</i>

Attendance Incentive Program:

Each quarter the administration and counseling staff award various prizes, including gift cards, to students that have a zero tardy record during each quarter. A student is given a slip of paper per class that the student has a zero tardy policy. Then, the student deposits the slips in a box for a drawing each day. This program has improved our tardy rate tremendously.

Certification Programs:

Offered through the CVHS Career and Technical Education Department (CTE), students may earn nationally recognized certifications in such areas as computer technology, personal finance, accounting, automotive technology, criminal justice, and marketing. Centreville has also earned the honor of becoming an AYES Automotive Repair Program Site. As a result, students have the opportunity to earn NATEF Certification from Automotive Service Excellence (ASE).

CVHS Honor Code:

Based on the input of faculty, staff and students Centreville High School’s Administrative Staff and Department Chairs established an Honor Code that is in effect for each and every student at Centreville High School. This code defines how students should conduct themselves while honestly pursuing their education. It defines what constitutes cheating, plagiarism and fraud, and how this behavior is detrimental to student success and will not be tolerated at Centreville High School.

Ethics Week and Wildcat Spirit Award:

CVHS held their first Ethics Week during the 2007-2008 school year. This year we will hold the event in the spring, and it will consist of 3 separate activities that emphasize the importance of exhibiting positive character. These activities will include ethical discussions during Plus, rewards/prizes for students “caught doing something good” by a staff member, and the Wildcat Spirit Awards that will be held following the events. Prizes will also be given to students with perfect attendance each quarter.

Financial Literacy:

Intermediate level ESOL students are introduced to financial literacy through a program called the High School Financial Planning Program (HSFFP) developed by the National Endowment for Financial Education (NEFE). The student workbooks (provided free of charge) are designed for grade-level native speakers of English. The materials are scaffolded. Students learn the fundamentals of financial literacy such as balancing a checkbook, using credit, the principals of mortgages and financing cars. Various financial programs are incorporated into the CTE curriculum as well. These programs include Junior Achievement guest lecturers and The Reality Store program presented by a branch of a local credit union.

Freshman/New Student Orientation:

Since 2008, rising freshman and students new to Centreville High School were again invited to an orientation session the week before school began. Students were given an opportunity to find their lockers and classrooms, meet their teachers and administrators, and attend their first pep rally in the gymnasium. Transportation was provided.

Information Literacy

The media center, in collaboration with faculty, teaches information literacy skills through targeted, specific lessons at each grade level. Freshmen and sophomore instruction focuses on the responsible use of technology, respect for copyright, reliability of information sources, and utilization of available resources. Upper grade instruction refines the previously mentioned skills, and focuses on analyzing, organizing, and sharing information in order to exchange ideas, develop new understandings, make decisions, and solve problems.

Leadership and Resiliency Program:

The Leadership and Resiliency Program (LRP) is a school and community-based substance use prevention and mental health promotion program for high school students (14 to 19 years of age). Through the use of group, alternative and community volunteer activities, LRP works to enhance the internal strengths and resiliency of participants, while preventing involvement in substance use and violence. LRP is designed for selective and indicated populations in mainstream and alternative high schools. Participants can enroll during their first year of high school and participate until graduation. The program focuses on three main resiliency areas: goal setting, healthy relationships, and coping strategies.

Male Academic Forum

The Male Academic Forum is a monthly provided opportunity for African American male students (identified by either counselor or administrator) to meet with FCPS administrators for discussion and mentorship. Based on the data of discipline referrals and failing grades, students are invited to attend four sessions, meeting once a month from Feb-May. Students have reported that they enjoy the program for its emphasis on academic, social and cultural discussion and the opportunity to ask questions of visiting administrators. The program will continue this year.

Peer Mediation:

Through Peer Mediation class at CVHS, students are trained in the process of listening to disputant's stories and assisting them in finding peaceful ways of making their situation better. The final step of Peer Mediation is to draft an agreement between the two disputing parties so that each person leaves feeling they've worked out their differences and possibly avoiding further conflict, violence, and need for Administrative intervention.

2010-2011
RESULTS AND REFLECTION
Academics

A Focus on Continuous Improvement

SIP Objective: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
English	.At the end of the 2010-2011 school year, all subgroups will score at or above 90% for the English Reading SOL measured by SOL reports generated by CVHS Assessment Coach.	LEP – yes 90.24% SWD – no 76.06% Hispanic – yes 94.44% Black – yes 93.10%	Supported: 11 th grade general program continues to use for common assessments based on SOL reading and writing objectives. These assessments will target sub populations needing support.	Reading: The supported populations with decreases are targeted for CATS time SOL work in English Reading as a proactive measure.
English	At the end of the 2010-2011 school year, all subgroups will score at or above 90% for the English Writing SOL measured by SOL reports generated by CVHS Assessment Coach.	LEP – yes 91.38% SWD – no 77.94% Hispanic – yes 97.01% Black – yes 91.38%	Employ E-cart end of fall semester juniors. Department will look at "trends," skill areas of strengths and weaknesses. Inhibited: All sub populations were not supported. Hispanic achievement continues to increase due to support and faculty liaison. The same support is needed for the Black and Special education population. Proposed solution: End of year 10th grade: Use E-cart modified SOL exam as an end of course 10th grade predictor for 11th grade English skill focus.	Plus: The department will look at data on attendance in relation to non passing score on the E-cart exam. That is one target area; therefore, we need attendance data. Writing: Teachers will continue instruction and strategies to strive for a 90% pass rate. Remediation and extra help sessions will be offered during CATS time.

Math	At the end of the 2010-2011 school year, all SOL math subgroups will close the achievement gap by 3% measured by SOL reports generated by CVHS Assessment Coach.	<u>Algebra I:</u> LEP – no .58% SWD – yes 12.44% Hispanic – no 2.11% Black – yes 16.81% <u>Geometry:</u> LEP – yes 18.85% SWD – yes 3.31% Hispanic – no 2.00% Black – yes 19.31% <u>Algebra II:</u> LEP – yes 8.71% SWD – yes 4.09% Hispanic – yes 8.58% Black – no .61%	Supported: All SOL subjects continue to use CLT for common assessments based on ECART and SOL results. Inhibited: SWD, Hispanic, and Black populations need more support in the classroom. The students need to know that all SOL’s are to be passed and not made aware that they only need one math. The alternative option for SWD students of a Modified Diploma was a hindrance to the pass rate, distracting them from the credits they need for the standard diploma.	We will use the 4 day a week CATS time to provide students with SOL questions and practice. High level math student tutors will provide one-to-one/small group tutoring sessions as well. We will identify “at risk” students by end of 1 st quarter. These students will be provided an additional remediation/intervention program. Teachers will continue to use CLT and make assessments and structure learning according to the data results from ECART and classroom assessments. We will implement Kagan structures in the classroom to motivate learning.
Math	At the end of the 2010-2011 school year, SOL scores in math classes for SWD students will increase by 3% measured by SOL reports generated by CVHS Assessment Coach.	Algebra I – yes +13.07% Geometry- yes +5.73% Algebra II- no +1.82%		We will continue to stock all of the self contained classrooms with graphing calculators.
Math	At the end of the 2010-2011 school year, SOL scores in math classes for Black students will increase by 3% measured by SOL reports generated by CVHS Assessment Coach.	Algebra I – yes +18.07% Geometry- yes +21.73% Algebra II- no -1.66%		
Math	At the end of the 2010-2011 school year, SOL scores in math classes for Hispanics will increase by 2% measured by SOL reports generated by CVHS Assessment Coach.	Algebra I – no -.85% Geometry- no +.42% Algebra II- yes +6.31%		

Social studies	At the end of the 2010-2011 school year, all subgroups will score at or above 90% for the VA History SOL measured by SOL reports generated by CVHS Assessment Coach.	LEP – no 66.67% SWD – no 58.57% Hispanic –no 75.68% Black – no 77.42%	Supported: Shared best practices in content CLT’s; Use of Plus/CATS to remediate/enrich; Use of Ecart and a variety of SOL review materials in preparation for spring 2011 SOL’s Inhibited: The SOL test standards were changed.	Social Studies teachers will continue work in CLT’s and share best practices and improve their knowledge of the SOL standards in order to show continued growth on SOL scores, while focusing of the overall passing score for all subgroups. More SOL review times will be devoted in class.
Social Studies	At the end of the 2010-2011 school year, all subgroups will score at or above 90% for the World History I SOL measured by SOL reports generated by CVHS Assessment Coach.	LEP – no 73.77% SWD – no 54.84% Hispanic –no 72.41% Black – no 75.64%	Supported: Shared best practices in content CLT’s; Use of Plus/CATS to remediate/enrich; Use of Ecart and a variety of SOL review materials in preparation for spring 2011 SOL’s Inhibited: The SOL test standards were changed.	Social Studies teachers will continue work in CLT’s and share best practices and improve their knowledge of the SOL standards in order to show continued growth on SOL scores, while focusing of the overall passing score for all subgroups. More SOL review times will be devoted in class.
Social Studies	At the end of the 2010-2011 school year, all subgroups will score at or above 90% for the World History II SOL measured by SOL reports generated by CVHS Assessment Coach.	LEP – no 61.96% SWD – no 67.61% Hispanic –no 62.50% Black – no 76.19%	Supported: Shared best practices in content CLT’s; Use of Plus/CATS to remediate/enrich; Use of Ecart and a variety of SOL review materials in preparation for spring 2011 SOL’s Inhibited: The SOL test standards were changed.	Social Studies teachers will continue work in CLT’s and share best practices and improve their knowledge of the SOL standards in order to show continued growth on SOL scores, while focusing of the overall passing score for all subgroups. More SOL review times will be devoted in class.

<p style="text-align: center;">Science</p>	<p>At the end of the 2010-2011 school year, LEP Biology students will score at or above 70% measured by SOL reports generated by CVHS Assessment Coach.</p>	<p>90.48% pass rate</p>				<p>Supported: Utilized common assessments to identify teacher specific strengths and weaknesses by strand; Shared best practices in CLT time to address weaknesses identified through analysis of common assessments; Used CATS time to enrich and remediate</p>	<p>The Science Department will continue to implement remediation programs, work in CLT's, and share best practices to increase SOL scores and close the achievement gap for all subgroups.</p>
<p style="text-align: center;">Science</p>	<p>At the end of the 2010-2011 school year, all science subgroups will close the achievement gap by 2% measured by SOL reports generated by CVHS Assessment Coach.</p>	<p style="text-align: center;">Biology</p>				<p>Inhibited: Lack of time for SOL Blitz; No program in place to support at-risk students in months prior to SOL assessment</p>	
			<p>09-10</p>	<p>11-12</p>			
		<p>LEP</p>	<p>30.11 %</p>	<p>4.86%</p>	<p>Yes</p>		
		<p>SW D</p>	<p>15.73 %</p>	<p>27.54 %</p>	<p>No</p>		
		<p>His p</p>	<p>19.43 %</p>	<p>4.23%</p>	<p>Yes</p>		
		<p>Blk</p>	<p>15.05 %</p>	<p>5.34%</p>	<p>Yes</p>		
		<p style="text-align: center;">Chemistry</p>					
			<p>09-10</p>	<p>10-11</p>			
		<p>LEP</p>	<p>16.95 %</p>	<p>8.03%</p>	<p>Yes</p>		
		<p>SW D</p>	<p>11.17 %</p>	<p>16.39 %</p>	<p>No</p>		
		<p>His p</p>	<p>12.13 %</p>	<p>7.68%</p>	<p>Yes</p>		
		<p>Blk</p>	<p>.89%</p>	<p>8.54%</p>	<p>No</p>		
		<p style="text-align: center;">Earth Science</p>					
			<p>09-10</p>	<p>10-11</p>			
		<p>LEP</p>	<p>33.42 %</p>	<p>31.72 %</p>	<p>No</p>		
		<p>SW D</p>	<p>15.01 %</p>	<p>27.60 %</p>	<p>No</p>		
		<p>His p</p>	<p>22.94 %</p>	<p>5.4%</p>	<p>Yes</p>		
		<p>Blk</p>	<p>29.94 %</p>	<p>19.11 %</p>	<p>Yes</p>		

Science	At the end of the 2010-2011 school year, black students will score at or above 70% for the Earth Science SOL measured by SOL reports generated by CVHS Assessment Coach.	75.76% pass rate Yes		
Science	At the end of the 2010-2011 school year, LEP students will score at or above 70% for the Earth Science SOL measured by SOL reports generated by CVHS Assessment Coach.	63.16% pass rate No		
Science	At the end of the 2010-2011 school year, LEP students will score at or above 80% for the Chemistry SOL measured by SOL reports generated by CVHS Assessment Coach.	84.72% pass rate Yes		
Health & PE	During the 2010-2011 school years, the PE and Health department will utilize visual technology demonstrations.	2009-2010 60% implementation 2010-2011 67% implementation	Supported: Installation of Smartboards in health rooms; ideas for instruction on Bb and using Smartboards Inhibited: Limited time to complete new assignments using the Smartboard; limited time at start of year for collaboration due to many meetings our first week back and Plus period instead of CLT the first ½ of 1 st quarter.	The focus will now shift from the entire department using the visual technology piece to just the health teachers within the department. This should increase our usage.

ESOL	<p>At the end of the 2010-2011 school year, ESOL: 80% of the students will increase their language proficiency to the next level measured by student evaluations and end-of-year statistical reports.</p>	<p>76% pass rate for Beginners</p> <p>87% pass rate for intermediate level 2 to advanced level 3 students</p>	<p>Supported: The Level 1.2 class was smaller and the English proficiency levels of the students were more uniform. This allowed for less differentiation of instruction and more time and intensity given to advancing students in the curriculum.</p> <p>Inhibited: About 25% of the students who enroll in the beginner level have limited or interrupted schooling but are placed in high school because of their age. This is especially challenging for older students who also have interruptions in schooling.</p>	<p>The low beginner level continues to present a need for greater differentiation. Some of the ongoing efforts by the ESOL department include in all levels:</p> <ul style="list-style-type: none"> • Students are moved during the school year to the high beginner level as soon as they have met the benchmarks for advancement. • More Science and Social Studies content is used in the curriculum to help with English. • Students will be offered a chance to practice speaking during CATS with an ESOL student who has demonstrated exceptional English speaking skills.
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ESOL	<p>At the end of the 2010-2011 school year, 80% of the students who are recommended to exit the ESOL program will be approved by the ESOL office and will enter mainstream classes measured by student evaluations and end-of-year statistical reports.</p>	<p>72% exit rate from ESOL advanced level to mainstream English classes.</p>	<p>Supported: Use of FCPS ESOL curriculum and homework time given at the end of the class period. Students were administered WIDA test in classrooms by ESOL teachers.</p> <p>Inhibited: The score for exit was based on an adjustment from the previous year. Students needed a WIDA composite score of 3.6 to enter Advanced level but were required to achieve a score of 5.0 to exit. Some exceptions this year only were for students who achieved the grade level literacy score but not the overall composite score.</p>	<p>All students entering Advanced Level this year had a WIDA composite score of 3.9 or greater. This increases our chance of the students' achievement one point rise in the WIDA composite score to exit from ESOL. Also, the teacher has presented new strategies for during and post reading to develop the student's cognitive thinking skills.</p>
Resource Staff	<p>At the end of the 2010 – 2011 school year, Student Services will work to ensure that 98% of the freshman class passes 6 or more classes.</p>	<p>For 2009-10, 501 9th grade students had passing grades in 6 or more classes. There were 569 students total in 9th grade. Percentage = 88%</p> <p>For 2010-11, 528 9th grade students had passing grades on 6 or more classes. There were 615 students total in 9th grade. Percentage = 85.8%</p>	<p>Supported: We implemented a formalized Freshman Transition Program. This program, started by the county, provides a structure to help students get on track. It gets the whole school involved and offers hands on lessons in everything from study skills and time management to understanding your transcript.</p> <p>Inhibited: Many of the on-going activities that we have done in the past were not a priority, such as mandatory parent-teacher-administrator conferences, after school study halls and other interventions. The 1st semester was also a very short time period for which to see the results of the Freshman Transition Program. The end of the year may make more sense to see accurate results.</p>	<p>Student Services has made more realistic and measurable indicators to see the results of our efforts. We are also working to complete the Freshman Transition Program by the end of the 1st quarter in order to achieve quicker results.</p> <p>We are also offering the Freshman Academy to at-risk students who had difficulty passing the 8th grade SOLs. This course will ensure that the chosen freshmen have additional academic support within the school day.</p>

<p style="text-align: center;">Resource Staff</p>	<p>At the end of the 2010 – 2011 school year, Student Services will increase the percentage of first generation students that it provides enhanced preparation for college, through programs such as College Partnership and educational support groups, by 10%.</p>	<p>2010: 198/462 answered question</p> <p>93% of these 198 reported that they were attending a college and we sent a final transcript for them.</p> <p>2011: 40 students were in the college partnership.</p>	<p>Supported: We increased our efforts to educate first generation college applicants by first, identifying those students either through the College Partnership Program, or by asking students to provide this information at our senior seminar that we run to kick off their senior year. That data was used to identify students who could use extra support. The Career Center Specialist and Spanish Liaison recruited these students for programs such as Alcanza, and counselors invited them to participate in small group workshops on the college process. We also used Family Connections, announcements, and direct student contact to market the College Partnership Program as a resource for first generation students.</p> <p>Inhibited: We are in the process of building a baseline of data to track our work with first generation students and the relevant outcomes. Such students do not easily self-identify for many reasons including cultural. Many students who we know are first generation do not accept our help because of cultural expectations.</p>	<p>Because such a large number of students at Centreville, including those who are first generation, attend 2 and 4 year colleges, we have modified our goal for this year. We are working to ensure that we are providing enhanced services to these students. Many of these students do not accept our services and apply to college and for financial aid without consulting resources other than their parents or family friends. Our goal has been revised for next year to increase our outreach to these students.</p>
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Resource Staff	At the end of the 2010 – 2011 school year, the Student Services department will work to increase enrollment in AP and honors courses by 10% for all subgroups excluding white and Asian subgroups.	Please refer to the AP reflections on page 29.		
Resource Staff	At the end of the 2010-2011 school year, yearend failures will decrease by 2% measured by D/F list generated by SIP.	<p>D&F Totals for 2009-10 = 1619</p> <p>D&F Totals for 2010-11 = 1690.</p>	<p>Supported: SOL subjects continue to use CLT for common assessments based on ECART and SOL results. CATS time was used throughout the building to work with at-risk students.</p> <p>Inhibited: SWD, Hispanic, and Black populations need more support in the classroom. Helping the students find motivation to pass their classes maintains to be difficult. Students lacked motivation for success because they do not need certain SOLs for graduation. The alternative option for SWD students of a Modified Diploma was a hindrance to the pass rate, distracting them from the credits they need for the standard diploma.</p>	<p>We will use the 4 day a week CATS time to provide students with instructional remediation, SOL questions and practice.</p> <p>We will identify “at risk” students by end of 1st quarter. These students will be provided an additional remediation/intervention program.</p> <p>Teachers will continue to use CLT and make assessments and structure learning according to the data results from ECART and classroom assessments.</p>

2010-2011
RESULTS AND REFLECTION
Essential Life Skills

A Focus on Continuous Improvement

SIP Objective: The staff at Centreville High School will promote a fair and honest learning environment to facilitate academic success and to encourage the development of responsible and ethical members of society.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
CVHS	During the 2010-2011 school year, at least 50% of underclassmen will complete a needs assessment to help direct future programming for the Student Services Department.	A needs assessment was not given to the underclassman this past year.	Inhibited: lack of time and staff facilitation did not allow this to happen.	We will be doing a school-wide needs assessment for the 2011-2012 school year.
CTE	At the end of the 2010-2011 school year, there will be 3 students certified in peer mediation evidenced by an end-of-year report by the Peer Mediation sponsor.	09-10 zero mediators 10-11 9 mediators	Inhibited: A change in teachers made this challenging. Students cannot become certified until their teacher/trainer is fully certified. As the new teacher was in process, the students were ineligible to certify.	We need to ensure stability in the program's leaders in order to provide the students with better opportunities. We must continue to work on certifications in Peer 2 during years in which the course is offered.

CTE	<p>At the end of the 2010-2011 school year, CTE courses will increase the number of industry certifications achieved by completer students in qualifying classes by 5% measured by CTE end-of-year report.</p>	<p>2009:</p> <ul style="list-style-type: none"> • Business students earned a total of 305 certifications in IC3, MCAS, W!SE and NOCTI. (75 students earned more than 1 certification!) • 19 Criminal Justice 2 students passed NOCTI • 24 Auto Tech kids passed NATEF certification for either Steering and Suspension, Electricity and Brakes. • 8 Fashion Marketing kids certified in either Sales or Customer Service. <p>2010:</p> <ul style="list-style-type: none"> • Business students passed a total of 327 certification tests in IC3, MCAS, Adobe, W!SE and NOCTI. (1 student earned 4 certifications this year alone!) • 26 Criminal Justice 2 students passed NOCTI • 22 Auto Tech kids passed NATEF certification for either Steering and Suspension, Electricity and Brakes. • 28 Fashion Marketing kids certified in either Sales or Customer Service. 	<p>Supported: FCPS purchased unlimited vouchers for the students to take practice tests online in the areas of IC3 and MCAS. This practice significantly increased our pass rate on the 3 part IC3 exam. We were also able to test throughout the year instead of solely in April/May again giving students more opportunities for practice and success.</p> <p>Our largest area of increase is in the business courses. The number of certifications possible in CJ or Auto is currently limited by the small class size of the upper level courses.</p>	<p>We must continue to integrate practice tests and review questions into daily lessons in computer classes to maintain our high IC3 pass rate.</p> <p>We need to encourage students who earn one certification early in the year to continue their practice efforts with the goal of earning a second certification.</p>
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<p style="text-align: center;">Health & PE</p>	<p>At the end of the 2010-2011 school year, driver education failure rate will decrease to 15% measured by quarterly grades and end-of-year report by the PE Department Chair</p>	<p>06-07 Failure rate 20% 07-08 Failure rate 12% 08-09 Failure rate 19% 09-10 Failure rate unknown 10-11 Failure rate 19%</p>	<p>Supported: Use of FCPS curriculum; make-up time permitted during CATS time and after school; ESOL students placed in DE later in the year</p> <p>Inhibited: Hours of instruction missed compared to hours that a teacher can make-up with the student. Unexcused absences can have a grave consequence on a student's grade.</p>	<p>Student absences need to be decreased in order for failure rate to improve.</p>
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2010-2011
RESULTS AND REFLECTION
Responsibility to the Community
A Focus on Continuous Improvement

SIP Objective: To improve student responsibility to the community, CVHS faculty and staff will provide resources and information about various community and service based activities.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
History	At the end of the 2010-2011 school year, the amount of Civic Seals awarded to Centreville High School graduating seniors will increase to 75 seals measured by a Student Services report.	Awarded: 09-10 71 seals 10-11 86 seals	Supported: US/VA Government teachers were provided with a list of seniors who qualified academically for the Civic Seal; US/VA Government teachers provide students with service learning opportunities Inhibited: Articulation problem in regard to recording the students calculating the 50 hours of community service requirement for the Civics Seal	US/VA Government team will collaborate with other FCPS high schools to develop an action plan to increase the visibility of the Civics Seal requirements to students in all grades US/VA Government team will continue to post service learning opportunities in classrooms and on blackboard sites There will be a vertical articulation and a person recording the students' volunteer hours.

CVHS	At the end of the 2010-2011 school year, we will conduct two school beautification projects to improve the appearance of the school campus measured by student attendance and community service log hours.	Beautification days were held in August and May	Supported: Effective communication from the school promoted a high participation rate within the school community.	Continue to utilize the CVHS resources to maintain an attractive school campus
CVHS	During the 2010-2011 school year, Student Services will form an advisory board made up of all community stakeholders to provide input on how we can better serve the school and community.	We did not have a student advisory board.	Lack of faculty sponsorship.	We will not continue this program.
CVHS	During the 2010-2011 school year, Student Services will enhance relationships with community organizations and leaders to better meet our community needs. Student Services will offer after school and evening programs, such as Financial Aid Night to the CVHS pyramid. Performance will be measured through attendance and post event surveys.	Event date: October 2010	Supported: career center organized and developed a parent involved night program.	Financial Aid night program will be help in October 2011.
Health & PE	At the end of the 2010-2011 school year, 9th grade students will become certified in CPR with a 90% pass rate measured by an end-of-year report by the PE Department Chair.	2009-2010 Pass Rate 94% 2010-2011 Pass Rate 93.3%	Supported: Purchasing of additional equipment to provide more hands-on training time. Inhibited: One instructor per 35-40 students proves to be difficult in that you cannot get around to all students every class; an entirely new curriculum will be taught in the 2011-2012 school year which may affect our data.	Continue to post teaching cues in classroom. Provide practice sheets for students in class and on Blackboard. Stress the importance of having CPR certification.

**2010-2011
RESULTS AND REFLECTION
Advanced Placement Program
A Focus on Continuous Improvement**

Participation and Performance of students taking AP will increase

Enrollment	10/11 AP Class Make-Up 44% White 39% Asian 4% Black 8% Hispanic 4% Other Total Enrollment 54% (excluding 9 th grade) *Using total population 40%	10/11 % of student body by race enrolled in AP classes 55% White pop take AP Classes 70% Asian pop take AP classes 28% Black pop take AP Classes 32% Hispanic pop take AP Classes 5% Other pop take AP Classes *excluding 9 th grade	11/12 % of student body by race enrolled in AP classes 60% of White pop take AP Classes 70% of Asian pop take AP Classes 40% of Black pop take AP Classes 33% of Hispanic pop take AP Classes 58% of Other pop take AP Classes *excluding 9 th grade
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Increase of students earning a 3 on an AP Exam will occur

Performance Students Passing 1 AP exam with a 3 or better	09/10 29.7% 10 th grade 42.0% 11 th grade 43.8% 12 th grade Total School: 57.5%	10/11 22.6% 10 th grade 44.0% 11 th grade 45.0% 12 th grade Total School: 63.4%
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Outcome/Participation: We have been successful in increasing our minority population in AP classes.

Outcome/Performance: Overall passage rates increased for both 11th and 12th grade students. Our school's overall total also indicated higher passing scores. This indicates students are developing greater mastery as they advance in grade level.

Reflection: We continue to use AP Potential to increase minority enrollment and this year plan to work more closely with the counselors to increase these demographics. We have shown a large increase in Black enrollment this year. Upper level AP teachers have gone to underclass courses to encourage enrollment and generate interest. AP teachers in the 11th/12th grade have worked diligently on keeping students in the classroom and diversifying their teaching strategies. All AP teachers are certified for the AP Audit and attend summer workshops to keep skills current.

Will Do

Mentor Program – 2011-2012

Grade Distribution of Students Enrolled in Summer Institute from 1st to 2nd Quarter

Race	Grade Increase	Same Grade	Grade Decrease
Black (18 students) 15%	24%	29%	35%
Hispanic (16 students) 13%	20%	33%	33%
Other (6 students) 4%	60%	0%	6%
Asian (32 students) 29%	42%	12%	33%
White (43 students) 38%	40%	24%	28%
Totals: 115 students	35%	19%	31%

*some students were tracked in more than 1 class

Outcome: These students are referred by teachers because this way we reach the at-risk students who traditionally do not self select into these programs. These students are in danger of earning a D, F or C. This data indicates mixed results and is a bit misleading because many of the students who had a grade decrease when from a C to a C-. However, we didn't have as much success this year as we have had in the past. There were several reasons for this. Several of our mentors had life experiences that prevented them from working as closely with the mentees as in the past. Also, several of our AP teachers had medical issues and were not there the entire year. Overall we did have an impact considering we are working with the most challenged students and we were able to keep them enrolled in the courses. Research indicates that even if a student is unsuccessful in passing the AP exam – they are still better prepared for college course work.

Reflection-Implementation and Ways to Strengthen Program:

Our mentor program will be undergoing changes as several past mentors will be unable to continue. New mentors may take some time to develop strategies with the students. We will continue to work on skill development and more personalized attention with a focus on diversity. Mentors will work with students during “Cat” time and closely communicate with the core teacher, but push students to learn self advocacy. It might be more helpful to reduce the student/mentor ratio if possible as well as involve the counselors more.

Will Do: Be respectful and contributing participants in school and community

Outcome: AP students traveled to Richmond to argue the merits of a bill written by students and submitted through our state senator. The students presented their findings to the Senate subcommittee and were dressed appropriately, deferent to the political leaders and represented our school with decorum.

Reflection: This is a positive experience for our students and a way for them to develop self-confidence in outside school settings. Working to promote a bill proposal idea written by students builds a strong connection between school and community.

STUDENT ACHIEVEMENT GOAL—ACADEMIC

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 checked="" type="checkbox"/> 1.1.1 English language arts
<input checked="" type="checkbox"/> 1.1.2 Mathematics
<input checked="" type="checkbox"/> 1.1.3 Science
<input checked="" type="checkbox"/> 1.1.4 Social studies

<input type="checkbox"/> 1.2 Communicate in at least two languages | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input checked="" type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

<input checked="" type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

To narrow the academic achievement gap among all subgroups and all content areas, intense remediation will be provided during scheduled CATS and Plus periods for all students at CVHS.

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

Data Sources:

- Spring SOL scores from 2010-2011 school year. (Based on the highest score per student)

	Adv Pass	Pass	Fail	% Passing
Algebra I	38	287	24	93.12%
Algebra 2	77	240	39	89.04%
Geometry	316	378	41	94.42%
Biology	182	409	32	94.86%
Chemistry	116	372	38	92.78%
Earth Science	44	139	24	88.41%
Eng Reading	309	201	21	96.05%
Eng Writing	266	218	18	96.41%
VA History	80	383	62	88.19%
World I	104	420	82	86.47%
World II	50	404	97	82.40%

Knowledge of Programmatic Strengths and Weaknesses

Strengths:

- Following the initial year of utilizing CATS (2 days per week), the staff decided to move the program to a daily occurrence to provide increased opportunities for students with an F to improve their performance.
- Marking period grades are distributed to the administrators and counselors to increase the awareness of those students who are struggling with their academics.
- Instructional departments are very aware of the benefits that will result from the various PLC teams. This cooperative attitude will be a strength to our overall program.

Weaknesses:

- We are still struggling to address the needs of our SOL subgroups in all 4 core subjects.
- The short period of time between initial SOL testing and make-ups is a challenge.

Best Practice Research

- All Systems Go (Michael Fullan)
- Revisting Professional Learning Communities (Dufour, Dufour, and Eaker)
- Dan Mulligan Presentation, August 2009
- The Global Achievement Gap (Tony Wagner)
- Enhancing Professional Practice (Charlotte Danielson)
- Centreville High School focuses on input from our CLTs to look at test results.
- Our student's success drives our decision making for remediation programs, incentive programs, and instructional practices.
- Our teachers are committed to providing unique and creative additional support when the traditional learning environment displays ineffective results.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	At the end of the 2011-2012 school year, yearend failures will decrease by 2% measured by D/F list generated by SIP.
1.1	At the end of the 2010–2011 school year, Student Services will work to ensure that 90% of the freshman class passes 6 or more classes.
1.1	At the end of the 2011-2012 school year, Student Services will increase the percentage of first generation students that it provides enhanced preparation for college, through programs such as College Partnership and educational support groups, by 10%.
1.1	At the end of the 2011-2012 school year, the Student Services department will work to increase enrollment in AP and honors courses by 10% for all subgroups excluding white and Asian subgroups.
1.1.1	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the English Reading SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.2	At the end of the 2011-2012 school year, SOL scores in math classes for SWD students will score at or above 90% measured by SOL reports generated by CVHS Assessment Coach.
1.1.2	At the end of the 2011-2012 school year, SOL scores in math classes for Black students will score at or above 90% measured by SOL reports generated by CVHS Assessment Coach.
1.1.2	At the end of the 2011-2012 school year, SOL scores in math classes for Hispanics will score at or above 90% measured by SOL reports generated by CVHS Assessment Coach.
1.1.3	At the end of the 2011-2012 school year, SWD students will score at or above 90% for the Biology SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.3	At the end of the 2011-2012 school year, SWD will score at or above 90% for the Chemistry SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.3	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the Earth Science SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.4	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the VA History SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.4	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the World History I SOL measured by SOL reports generated by CVHS Assessment Coach.
1.1.4	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the World History II SOL measured by SOL reports generated by CVHS Assessment Coach.
1.4	At the end of the 2011-2012 school year, ESOL: 80% of the students will increase their language proficiency to the next level measured by student evaluations and end-of-year statistical reports.
1.4	At the end of the 2011-2012 school year, ESOL: 90% of the students will increase their Biology skills to the next level measured by student evaluations and end-of-year statistical reports.

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.4	At the end of the 2011-2012 school year, ESOL: 90% of the students will increase their World History skills to the next level measured by student evaluations and end-of-year statistical reports.
1.4	At the end of the 2011-2012 school year, 80% of the students who are recommended to exit the ESOL program will be approved by the ESOL office and will enter mainstream classes measured by student evaluations and end-of-year statistical reports.
1.5	During the 2011-2012 school years, 100% of the Health Teachers in the PE Department will utilize visual technology demonstrations.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.							
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. All teachers will implement a 10-15 minute practice time within the class period.	All CVHS teachers	None	x	x	X	x	Student grades and homework completion will be measured quarterly to see if it helps with homework completion.
2. PLUS Time: Every teacher will provide additional remediation and enrichment during the designated 30 minute time period to all students.	Centreville Faculty and Staff	None	x				Attendance and Grades will be measured quarterly to see if the additional remediation is helping the students.
3. During CATS, teachers will remediate students that have received an F on the previous report card.	Centreville Faculty and Staff	Clipboards	x	x	X	x	Student attendance and failing interim/quarter grades based on D/F list will be measured bi-quarterly to what students need to remain or be added to the list for CATS remediation.
4. The math dept. has partnered with specific tutors to work with the at-risk failure students in math courses.	All Math Dept. Teachers/ Math Honor Society Tutors	None	x	x	X	x	Grades will be measured quarterly to determine which students need additional tutoring.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. The SWD (Self-Contained) Geometry CLT created and is using a computer based curriculum with the students to improve the SOL pass rate through a one-on-one learning environment, individualized lessons, and self-paced videos.	Maggie Contreras and Amanda Dorr	Computers, paper, cds, headphones, tables	x	x	X	x	Progress charts and grades will be measured quarterly to determine if the students are benefiting from the instruction.
6. Honor Society students will be tutors in the classroom during CATS time to improve failing grades.	Cathy Beatty and Honor society students	None	x	x	x	x	Grades will be measured bi-quarterly to determine what students need tutors during CATS.
7. All teachers will observe one teacher both within their content and one outside their content to improve best teaching practices	Alexis Wenzel and All teachers	None	x	x	x	x	Teachers will report to dept. chairs once per semester and meet with the observed teacher and observer to discuss best practices and strategies.
8. Each department will have 30 minutes of designated CLT time each week.	All departments/ teachers	None	x	x	x	x	Department chairs will meet periodically with each CLT team measured monthly.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
9. Each SOL CLT team will implement a minimum of one common assessment per quarter and a common midterm exam.	All SOL CLT teams	ECard	x	x	x	x	Department chairs will verify the assessments measured monthly
10. An SOL remediation Blitz will be held prior to the January SOLs.	Steve Komara and SOL CLT teams	None		x			SOL failure list from 2010-11 school year measured during the 1 st semester (monthly) to determine which students need the Blitz remediation.
11. SOL remediation sessions will be held during CLT time for students prior to the January SOLs.	Steve Komara and SOL CLT teams	None		x			SOL failure list from 2010-11 school year measured during the 1 st semester (monthly) to determine which students need the remediation.
12. Students determined to be at-risk for SOL failure will be placed in remediation programs prior to the spring SOL window.	All SOL CLT Teams	ECard			x	x	Midterm exam scores in SOL classes measured in January to determine which students need the remediation. Remediation plans submitted to administration prior to Winter Break.
13. Students who fail a Spring SOL test will be given intensive remediation prior to any retakes.	Steve Komara, SOL CLT Teams, and Dept. Chairs	None				x	SOL failure list for Spring 2012 SOLS tests measured in January to determine which students need the remediation.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
14. Senior English students at risk of not graduating due to English SOL failure will be placed in special class sections of English to focus on Reading and Writing skills.	Brian Borah and Senior English Teachers	None	x	x	x	x	End of year teacher recommendations will be reviewed to make schedule determinations for the upcoming class schedules.
15. An extended Chemistry contract will be granted for extended SOL remediation on Wed. evenings and Sat. mornings.	Steve Fox	None	x	x	x	x	Attendance reports and student grades will be measured quarterly to determine which students need the remediation.
16. School-wide positive reinforcement strategies will be utilized each quarter to promote student attendance.	Rob Ewing and Attendance Committee	None	x	x	x	x	Attendance reports will be measured quarterly do determine which students will be eligible for the incentives.
17. The PE department will implement a common assessment for 9 th graders that tests knowledge of Fitness Concepts	Katherin Strobl and 9 th grade PE teachers	Computer access to e-cart	x	x			Test will be completed and given by the end of first or 2 nd quarter. We will meet during common planning to attain this goal.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

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.	
18. The English department is implementing a new self-contained program. Students will be remediated in smaller, more individualized groups. Activities and instruction will be individualized to meet the student need.	12th grade: Kimberly Dunbar, Bethant Davis 11th grade: Bethany Davis, Tammie Arnold 10th grade: Tammie Arnold, Raimonque Beaver 9th grade: Angela Makitka	Book cost range \$2,000-\$3000.	x	x	x	x	E-Card SOL Reading Exam at the following intervals: - 9th grade: end of second semester - 10th grade: end of second semester - 11th grade: end of first semester - 12th grade: EOC failures only, e-cart exam and diagnostics to determine areas/s of focus
19. 9 th grade academy will provide 60 rising freshmen an opportunity make the difficult transition from middle to high school by receiving support services from four core teachers.	Tammy Jenkins (Science) Hana Oh (Math) Martin Wisda (Social Studies) Sharon Duncan-Hudspeth (English)	supplies for students; classroom space; access to laptops; incentives for successful students	x	x	x	x	Progress reports from all teachers, practice sol tests, and daily skills assessments will be measured bi-weekly to assess if the student's grades are improving or maintain passing marks.
20. Honor Roll ceremony will be held in the auditorium for all students with all "A's" and/or "B's" for their quarter grades.	Administration and Counselors	Award paper	x	x	x	x	Grade reports will be measured quarterly to determine which students will be eligible to attend and participate in the ceremony.

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 sound moral character and ethical judgment. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" 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 checked="" 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)*

Through daily emphasis of the honor code and a scheduled ethics week, the staff at Centreville High School will model, remind, and emphasize good decision making and promote a fair and honest learning environment to facilitate academic success.

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

Data Sources:

- Increased amount of referrals to administrators noting incidents of cheating and plagiarism.

	09-10	10-11
Number of cheating/plagiarism incidents	124	86

- Underage drinking, subsequent alcohol, and substance abuse in school. Information gathered by ADS counselor.

	<u>09-10</u>	<u>10-11</u>
Total Students Referred	101	107
Total Students that received an ADS assessment	32	27

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- The Honor Code established during the 2006-2007 school year is still in place at CVHS. All students sign the CVHS Honor Code at the beginning of each school year. All honor code infractions are monitored in SASI.
- The annual Ethics Week activities continue to be an asset to our school program. Various elements of character education and citizenship are emphasized and promoted school-wide.
- The PTSA provides an alternative environment for students to enjoy themselves after graduation.
- The Leadership and Resiliency Program provides at-risk students with weekly counseling sessions that promote responsibility and good decision making skills.

Weaknesses:

- We continue to struggle with addressing the needs of our students with difficult home lives.

Best Practice Research:

- Drive (Daniel Pink)
- How Full is Your Bucket (Tom Rath and Donald Clifton)
- Transforming Schools: Creating a Culture of Continuous Improvement (Zmuda, Kuklis, and Kline)
- Our Iceberg is Melting (John Kotter)
- Centreville High School believes that offering various academic, social, and emotional programs/support systems will improve our student's life skills.
- We encourage our students to improve and rise to a highly positive standard of moral code and conduct.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.3, 2.4	At the end of the 2011-2012 school year, there will be 3 students certified in peer mediation evidenced by an end-of-year report by the Peer Mediation sponsor.
2.6	During the 2011-2012 school year, we will be completing a school wide an academic needs assessment with 50% of our students taking it to help direct future programming for the Student Services Department.
2.7	At the end of the 2011-2012 school year, driver education failure rate will decrease to 17% measured by quarterly grades and end-of-year report by the PE Department Chair
2.7	At the end of the 2011-2012 school year, CTE courses will increase the number of industry certifications achieved by completer students in qualifying classes by 5% measured by CTE end-of-year report.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff at Centreville High School will promote a fair and honest learning environment to facilitate academic success and to encourage the development of responsible and ethical members of society.							
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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will provide the Honor Code to all students.	All Teachers	None	x	x	x	x	All Teachers will administer and display the Honor Code in their classroom evidenced by test documentation weekly.
2. Teachers will insert an Honor Pledge on each Exam and Test for each student to sign.	All Teachers	None	x	x	x	x	All teachers will administer the pledge and hold students accountable measured as tests are given to assess the decrease of cheating instances.
3. Various ethics activities and character development lessons will be held throughout the school year.	Rob Ewing and the ethics committee	Various prizes and food/snacks for school wide reception	x	x	x	x	Program agenda and student evaluation will be measured quarterly to see the impact on the students.
4. PTSA will organize and sponsor the After Grad party.	CVHS PTSA	None				x	PTSA After Action Report evaluated once in June.
5. Leadership and Resiliency Program: One selected CVHS counselor in conjunction with a Fairfax County Prevention Specialist provide education and support for selected at-risk students.	Heather Scott and Berkley Woolwine	None		x	x	x	Student attendance, behavior, grades and graduation will be measured quarterly to determine which student's meet the program criteria and would benefit from the resources.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff at Centreville High School will promote a fair and honest learning environment to facilitate academic success and to encourage the development of responsible and ethical members of society.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Resource staff will meet and track students' emotional and social needs to support success at CVHS.	Social Worker, Psychologist, ADS, Prevention Specialist, School Counselors and Inclusion Specialist	None	x	x	x	x	Referrals for behavior and counseling services measured quarterly.
7. 9 th grade PE Students will set both long term and short term fitness goals using the S.M.A.R.T. system and be required to complete workouts at home.	Individual Health and PE teacher, student and parent(s)	Handouts, Blackboard, fitness testing equipment – no cost.	x	x	x	x	Health and PE Teacher and parent will monitor student progress will be measured quarterly. Dept chair will monitor teacher implementation of this dept goal.
8. ESOL <i>Beginner Booster</i> . Students in level 1.1 will have a student partner to learn and practice necessary oral language.	All ESOL teachers	CATS time and a set agenda for each meeting.	x	x	x	x	Students will demonstrate their ability to the student partner and teacher supervising them during CATS time measured quarterly to determine the student's improvements.
9. Counselors and 9 th grade teachers will administer a series of lessons focused on academic, career, and personal/social development to all 9 th grade students.	Counselors and 9 th grade teachers	Power Point and paper	x				One Pre-test in September and one post-test in June

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff at Centreville High School will promote a fair and honest learning environment to facilitate academic success and to encourage the development of responsible and ethical members of society.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
10. The media center librarians will teach bibliographic citation skills to all 9 th grade students, utilizing software such as NoodleTools, in order to model responsible use of information gathered from a variety of sources.	Librarians & English 9 Teachers	NoodleTools, access to Internet		x	x		Pre & Post assessment; student bibliographies evaluated in June to determine the effectiveness and the benefits of the program.

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.

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

To improve student responsibility to the community, CVHS faculty and staff will encourage the students to engage in activities and unique service learning opportunities to better understand their importance and role to their community.

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

Data Sources:

- The percentage of the graduating class that earned the school board Civic Seal.

	09-10	10-11
Number of Civic Seals earned by Seniors	71	86

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- The CVHS Office of Student Services annually reviews a comprehensive list of senior records to gather data regarding each class.
- The Career Center continually offers assistance in several areas, including continuing education, vocational choices, and career possibilities.

Weaknesses:

- We should look to improve school relationships with school minority families.

Best Practice Research:

- Building Character Through Community Service (Margaret Rizzo)

- 160 Ways to Help the World (Linda Duper)
- We strive for our students to become contributing members of our community using their various talents and skill sets.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.1	At the end of the 2011-2012 school year, the amount of Civic Seals awarded to Centreville High School graduating seniors will be 85 seals measured by a Student Services report.
3.2	At the end of the 2011-2012 school year, we will conduct two school beautification projects to improve the appearance of the school campus measured by student attendance and community service log hours.
3.1,3.2	At the end of the 2011-2012 school year, 9th grade students will become certified in CPR with a 91% pass rate measured by an end-of-year report by the PE Department Chair.
3.1, 3.2	During the 2011-2012 school year, Student Services will enhance relationships with community organizations and leaders to better meet our community needs. Student Services will offer after school and evening programs, such as Financial Aid Night to the CVHS pyramid. Performance will be measured through attendance and post event surveys.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve student responsibility to the community, CVHS faculty and staff will provide resources and information about various community and service based activities.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Northwest Federal Credit Union will share financial and economic knowledge as it relates to good citizenship by conducting a Reality Fair. .	Selected CVHS Faculty and Staff	None				x	Yearly Student Evaluation and Essay Scholarship
2. Teachers will provide resources and information for service projects and service clubs.	Selected CVHS Faculty and Staff	None	x	x	x	x	Yearly Service Record and Club Attendance.
3. Community service hours: Government teachers will require 10 hours of community for each senior.	Government teachers	None	x	x	x	x	Yearly oral and written reflection.
4. SAIC: Centreville’s Business Partner will provide resources and support for Centreville student programs	Selected CVHS Faculty and Staff	None	x	x	x	x	Yearly participation record kept through Administration.
5. Instruct ECSI CPR	Katherin Strobl and 9th grade Health and PE teachers	ECSI DVD, manikins, face shields, AED trainers and mannequin, cleaning supplies – about \$500/year	x	x	x	x	Lead CPR teacher will report results to county as well as dept chair.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve student responsibility to the community, CVHS faculty and staff will provide resources and information about various community and service based activities.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. School beautification is a vital component of promoting Wildcat Pride. A school beautification day will be held bi-annually in order to enhance the appearance of the CVHS campus. Parents, students, and community groups and businesses will be invited to participate and volunteer their time and resources. Custodial assignments during the school year will ensure proper maintenance of the grounds throughout the year.	Rob Ewing, Brian Doyle, & Mike Campbell	Materials needed	x			x	Yearly building observations as to what is needed.
7. Beginning ESOL students will be assisted to improve their ability to navigate the school environment.	ESOL teachers and student partners.	CATS time twice a week. Teacher written agendas and then student written and teacher approved agendas.	x	x	x	x	Yearly student survey
8. Community service hours: AP Environmental will require 6 hours of community environment service for all juniors	AP Environmental Teachers	None	x	x	x	x	Yearly Oral and written reflection.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: To improve student responsibility to the community, CVHS faculty and staff will provide resources and information about various community and service based activities.

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 use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
9. Govt. teachers will conduct a lesson on student rights and responsibilities when turning 18	Government teachers	None				x	Department generated worksheet to track yearly data.
10. The Male Academic Forum will provide monthly meetings for African American male students (identified by either counselor or administrator) to meet with FCPS administrators for discussion and mentorship.	Administrators and counselors	None			x	x	Based on the data of discipline referrals and failing grades will be measured quarterly to determine which students need to be added to the program roster.

**2011-2012
RESULTS AND REFLECTION**

Academics

A Focus on Continuous Improvement

SIP Objective: To improve academic performance skills in underachieving students in all content areas by remediating and enriching instruction to increase success throughout all four years at CVHS.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Resource Staff	At the end of the 2011-2012 school year, yearend failures will decrease by 2% measured by D/F list generated by SIP.			
Resource Staff	At the end of the 2010 – 2011 school year, Student Services will work to ensure that 90% of the freshman class passes 6 or more classes.			
Resource Staff	At the end of the 2011-2012 school year, Student Services will increase the percentage of first generation students that it provides enhanced preparation for college, through programs such as College Partnership and educational support groups, by 10%.			
AP	At the end of the 2011-2012 school year, the Student Services department will work to increase enrollment in AP and honors courses by 10% for all subgroups excluding white and Asian subgroups.			

English	At the end of the 2011-2012 school year, all subgroups will score at or above 90% for the English Reading SOL measured by SOL reports generated by CVHS Assessment Coach.			
Math	At the end of the 2011-2012 school year, SOL scores in math classes for SWD students will increase by 3% measured by SOL reports generated by CVHS Assessment Coach.			
Math	At the end of the 2011-2012 school year, SOL scores in math classes for Black students will increase by 3% measured by SOL reports generated by CVHS Assessment Coach.			
Math	At the end of the 2011-2012 school year, SOL scores in math classes for Hispanics will increase by 3% measured by SOL reports generated by CVHS Assessment Coach.			
Science	At the end of the 2011-2012 school year, SWD students will score at or above 70% for the Biology SOL measured by SOL reports generated by CVHS Assessment Coach.			
Science	At the end of the 2011-2012 school year, SWD will score at or above 80% for the Chemistry SOL measured by SOL reports generated by CVHS Assessment Coach.			

Science	At the end of the 2011-2012 school year, all subgroups will score at or above 70% for the Earth Science SOL measured by SOL reports generated by CVHS Assessment Coach.			
Social Studies	At the end of the 2011-2012 school year, all subgroups will increase the passing rate by 4% for the VA History SOL measured by SOL reports generated by CVHS Assessment Coach.			
Social Studies	At the end of the 2011-2012 school year, all subgroups will increase the passing rate by 4% for the World History I SOL measured by SOL reports generated by CVHS Assessment Coach.			
Social Studies	At the end of the 2011-2012 school year, all subgroups will increase the passing rate by 4% for the World History II SOL measured by SOL reports generated by CVHS Assessment Coach.			
ESOL	At the end of the 2011-2012 school year, ESOL: 80% of the students will increase their language proficiency to the next level measured by student evaluations and end-of-year statistical reports.			

ESOL	At the end of the 2011-2012 school year, ESOL: 80% of the students will increase their Biology skills to the next level measured by student evaluations and end-of-year statistical reports.			
ESOL	At the end of the 2011-2012 school year, ESOL: 80% of the students will increase their World History skills to the next level measured by student evaluations and end-of-year statistical reports.			
ESOL	At the end of the 2011-2012 school year, 80% of the students who are recommended to exit the ESOL program will be approved by the ESOL office and will enter mainstream classes measured by student evaluations and end-of-year statistical reports.			
Health & PE	During the 2011-2012 school years, 100% of the Health Teachers in the PE Department will utilize visual technology demonstrations.			

2011-2012
RESULTS AND REFLECTION
Essential Life Skills
A Focus on Continuous Improvement

SIP Objective: The staff at Centreville High School will promote a fair and honest learning environment to facilitate academic success and to encourage the development of responsible and ethical members of society.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
CTE	At the end of the 2011-2012 school year, there will be 3 students certified in peer mediation evidenced by an end-of-year report by the Peer Mediation sponsor.			
Resource Staff	During the 2011-2012 school year, During the 2011-2012 school year, we will be completing a school wide needs assessment with 50% of our students taking it to help direct future programming for the Student Services Department.			
Health & PE	At the end of the 2011-2012 school year, driver education failure rate will decrease to 17% measured by quarterly grades and end-of-year report by the PE Department Chair			
CTE	At the end of the 2011-2012 school year, CTE courses will increase the number of industry certifications achieved by completer students in qualifying classes by 5% measured by CTE end-of-year report.			

2011-2012
RESULTS AND REFLECTION
Responsibility to the Community
A Focus on Continuous Improvement

SIP Objective: To improve student responsibility to the community, CVHS faculty and staff will provide resources and information about various community and service based activities.

Dept.	SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
History	At the end of the 2011-2012 school year, the amount of Civic Seals awarded to Centreville High School graduating seniors will be 85 seals measured by a Student Services report.			
CVHS	At the end of the 2011-2012 school year, we will conduct two school beautification projects to improve the appearance of the school campus measured by student attendance and community service log hours.			
Health & PE	At the end of the 2011-2012 school year, 9th grade students will become certified in CPR with a 91% pass rate measured by an end-of-year report by the PE Department Chair.			
Resource Staff	During the 2011-2012 school year, Student Services will enhance relationships with community organizations and leaders to better meet our community needs. Student Services will offer after school and evening programs, such as Financial Aid Night to the CVHS pyramid. Performance will be measured through attendance and post event surveys.			