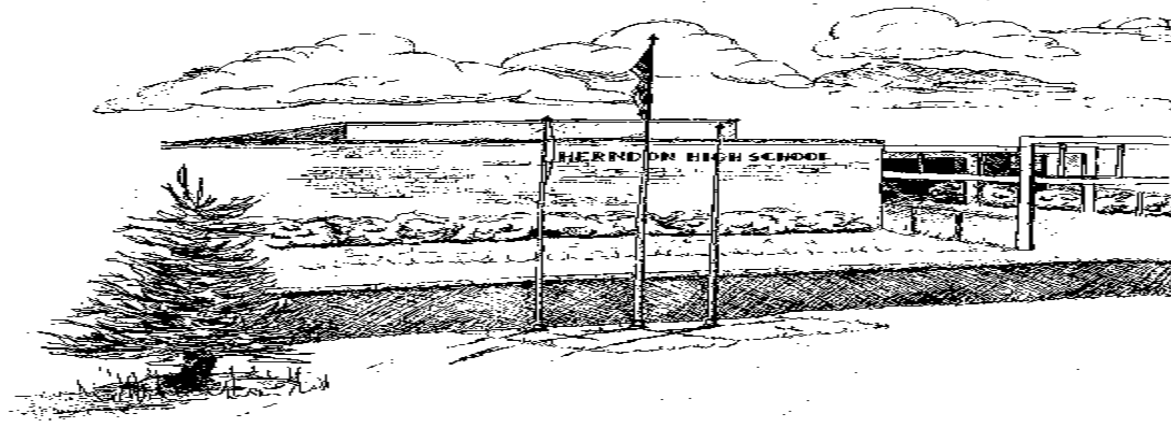


Fairfax County Public Schools
2008-2009 School Improvement Plan

HERNDON HIGH SCHOOL

Cluster I



Agustin D. Martinez, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
April 2, 2007

Committee Members

Committee Chairs: Prosperanta Calhoun/ Jonathan Frohm

Principal: Agustin D. Martinez

| Name | Position | Name | Position |
|-------------------------|---|------------------------------|---|
| Rodney Bedford | Chair, Business Department | Dave Paganin | Director of Student Services |
| Verlee Bolton | Chair, Special Ed. Department | Vicki Petitbon-Kelley | Chair, Marketing Department |
| Richard Cassara | Chair, NJROTC | Luanne Pickett | Assessment Coach |
| Virginia Chapman | Chair, Science Department | Kay Rice | Media Center Specialist |
| Catherine Davis | Student (2007-2008) | Anne Marie Ruskin | PTSA President |
| Emma Graham | Student (2007-2008) | Kara Ruskin | Student |
| Elizabeth Grozis | Cochair, Math Department | Rebecca Small | AP Coordinator |
| Kyle Hill | Administrative Intern (2007-2008) | Meta Smith | Co-Chair, Math Department |
| Civanna Hoffman | Student (2007-2008) | Maria Sneed | Chair, Foreign Language Department |
| Janice Jewell | Chair, English Department | John Studach | SBTS |
| Tina Mentis | Chair, ESOL Department | Laura Totoro | Chair, Soc. Studies Department |
| Bonnie O’Hearn | Chair, Physical Education Department | Dana VanSlyke | Chair, Fine Arts Department |

Principal’s signature: _____

Cluster Assistant Superintendent: Audra Sydnor

Cluster Coordinator: Marty Smith

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 Mission Statement

Virginia Board of Education Mission

The mission of Virginia’s public education system, first and foremost, is to educate students in the fundamental knowledge and academic subjects that students need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

HERNDON HIGH SCHOOL—VISION STATEMENT

With commitment, respect, responsibility and integrity, Herndon High School seeks to be an institution that empowers students to become lifelong learners and productive citizens of the global community.

HERNDON HIGH SCHOOL—MISSION STATEMENT

The mission of Herndon High School is to fulfill the individual needs of our diverse student body, maintain high expectations and accountability, provide quality instruction, promote ethical values, and prepare students for the challenges of good citizenship and leadership.

HERNDON HIGH SCHOOL—CORE VALUES/BELIEFS

COMMITMENT

OUR COMMITMENT TO OUR STUDENTS, FACULTY, STAFF, AND COMMUNITY ENRICHES AND INSPIRES THE LIVES OF EVERY STAKEHOLDER AT HERNDON HIGH.

RESPONSIBILITY

WE REQUIRE HIGH ACADEMIC STANDARDS AND CIVIC RESPONSIBILITY OF EVERY HORNET.

INTEGRITY

“HERNDON PRIDE” (PERSEVERANCE, RESPECT, INCLUSIVENESS, DEDICATION, EXCELLENCE) EXEMPLIFIES THE INTEGRITY, HONOR AND COURAGE TO EXCEL IN EVERY ASPECT OF LIFE AT SCHOOL AND IN THE COMMUNITY.

Special Programs

Herndon High School has many special programs to help students to achieve. All programs have an impact on students and some assist students in non-academic ways, building their self-confidence, and allowing them to do better in all facets of their lives. These programs include:

| <u><i>Special Programs</i></u> | Academics | ELS* | Community |
|---|-----------|------|-----------|
| Advanced Placement Classes | X | | |
| Alcohol and Drug Services Outreach Program, with presentations by school-based and community resource personnel to students and parents | | | X |
| AMC 10/12 Contest | X | | |
| Anti-bullying committee to alert faculty, staff, and students of the effects of bullying behaviors | | X | X |
| Black History Month Endeavors | | | X |
| Career Center Outreach including night meetings and extended hours for the Career Center | X | | X |
| Character Education and Honor Code (Focus on Respect) | X | X | |
| Chesapeake Bay Foundation Water Quality Study | X | | X |
| Civics Seal | | X | X |
| College Partnerships | X | | |
| Common planning time among core department members, foreign language, and ESOL | X | | |
| Community Connections – professionals from the minority community speak with students about success in Careers | | | X |
| Community Outreach through the Greater Herndon Community Coalition and the HHS Pyramid PTSAs, on topics such as peer pressure, honors and AP courses, internet safety, helping children cope with bullying, gang preventions, student motivation, drug and alcohol prevention and recognizing depression in adolescents | | | X |
| Community Partnerships with the Dulles Hyatt Hotel, the Dulles Regional Chamber of Commerce, and the Herndon United Methodist Church, Apple Federal Credit Union, NWFUCU, Flik International Corporation / A Member of the Compass Group | | | X |
| Concepts Science | X | | |
| Concepts Social Studies | X | | |
| Curriculum teams meetings are held regularly | X | | |
| DECA | X | X | X |

| <u>Special Programs</u> | Academics | ELS* | Community |
|---|------------------|-------------|------------------|
| Department chair/school leader retreat is held in August to assess school needs and goals for each school year. This daylong in-service also included data analysis of standardized testing and school demographics data, as well as SOL results. | X | | |
| Developing and Expanding Literacies, English 12 SOL Focus | X | | |
| Developmental Reading | X | | |
| Education for Employment | X | X | |
| EDSL training for department chairs and counselors | X | | |
| Fast Math | X | | |
| FBLA | X | X | X |
| FCCLA | X | X | X |
| Fine Arts to include Theatre, Orchestra, Band, Chorus, and Visual Arts | X | X | X |
| Forensic/ Debate team | | X | |
| Foundations of Biology (Pre-Biology class for Special Education Students) | X | | |
| Guidance initiatives including rising 9 th grade orientation for students and parents and an electives fair | X | | |
| Hispanic PTSA Association (Monthly meetings are held with parents to discuss school resources and curriculum offerings. Translators are available to assist with communication.) | | | X |
| Hornet Challenge Seminar – a summer institute to assist students, particularly minority students, with strategies for students taking honors and AP classes, funded by a \$10,000 Target 3 grant | X | | |
| Honors Breakfast is held in June each year to recognize students with a 3.8 and above grade point average. This event is attended by school board members and the Dranesville District representative. | X | | X |
| Honor Roll – reception recognizes honor roll students each quarter | X | | |
| Honor Society (NHS, math, French, Spanish, Latin, German) – provide peer tutoring to students | X | | X |
| Individual intervention for students | X | | |
| In-school SOL Intervention “Stinger Time” | X | | |
| Interact club in conjunction with Herndon rotary | | | X |
| International Club – Host International Night for minority parents and students | | | X |
| Latinos Unidos Club – welcome dinner and orientation | | | X |
| Leadership class for Student Government Association (SGA) | | X | X |
| Most Improved Breakfast | X | | X |
| | | | |

| <u>Special Programs</u> | Academics | ELS* | Community |
|---|------------------|-------------|------------------|
| Muslim Student Alliance | | | X |
| NJROTC | X | X | X |
| Orientation tours for parents new to HHS | | | X |
| Planetarium outreach to the community | X | | X |
| Political science interns | X | X | X |
| Principal promotes communication with stakeholders by disseminating information in the Newsletter and on the HHS website in both English and Spanish | | | X |
| Professional Development School Partnership with Marymount University | | | X |
| Project Excel – Pyramid approach | X | X | X |
| PTSA weekly e-mail updates | | | X |
| Reception to honor National Merit and Achievement Scholars | X | | X |
| Robotics | X | X | X |
| SAGA (Students Against Global Abuse) for recycling A Green Flag School – the only high school in the USA so honored | | X | X |
| SOL Intervention Notification Initiative | X | X | X |
| Student technology aides | | X | |
| Training for team teaching with emphasis on co-teaching - Special Education/Regular Education teams | X | | |
| Varsity and JV Math Teams | X | | |
| Vertical Teaming within subject areas and with Herndon Middle School | X | | X |
| Work Awareness Training (WAT) Program | | X | X |
| Youth Resiliency Project – A community/school program to address alcohol and drug prevention | | X | X |

* Essential Life Skills

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that applies to this school improvement plan objective.

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

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

The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.

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

Data Sources:

SOL data from the 2006-2007 school year indicate a significant discrepancy between the academic performance of Special Education students vs. that of the overall student population. The classroom based assessments also denote a gap in the performance of the Special Education students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students have been identified and their areas of weakness are known. There are school-wide efforts to team as many Special Education students as possible in whatever subject areas are appropriate. Previous intervention strategies are in place that can be used for these students. Weaknesses of the program include students whose cognitive abilities are low. Also, student absenteeism is a factor in their ability to do well.

Best Practice Research:

With an increasing number of students qualifying for Special Education services, Herndon High School is challenged with meeting the needs of these students. The available school data indicates that the performance of the Special Education students is declining, as their numbers in the classroom are increasing. UCLA professor Meredith Smith says, “Just because the schools didn’t cause the problem doesn’t mean they can’t solve it.” The PLC approach to education, adopted by Herndon High School during the 2006-2007 school year, affords the teachers and staff with an imbedded intervention period built into each school day. A consistent opportunity for intervention will be the focus for the students during Herndon’s PLC, “Stinger Time”. The research indicates that consistently intervening in the lives’ of our Special Education students, during the school day and across curriculums, can help close the gap in student achievement.

I. STUDENT ACHIEVEMENT GOAL—ACADEMICS

| 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> |
|--------------------|---|
| 1.1.1 | The percentage of Special Education students passing the SOL End of Course test in Writing will increase from 64.2% to 70% |
| 1.1.1 | The percentage of Special Education students passing the English Reading SOL End of Course test will increase from 59.7% to 77% |
| 1.1.2 | The percentage of Special Education students passing the SOL End of Course test in Geometry will increase from 47% to 75% |
| 1.1.3 | The percentage of Special Education students passing the SOL End of Course test in Biology will increase from 48.4% to 60% |
| 1.1.4 | The percentage of Special Education students passing the SOL End of course test in World History I will increase from 68.3 to 73.3% |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|---|---|--|---|-------------------------|-------------------------|-------------------------|---|
| Strategies | Person(s) Responsible | Materials Needed and Costs | Time Line | | | | In-Process Measures |
| What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i> | Person(s) who will monitor the strategy. | What materials will be used to implement the strategy? What are the costs? | Check the projected quarter for implementing the strategy this school year. | | | | |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Monitor classroom progress of Special Education students in teamed and self-contained classes. | Ginny Chapman Ed Tiernan Janice Jewell Janice Labus | | | X | X | X | The person in charge from each department will check with the classroom teachers to ensure that Special Education students are being carefully monitored. |
| 2. Use IEP data to target skills that each student needs to work on. | Verlee Bolton | | X | X | X | X | Mrs. Bolton will monitor the Special Education teachers to ensure that IEP data reaches the appropriate personnel. |
| 3. Utilize basic skills classes for intervention. | Verlee Bolton | | | X | X | X | Mrs. Bolton will check with Basic Skills teachers to ensure that intervention is occurring. |
| 4. Provide individual intervention in core subjects as test approaches. | Laura Totoro Ginny Chapman Liz Grozis/Meta Smith Janice Jewell | | | | X | X | Department chairs will check with the teachers of Special Education students to be certain that intervention occurs when needed. |
| 5. Self-contained teachers will focus on test-taking strategies. | Verlee Bolton | | | X | X | X | Mrs. Bolton will make certain that Special Education teachers have the test strategy resources they need and monitor that these resources are used. |
| 6. In English self-contained classes, students will be prepared for the Work Keys test for Writing. | Verlee Bolton | | | X | | | Mrs. Bolton will monitor Special Education teachers of self-contained English to be certain the students are being prepared for the Work Keys test. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

| 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. | |
| 7. Reading strategies will be taught and reinforced in the core subjects. | Laura Totoro Ginny Chapman Liz Grozis/Meta Smith Janice Jewell | | | X | X | X | Department chairs will provide reading strategies to teachers who need them, and will check to be certain that strategies are being used. |
| 8. Use Stinger time to remediate and reinforce skills. | Laura Totoro Ginny Chapman Liz Grozis/Meta Smith Janice Jewell | | | X | X | X | Department chairs will check with teachers to be sure that Stinger time is used to remediate students who need it. |
| 9. Geometry team will analyze SOL scores for Special Ed to identify areas of weakness and develop plans for improvement. | Matt O'Connor | | X | | | | Team meeting agenda and verification by Math chair (Meta Smith/Liz Grozis) |
| 10. Geometry team will analyze their common assessments at the end of each quarter to determine which skills/concepts students need intervention on and develop strategies. | Matt O'Connor | | X | X | X | | Team meeting agenda and verification by Math chair (Meta Smith/Liz Grozis) |
| 11. Geometry team will develop a plan to transition students from "paper/pencil" classroom activities to "online" SOL tests. | Matt O'Connor | Jefferson Lab website, EPat SOL tests | X | X | X | | Team meeting agenda and verification by Math chair (Meta Smith/Liz Grozis) |
| 12. Ensure that Special Education teachers are included in all geometry team meetings. Develop and share strategies for test taking and intervention for use in all teamed classes. | Matt O'Connor | | X | X | X | | Team meeting agenda and verification by Math chair (Meta Smith/Liz Grozis) |

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|--|--|--|---|----------------------|----------------------|----------------------|-------------------------------|
| 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. | |
| 13. All geometry teachers will give special reminders to students to encourage them to Monday Peer Tutoring with Math Honor Society. | Matt O'Connor | | X | X | X | | Student attendance |

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 applies 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 type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |
-
-

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

The Herndon High School staff will decrease the number of Honor Code infractions, with a focus on cheating.

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

Data Sources:

News reports and research studies show the increasing problem of academic cheating throughout the country. With the development of the internet and new technologies, such as cell phones, the methods of cheating have increased exponentially, and schools are having an even harder time combating them.

Stakeholders present at the 2007 Leadership Retreat concluded that there is an on-going problem with cheating and unethical behavior in the academic and non-academic areas of Herndon High School. Each grade level administrator documents Honor Code violations in Individual student records. Anecdotal evidence indicates that there are more Honor Code violations than are recorded in student data.

Cheating has become a problem in multiple areas:

- giving and receiving answers during tests and quizzes
- plagiarism of written assignments

- copying other student's homework

Faculty is also concerned at the unethical behavior in non-academic areas, including issues with foul language, spreading rumors, stealing, and bullying.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Herndon's Honor Code was developed in conjunction with faculty and students. It is posted throughout the building, on the school's website, on the websites of individual faculty members, and in each course's syllabus. Some teachers also include it on individual assignments. Our commitment to implementing the Honor Code includes making it a part of the Student Rights and Responsibilities presentation.

The system that tracks student cheating does not allow specific reference to an Honor Code violation. In addition, some "first" or "minor" incidences may go unreported. As a faculty, we need to re-commit to the Honor Code and do a better job of reporting infractions. We also will develop and implement school-wide consequences so that we are consistent in enforcing our school's expectations.

Best Practice Research:

There is quite a bit of research that shows the increasing problem of cheating throughout the country. The bigger questions, though, are *how* do we prevent these infractions and *why* do we need to prevent these infractions?

What can we do to decrease student cheating?

Herndon High School has decided to strengthen our Honor Code and our school's culture of integrity to help reduce our students' unethical behavior. Numerous studies support our belief that a strong Honor Code can reduce cheating:

- Derek Bok (lawyer and educator, and the former president of Harvard University) offers "the honor code as perhaps the most effective approach in matters of academic integrity."
- "The impact of honor codes... is surprisingly strong... suggesting that an ethical appeal to students – rooted in a sense of community responsibility – can help reduce cheating" (McCabe and Trevino, 2002).
- Incidences of cheating are "significantly lower [on campuses with an Honor Code] than on campuses without codes" (McCabe and Trevino, 2002).
- "Only 57% of students at honor code schools admitted to cheating, compared with almost 80 percent at schools without codes" (Koch, 2000).
- A similar decrease can be seen "when we look at the number of [repeat offenders] - students who admit to more than three incidents of serious test cheating" (McCabe, 2000).
- "Honor codes focus everyone's attention on ethical behavior, and make them commit to explicit ideas about how to behave" (Cizek).

Similarly, we have seen improvements in these areas at Centreville High School, where they re-committed themselves to and strengthened their Honor Code. The University of Virginia is also renowned for its high academic standards that have developed from its Honor Code:

"Virginia University faculty established an "honor pledge" on examinations, agreeing to trust students when they pledged that they had "neither received nor given assistance" on their schoolwork. Over the years, students

at the University of Virginia stepped up to the ideals held by Jefferson. According to the rules of the nation's oldest student-run Honor System, students must pledge not to lie, cheat, or steal, and must agree to report anyone doing so to a court of their peers. Today that same Honor System is alive and well at the University of Virginia, frequently coming under scrutiny by both student leaders and the full student body, always affirmed in its reliability and importance through results of student referenda” (University of Virginia website).

To discourage cheating, the faculty has a great deal of responsibility. Evidence shows that we must explain the Honor Code to our students explicitly and have a continuous dialogue between teachers and students. The Honor Code is not a thing that we create just once; but it is a continual process of revision and reflection. New faculty should be oriented to our Honor Code, and teachers must keep accurate records of Honor Code infractions. “Faculty members must also have a sense of academic integrity themselves” (McCabe and Pavela). We are role models for our students in all areas, especially this one.

Students also must be closely involved in developing the Honor Code. This will help create a “climate of disapproval” when it comes to cheating, to help prevent it (McCabe and Trevino, 2002). Again, the Honor Code is not an independent stagnant event, but a continual process, and students must be included for it to be effective and successful. Being a part of the Honor Code’s development can also teach essential life skills to our students. It teaches them responsibility, respect, and helps them form a strong view of how to be an ethical member of society.

Why do students need to learn ethical behavior?

Most of the research we found indicated that students know what cheating is and why it’s wrong. However, some don’t seem to understand how serious their infractions can be. Others consider cheating at different levels, such as copying during a test is more unethical than copying homework. All forms of cheating have serious implications on students’ learning, and it is our job as educators to explain this to our students. An Honor Code can also “encourage self-confidence and self-reliance as students pursue academic excellence” (Centreville High School’s Code of Academic Integrity). Centreville’s Honor Code statement and philosophy goes on to say that “cheating deprives students of the opportunities to learn..., to develop their own creative thoughts and ideas..., and to develop their own strong characters.”

We need to teach our students how to be ethical citizens because these behaviors “don’t stop at graduation, as we have seen in recent scandals in business and journalism. Cheating and cutting corners in one’s professional or personal life can cause real damage – both to oneself and to others” (Stephens). Students will face ethical decisions throughout their lives, and especially for those continuing on to college, they need to be prepared to make the right ones. Maxwell Stinchcombe, a University of Texas professor, says, “In my experience, professors react quite aggressively to cheating, with the mildest punishment being complete failure of the course, and the worst expulsion.” We at the high school level must prepare students for the culture that awaits them in post-secondary education.

“The greatest benefit of a culture of integrity may not be reduced student cheating. Instead, it may be the lifelong benefit of learning the value of living in a community of trust” (McCabe and Trevino, 2002).

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> |
|--------------------|--|
| 2.1 | Data from student records will reveal a decrease in the number of Honor Code violations. |
| 2.1 | Information about the Honor Code will be publicized and continue to be part of ongoing conversations between staff and students. |
| 2.1 | Provide survey for teachers and/or students to complete regarding cheating and other Honor Code topics. |

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|--|--|--|---|----------------------|----------------------|----------------------|---|
| 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. Make teachers aware of Honor Code reporting requirements. | W. Bates | | X | X | | | Presentations during opening of school faculty meeting and during 2 nd quarter |
| 2. Teachers will post the Honor Code on their websites and in their classrooms. | W. Bates | | X | | | | Opening of school faculty meeting; administrators monitor postings |
| 3. English teachers will use Turnitin.com to monitor and track plagiarism | J. Jewell | | X | X | X | X | Jewell will monitor use through department meetings |
| 4. Information about Herndon's Honor Code will be added to the Student Rights and Responsibilities presentation. | P. Calhoun | | X | | | | Completed 9/13/07 |
| 5. Honor Code statement is posted on the school's website for parent and community awareness. | B. Walker | | X | X | X | X | Completed 9/4/07 |
| 6. Network violations specified and publicized and added to SR&R. | J. Studach | | X | X | | | Completed 9/4/07 |
| 7. Teachers will implement Honor Code and follow procedures for reporting violations. | W. Bates | | | | X | X | Dialogue between department chairs and administrators on a quarterly basis |
| 8. Administrators will be responsible for documenting infractions in SASI and ensuring that the appropriate consequences are applied to violators. | A. Martinez | | X | X | X | X | Principal will check with assistant principals quarterly |
| 9. National Honor Society Committee will need specifically to review any Honor Code violations to determine if this should prohibit membership. | S. Brown | | | | X | | Committee will meet as infractions occur |

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

| 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. All students will attend Stinger presentation about Honor Code expectations and consequences. | J. Frohm | | | | X | | Presentation date TBD. Teachers will monitor attendance. |
| 11. Have department chairs hold department meetings to discuss Honor Code expectations and revise school-wide consequences. | A. Martinez | | | X | | | Discuss revisions at department chair meeting |
| 12. Present Honor Code expectations and consequences to PTSA. | A. Martinez | | | X | | | Presentation date TBD |
| 13. Plagiarism presentation will be made to all incoming freshmen by the librarians to increase their knowledge of plagiarism and its consequences | Kay Rice | | X | | | | Completed fall 2009 |

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 applies 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)*

The faculty and staff of Herndon High School will seek and promote meaningful service learning opportunities for all students.

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

Data Sources:

Guidance data indicate that only 2% of graduating seniors earned the Civics Seal in 2007.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There are 25 programs and clubs at Herndon High School through which students can earn volunteer hours (Students Against Global Abuse, EXCEL tutoring, NJROTC, Political Science internships are just a few examples). Students are responsible at Herndon HS for tracking their hours. Unfortunately in the past, there is no connection between the numerous volunteer hours being completed by students and the Civic Seal. Additionally, not many students are aware of the Civics Seal.

Best Practice Research:

Research in civic education by The Center for Information & Research on Civic Learning & Engagement revealed that “. . . . civically-engaged high school students tend to make greater academic progress and are more likely to graduate from college than their peers several years later.” (Davila, Alberto and Marie T. Mora. “Civic Engagement and High School Academic Progress: An Analysis Using NELS Data.” The Center for Information & Research on Civic Learning & Engagement (CIRCLE), Working Paper 52, [January, 2007.] 23 Oct. 2007 <<http://www.civicyouth.org/PopUps/WorkingPapers/WP52Mors.pdf>>)

“Our findings reveal a potentially added benefit of civic engagement to economic development: civic activities undertaken by teenagers’ seemingly foster human capital growth” (Davila, Alberto and Marie T. Mora. “Civic Engagement and High School

Academic Progress: An Analysis Using NELS Data.” The Center for Information & Research on Civic Learning & Engagement (CIRCLE), Working Paper 52, [January, 2007.] 23 Oct. 2007 <<http://www.civicyouth.org/PopUps/WorkingPapers/WP52Mors.pdf>>).

The Virginia General Assembly mandated the State Board of Education to offer an Excellence in Civics Education Seal. To qualify for this seal, a student must meet each of the following four criteria: 1) Satisfy the requirement to earn a Standard Diploma or an Advanced Studies Diploma; AND 2) Complete Virginia and United States History and Virginia and United States Government courses with a grade of “B” or higher; AND 3) Complete 50 hours of voluntary participation in community service or extracurricular activities; AND 4) Have good attendance and no disciplinary infractions as determined by local school board policies (http://www.pen.k12.va.us/VDOE/studentstvcs/civics_seal.shtml).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Goal Number | Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i> |
|--------------------|---|
| 3.2 | Adopt a variety of methods to increase awareness of the Civics Seal |
| 3.2 | At least 60% of seniors surveyed will be aware that they can earn the Civics Seal for their community service |
| 3.2 | The number of students earning the Civics Seal in 2008 will increase to 10% of the graduating class |
| 3.2 | Assess the meaningfulness of the community service project to the students. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: | | | | | | | |
|---|--|--|---|-------------------------|-------------------------|-------------------------|---|
| 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. Post information about the Civics Seal on the school's website. | R. Small | | X | | | | Completed |
| 2. Student Services Department will promote the Civics Seal during guidance contacts with seniors during the senior handbook meeting. | Dave Paganin | | X | | | | Completed |
| 3. Information about the Civics Seal will be shared with parents at PTSA meetings. | Anne Marie Ruskin | | X | | | | Completed |
| 4. Student Services department will promote the Civics Seal during contact with all students. | Dave Paganin | | X | X | X | X | In progress |
| 5. Information about the Civics Seal will be shared with parents of seniors at a meeting. | Dave Paganin | | X | | | | Completed |
| 6. Seniors will deliver their community service hours to their Social Studies teachers. | Laura Totoro | | | | | X | Social Studies teachers will collect community service hours by June . |
| 7. Civics cords will be presented to students who earn the seal to wear at graduation. | Jim Hannon | | | | | X | Sheila Colbert-Alzate will distribute Civics cords at graduation rehearsal. |
| 8. Anyone earning the Civics Seal will be recognized at graduation. | Laura Totoro | | | | | X | Seniors earning Civics Seal will be asked to stand at graduation. |
| 9. The meaningfulness of the students' community service projects will be assessed through class discussions conducted in their government classes. | Doug Graney, Government Team Leader | | | | | X | Government teachers will conduct discussions at the end of fourth quarter |

RESULTS AND REFLECTION
A Focus on Continuous Improvement

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|--|--|
| <p style="text-align: center;">Academics</p> <p>Objective: The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.</p> | <p>The percentage of Special Education students passing the SOL End of Course test in Writing increased from 64.2% to 80.3%</p> | <p>Supported: Intervention/Remediation strategies Grade level teamwork Developing/Expanding Literacies Enrollment Flexible test Schedule English 12 SOL class</p> <p>Inhibited: Timing of identification of students for additional support and enrollment in electives (Expanding/Developing Literacies)</p> | <p>Continued implementation of intervention efforts initiated in 07/08.</p> <p>Coordinate with Herndon Middle School to identify students in need of support.</p> <p>Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assisting with developing interventions.</p> |
| <p style="text-align: center;">Academics</p> <p>Objective: The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.</p> | <p>The percentage of Special Education students passing the SOL End of Course test in Reading increased from 59.7% to 83.6%</p> | <p>Supported: Intervention/Remediation strategies Grade level teamwork Developing/Expanding Literacies Enrollment Flexible test Schedule English 12 SOL class</p> <p>Inhibited: Timing of identification of students for additional support and enrollment in electives (Expanding/Developing Literacies)</p> | <p>Continued implementation of intervention efforts initiated in 07/08.</p> <p>Coordinate with Herndon Middle School to identify students in need of support.</p> <p>Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assisting with developing interventions.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|--|--|
| <p align="center">Academics</p> <p>Objective: The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.</p> | <p>The percentage of Special Education students passing the SOL End of Course test in Geometry increased from 47% to 68.9%.</p> | <p>Supported: Targeted tutoring Department focus on Geometry Intensive targeted and individualized interventions in May before the SOL test. Work collaboratively with ESOL department to focus on vocabulary and abstract concepts development.</p> <p>Inhibited: Student attendance at interventions.</p> | <p>Improved 25% from previous year – continue with targeted interventions. Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assisting with developing interventions.</p> |
| <p align="center">Academics</p> <p>Objective: The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.</p> | <p>The percentage of Special Education students passing the SOL End of Course test in Biology increased from 48.4% to 53.8%</p> | <p>Supported: Remediation offered after school In-class intervention before and after assessments Intensive targeted and individualized interventions in May before the SOL test. Focus on vocabulary with word wall and concept constructions Individual review packets given out to each student</p> <p>Inhibited: Student attendance at interventions</p> | <p>Increase collaboration among Biology teachers through common planning among curriculum teams. Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assisting with developing interventions.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|--|---|--|
| <p align="center">Academics</p> <p>Objective: The Herndon High School staff will improve the performance of Special Education students in the four core subject areas.</p> | <p>The percentage of Special Education students passing the SOL End of course test in World History I increased from 68.3 to 69.5%</p> | <p>Supported: Curriculum team created an S.O.L. review guide. Held “Stinger Time” intervention sessions. Inhibited: Competing for students who had needs in other curriculum areas. Accessing students after school if they could not attend “Stinger Time” intervention. Limited turn around time been initial S.O.L. exam and the required retakes.</p> | <p>Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assisting with developing interventions. Identify students earlier through common and formative assessments based on benchmarks. Improve communication / intensify collaboration between social studies and special education teachers regarding individual students’ needs and intervention strategies.</p> |
| <p align="center">Essential Life Skills</p> <p>Objective: The Herndon High School staff will decrease the number of Honor Code infractions, with a focus on cheating.</p> | <p>Data from student records will reveal a decrease in the number of Honor Code violations.</p> | <p>Supported: Developed a method for recording and tracking violations in SASI, allowing for data on Honor Code violations to be monitored. Inhibited: Consistency in reporting Method of tracking violation</p> | <p>Promote teacher ownership of Honor Code and its implementation with continued consistency in administrative response to and enforcement of Honor Code violations.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|--|--|
| <p>Essential Life Skills</p> <p>Objective: The Herndon High School staff will decrease the number of Honor Code infractions, with a focus on cheating.</p> | <p>Information about the Honor Code will be publicized and continue to be part of ongoing conversations between staff and students.</p> | <p>Supported: Honor Code added to SR&R presentation. Students sign an Honor Code pledge. Honor Code posted on Blackboard by all teachers and in syllabi. Honor Code posted in each classroom. Presentation given to the PTSA and Honor Code posted on the school website. Presented Honor Code to the rising ninth graders at the “Activity Fair”. Principal video shown to students at the opening of school regarding respect.</p> <p>Inhibited: Community ownership and knowledge of the Honor Code and its consequences.</p> | <p>Promote Honesty and Integrity by implementing a “Caught You” reward for honest action by students. This will provide positive support for the Honor Code. Posters on respect will be displayed throughout the building. Respect based quotation on the daily video announcements.</p> |
| <p>Essential Life Skills</p> <p>Objective: The Herndon High School staff will decrease the number of Honor Code infractions, with a focus on cheating.</p> | <p>Provide survey for teachers and/or students to complete regarding cheating and other Honor Code topics.</p> | <p>Supported: Issue bin implemented for teachers to respond to the Honor Code and its implementation.</p> <p>Inhibited: Making time to revisit Honor Code dialogue with staff and students.</p> | <p>Set aside a “Seminar Day” to promote honesty and integrity and receive feedback on the Honor Code and its importance to academic life. SGA will make Public Service Announcements regarding respect.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|--|---|
| <p align="center">Responsibility to the Community</p> <p>Objective: The faculty and staff of Herndon High School will seek and promote meaningful service learning opportunities for all students.</p> | <p>Adopt a variety of methods to increase awareness of the Civics Seal</p> | <p>Supported: Information about the Civic Seal is included in Freshmen Orientation and “Back to School” packet. Increase Freshmen awareness of the Civic Seal via World History I and NJROTC class. Promoted Civics Seal at the rising 9th grade “Activity Fair”.</p> <p>Inhibited: Student knowledge of opportunities for acquiring service credits.</p> | <p>Faculty Lead initiatives (i.e. class projects, etc.)</p> |
| <p align="center">Responsibility to the Community</p> <p>Objective: The faculty and staff of Herndon High School will seek and promote meaningful service learning opportunities for all students.</p> | <p>At least 60% of seniors surveyed will be aware that they can earn the Civics Seal for their community service. Survey was not conducted in 07/08. Survey will be completed in 08/09.</p> | <p>Supported: Promoted Civics Seal Diploma through Student Services.</p> <p>Inhibited: Student knowledge of opportunities for acquiring service credits.</p> | <p>Develop link to opportunities for service hours via clubs, organization, and community on HHS website.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|---|--|--|
| <p>Responsibility to the Community</p> <p>Objective: The faculty and staff of Herndon High School will seek and promote meaningful service learning opportunities for all students.</p> | <p>The number of students earning the Civics Seal in 2008 was 9.4% of the graduating class.</p> | <p>Supported: Government teachers promoted Civics Seal and assisted students with the application process.</p> <p>Inhibited: Short amount of time for making connections with all students regarding the value of service learning projects.</p> | <p>Develop link to opportunities for service hours via clubs, organization, and community on HHS website.</p> <p>Continue to promote the value of service learning to rising ninth graders, helping to make connections with students at an earlier stage.</p> |
| <p>Responsibility to the Community</p> <p>Objective: The faculty and staff of Herndon High School will seek and promote meaningful service learning opportunities for all students.</p> | <p>Assess the meaningfulness of the community service project to the students.</p> | <p>Supported: Government class teachers initiating dialogue with students regarding service learning projects.</p> <p>Inhibited: Student knowledge of opportunities for acquiring service credits.</p> | <p>Develop survey for Seniors concerning the service learning opportunities at HHS. Seniors respond to service learning projects via presentations to rising ninth grade students at the “Activity Fair”.</p> |