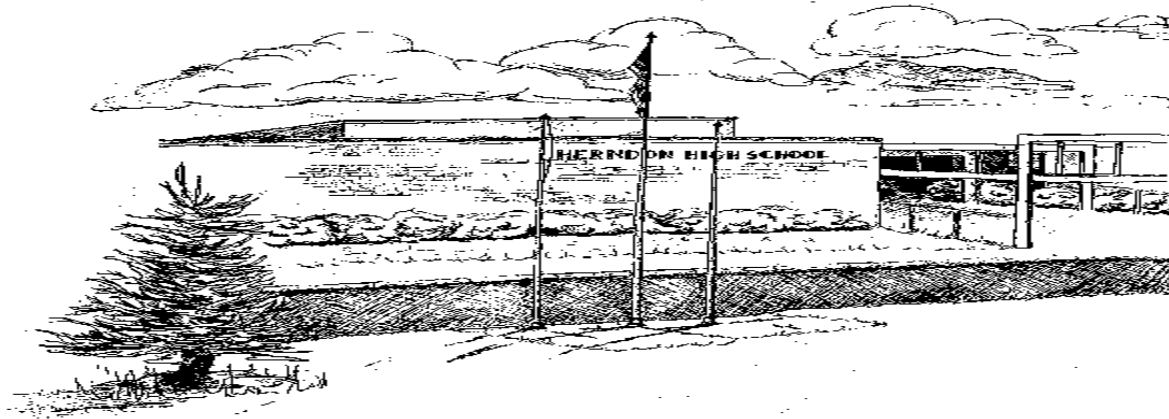


Fairfax County Public Schools
2009-2010 School Improvement Plan

HERNDON HIGH SCHOOL

Cluster I



William L. Bates, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
January 28, 2008

Committee Members

Committee Chairs: William L. Bates

Principal: Agustin D. Martinez

Name	Position	Name	Position
Verlee Bolton	Chair, Special Ed. Department	Dave Paganin	Director of Student Services
Kathy Blystone	Parent	David Petruzzi	Chair, CTE Department
Prosperanta Calhoun	Committee Co-Chair	Luanne Pickett	Assessment Coach
Sheila Colbert-Alzate	Committee Co Chair	Kay Rice	Head Librarian
Richard Cassara	Chair, NJROTC	Paige Saucedo	Chair, ESOL
Virginia Chapman	Chair, Science Department	Rebecca Small Lindsay Gadd	AP Coordinator
Kelsey DeFord	(Student (2009-2010))	Meta Smith	Chair, Math Department
Stephanie Drohzal	Student (2009-2010)	Maria Sneed	Chair, World Language Department
Lee Fortna	PTSA President/Parent	John Studach	SBTS
Jim Hannon	Committee Co-Chair	Laura Totoro	Chair, Soc. Studies Department
Janice Jewell	Chair, English Department	Dana VanSlyke	Chair, Fine Arts Department
Bonnie O’Hearn	Chair, Physical Education Department		

Principal’s signature: _____

Cluster Assistant Superintendent: Marty Smith

Cluster Coordinator: Anita Wallace

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 CIVICS 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>Special Programs</u>	Academics	ELS*	Community
ACE Mentoring Program for students interested in Architecture, Construction, Engineering	X	X	X
Advanced Placement Classes	X		
Alcohol and Drug Services Outreach Program, with presentations by school-based and community resource personnel to students and parents			X
American Mathematics Competition 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 Counts	X	X	X
Character Education and Honor Code (Focus on Respect)	X	X	
Chem Tech classes	X		
Chesapeake Bay Foundation Water Quality Study	X		X
Civics Seal		X	X
College Partnerships	X		
Common planning time among curriculum team 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
Concepts Science	X		
Concepts Social Studies	X		
Constitution Day Initiative		X	

<u>Special Programs</u>	Academics	ELS*	Community
DECA	X	X	X
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	
FBLA	X	X	X
FEA			X
Fine Arts include Theatre, Orchestra, Band, Chorus, Guitar, 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 9th 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.) Parent Liaison attending all meetings.			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
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
Hornet AP Study Seminar – AP study hall for students taking 3 or more AP classes or for students, particularly minority students, who are taking an AP class for the first time. Tutoring and learning strategies are provided. Funded by a \$5,000 Target 3 grant.	X		
Intervention Program for struggling students. Weekly tutoring classes held for 1 hour after school for C, D, and F students.		X	X
In-school SOL Intervention “Stinger Time”	X		
Interact club in conjunction with Herndon Rotary			X
International Club – Host International Night for all parents and students			X
Ladies By Choice (support group for at risk students)	X	X	X
Latinos Unidos Club – welcome dinner and orientation			X
Leadership class for Student Government Association (SGA)		X	X

<u>Special Programs</u>	Academics	ELS*	Community
Lockheed Martin student internship program	X	X	X
Men Under Construction (support group for at risk students)	X	X	X
Most Improved Breakfast	X		X
National Honor Society (English)	X	X	X
National Honor Society (History)	X	X	X
Ninth Grade reading/writing intervention program	X		
NJROTC	X	X	X
Orientation tours for parents new to HHS			X
Planetarium outreach to the community			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
Readers are Leaders	X	X	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
Stinger Time Intervention (focus on C-F students)	X		
Student technology aides		X	
Teamed 9 English Transitional classes	X		
Teamed ESOL Biology	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	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 increase student achievement of Special Education and Limited English Proficiency 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 2008-2009 school year indicate a significant discrepancy between the academic performances of Special Education and Limited English Proficient students vs. that of the overall student population. Additionally, classroom based assessments including common assessments created by PLC curriculum teams and end of quarter grades, as well as end of course final grades also indicate a gap in the performances of our Special Education and Limited English Proficient students. Data also indicates low achieving scores for Special Education students in the following areas during the 2008-2009 school year: English writing, 66% Geometry, 53% Biology, 50% World II, 63%. Data also indicates low achieving scores for Limited English Proficiency students in the following areas: English writing, 69% Geometry, 53% Biology, 40% and World II, 74%. Attendance data shows a direct correlation between

students who are struggling academically and attendance indicating that many of these students have poor attendance including multiple all day absences.

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 the appropriate subject area. We have also provided selected general education classes with an ESOL I.A. in an effort to provide additional support to our Limited English Proficiency students. 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:

Herndon High School serves a student population that is culturally and economically diverse. With our diverse population and an increasing number of students qualifying for Special Education services, Herndon High School is challenged with meeting the needs of all students. Current and recent school data indicate a downward trend in the academic achievement of the students that are classified as Special Education and Limited English Proficient. 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 of 34 minutes that is built into each school day. We have also created flexible schedules for our teachers which includes a common planning period by department. This allows teachers to meet with their individual curriculum team two times per week to collaborate on planning, instruction, and data review. A consistent opportunity for intervention will be the focus for the students during Herndon’s PLC, “Stinger Time”. For the 2009-2010 school year we will implement the final phase of the PLC by pulling out students who have earned an A or B for a class which will allow the teachers to provide intervention to all students earning C’s, D’s, and F’s. The research indicates that consistently intervening in the lives’ of our children, 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 Measurable Attainable Realistic and Time-Bound)</i>
1.1.1 a	The percentage of Special Education students passing the End of Course writing portion of the English SOL will increase from 66% to 85% during the 2009 – 2010 school year
1.1.2 a	The percentage of Special Education students passing the SOL End of Course test in Geometry will increase from 53% to 83% during the school year 2009-2010.
1.1.3 a	The percentage of Special Education students passing the SOL End of Course test in Biology will increase from 50% to 70% during the school year 2009-2010.
1.1.4 a	The percentage of Special Education students passing the SOL End of course test in World History II will increase from 63% to 78% during the school year 2009-2010.
1.1.1 b	The percentage of Limited English Proficiency students passing the End of Course writing portion of the English SOL will increase from 69% to 85% during the 2009 – 2010 school year
1.1.2 b	The percentage of Limited English Proficiency students passing the SOL End of Course test in Geometry will increase from 53% to 83% during the school year 2009-2010.
1.1.3 b	The percentage of Limited English Proficiency students passing the SOL End of Course test in Biology will increase from 40% to 70% during the school year 2009-2010.

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>
1.1.4 b	The percentage of Limited English Proficiency students passing the SOL End of course test in World History II will increase from 74% to 85% during the school year 2009-2010.

**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 Janice Jewell			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 Meta Smith Janice Jewell				X	X	Department chairs will check with the teachers of Special Education and ESOL 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 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 intervene and reinforce skills.	Laura Totoro Ginny Chapman Meta Smith Janice Jewell			X	X	X	Department chairs will check with teachers to be sure that Stinger time is used to intervene and reinforce students who need it.
9. Biology, Geometry, and World II teams will analyze SOL scores to identify areas of weakness and develop plans for improvement.	Matt O'Connor Bri Allis Larry Stallings		X				Team meeting agenda and verification by appropriate chairs (Meta Smith, Ginny Chapman, Laura Totoro)
10. Biology, Geometry, and World II teams will analyze their E-Cart and common assessments at the end of each quarter to determine which skills/concepts students need intervention on and develop strategies.	Matt O'Connor Bri Allis Larry Stallings		X	X	X		Team meeting agenda and verification by appropriate chairs (Meta Smith, Ginny Chapman, Laura Totoro)
11. Geometry team will develop and implement 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)
12. Ensure that Special Education teachers are included in all curriculum team meetings. Develop and share strategies for test taking and intervention for use in all teamed classes.	Department Chairs		X	X	X		Team meeting agenda and verification by Math chair (Meta Smith)
13. All teachers will require (c-f) students to meet with them during the selected Stinger Time.	Department chairs Admin Team		X	X	X	X	Student attendance

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.	
14. Curriculum teams use common planning for data analysis, sharing instructional strategies, differentiation (e-cart, aspire) and	Laura Totoro Ginny Chapman Meta Smith Janice Jewell		X	X	X	X	
15. Reading and Writing Intervention program for selected ninth graders	Judy Mc Dermott William Bates Janice Jewell	Summer Institute for selected at risk students. EYC for one English teacher	X	X	X	X	Increase in overall grades in all classes
16. Classroom and testing accommodations for status 1–5 LEP			X	X	X	X	
17. Weekly intervention/tutoring classes provided weekly to struggling students after school	Prosperanta Calhoun Selected EYC teachers			X	X	X	Increase in overall grades in all classes
18. Special education and regular education team teachers will plan lessons that include curriculum modification and differentiation.	Verlee Bolton Sheila Colbert Teachers		X	X	X	X	Increase in overall grades in all teamed classes
19. County Resources for Geometry for LEP students	Nancy Batchelder			X	X	X	

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 plagiarizing and cheating.

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

Data Sources:

Classroom teachers continue to report to the administration that students continue to make attempts to deceive them on in-class and out of class assignments through cheating, plagiarizing, turning in work that is not their own, and by getting assistance from others without prior approval from the teacher. 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 continue to report that there is an on-going problem with cheating and unethical behavior in the academic and non-academic areas of Herndon High School. Grade level administrators continue to document Honor Code violations in individual student records. Anecdotal evidence indicates that because often times students are given warnings, second chances, and sometimes are not referred to the administrator, there are more Honor Code violations than are recorded in student data.

Cheating continues to be a problem in multiple areas:

- giving and receiving answers during tests and quizzes
- plagiarism of written assignments
- copying other students' homework
- turning in work that is not authentic

Moral Character and Ethical Judgment (Non Academic):

- theft (Security Specialist reported more than \$5,000) stolen electronics during 2008-2009 school year
- graffiti and defacing of school property
- property destruction
- foul language in hallways
- bullying as well as reports of gang intimidation

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 Sasi system has been updated to allow the administrator to document specific incidents in reference to Honor Code violations. These include cheating, plagiarism, and misrepresentation. This year the administrator will document the first offense of cheating or plagiarism in the Sasi system as a warning. The consequences for the first offense will still be set by the teacher. By documenting the first offense the administration will be able to better track the Honor Code violations. This will also provide the administration with more accurate data.

Best Practice Research:

Research shows that cheating and deception with academics are an increasing problem 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. We have incorporated the HHS Honor code into the school wide SR&R presentation that every student must participate in. We are also working diligently to bring a greater awareness to good character through our new Character Counts program. Numerous studies support our belief that a strong Honor Code can reduce dishonesty and poor decision making:

- 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>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.1	Data will reveal a 15% decrease in the total number of incidents of cheating between 2009-2010 and 2008-2009.
2.1	Data will reveal a 15% decrease in the total number of incidents of plagiarism between 2009-2010 and 2008-2009.

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.	William Bates		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.	William Bates		X				Opening of school faculty meeting; administrators monitor postings
3. English teachers will use Turnitin.com to monitor and track plagiarism	Janice Jewell	Account with Turnitin.com must be re-established each year	X	X	X	X	Jewell will monitor use through department meetings
4. Administrators will be responsible for documenting infractions in SASI and ensuring that the appropriate consequences are applied to violators.	Principal		X	X	X	X	Principal will check with assistant principals quarterly
5. National Honor Society Committee will need to review any Honor Code violations to determine if this should prohibit membership.	Steve Brown				X		Committee will meet as infractions occur
6. Plagiarism presentation will be made to all incoming freshmen by the librarians to increase their knowledge of plagiarism and its consequences	Kay Rice		X				On going each year beginning in the fall
7. Rising 9 th grade students participate in Honor Code presentation at HHS Activity Fair	Jonathan Frohm					X	On going each Spring during Annual Activity Fair
8. School wide Character Counts initiative will be implemented during selected Stinger Times	William Bates Character Counts Committee	Posters in each classroom. Lessons created by C.C. Committee	X	X	X	X	First C.C. Lesson will begin on October 5 th and will continue each month for the remainder of the year.

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 increase 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 10.2% of graduating seniors earned the Civics Seal in 2009.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Although the leadership team at Herndon High School has worked diligently over the past two years to communicate the importance of service learning opportunities, the data reflects that only a small percentage of students are taking advantage of these opportunities. An additional concern is that students who are participating in these opportunities are not keeping track of their service hours, resulting in inaccurate data reports. There are a variety of 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 and their parents are responsible at Herndon HS for tracking their own hours.

Best Practice Research:

Research in Civics education by The Center for Information & Research on Civics 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. “Civics Engagement and High School Academic Progress: An Analysis Using NELS Data.” The Center for Information & Research on Civics Learning & Engagement (CIRCLE), Working Paper 52, [January, 2007.] 23 Oct. 2007 <<http://www.Civicsyouth.org/PopUps/WorkingPapers/WP52Mors.pdf>>)

“Our findings reveal a potentially added benefit of Civics engagement to economic development: Civics activities undertaken by teenagers’ seemingly foster human capital growth” (Davila, Alberto and Marie T. Mora. “Civics Engagement and High School Academic Progress: An Analysis Using NELS Data.” The Center for Information & Research on Civics Learning & Engagement

(CIRCLE), Working Paper 52, [January, 2007.] 23 Oct. 2007
<<http://www.Civicsyouth.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 – no unexcused absences during the Senior year and no disciplinary infractions during the current Senior year as determined by local school board policies (http://www.pen.k12.va.us/VDOE/studentsrvcs/Civics_seal.shtml).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.2	Beginning with the school year 2009-2010, 100% of incoming freshmen will be introduced to Civics Seal diploma requirements.
3.2	When provided with an exiting survey, 100% of graduating seniors in the class of 2010, will be aware that they can earn the Civics Seal for their community service.
3.2	The number of seniors earning the Civics Seal upon graduation in 2010 will increase from 10.2% to 25% of the graduating class.

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. Student Services Department will promote the Civics Seal during guidance contacts with seniors during the senior handbook meeting.	Dave Paganin		X				On-going
2. Student Services Department will promote the Civics Seal during contact with all students.	Dave Paganin		X	X	X	X	On-going
3. Information about the Civics Seal will be shared with parents of seniors at a meeting.	Dave Paganin		X				On-going
4. Seniors will deliver their community service hours to their Social Studies teachers.	Laura Totoro				X		Social Studies teachers will collect community service hours by April.
5. Civics cords will be presented to students who earn the seal to wear at graduation.	William Bates					X	William Bates will distribute Civics cords at graduation rehearsal.
6. Anyone earning the Civics Seal will be recognized at graduation.	Rose Faul Jessica Watkins					X	Seniors earning Civics Seal will be asked to stand at graduation.
7. 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.
8. Information about the Civics Seal is included in Freshmen Orientation and Back-to-School packet.	Dave Paganin		X				On-going

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.	
9. Increase Freshmen awareness of the Civics Seal via World History I, NJROTC and Government classes.	Laura Totoro and Rick Cassara Doug Graney		X	X	X	X	On-going
10. Promote Civics Seal at the rising 9 th grade Activity Fair.	Jonathan Frohm					X	On-going
11. Selected graduating 2010 seniors will be awarded NJROTC Honor cords for meeting requirements	CDR. Rick Cassara	Purchase cords	X	X	X	X	On-going

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 Geometry dropped from 68.9% to 53.3%.</p>	<p>Supported: Provide intervention to “at risk” students during Stinger time. Targeted tutoring with focus on Geometry. New A/B student pullout for Stinger time which allows teachers to focus on D/F students. Intensive targeted and individualized interventions in May before the SOL test. Work collaboratively with ESOL department to focus on vocabulary and abstract concepts development. E-Cart intervention times for ESOL students. Academic Intervention program in core subjects and world languages provided by EYC teachers.</p> <p>Inhibited: Student attendance at interventions including Stinger time, Sol blitzes and after school help sessions. Daily student attendance at school.</p>	<p>Geometry PLC team focuses on planning and assessment modification. Geometry PLC team also focuses on student data review. Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assist 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 Biology decreased from 53.8% to 49.6%</p>	<p>Supported: Provide intervention to “at risk” students during Stinger time. Intervention offered after school In-class intervention before and after assessments. New A/B student pullout for Stinger time which allows teachers to focus on D/F students. Intensive targeted and individualized interventions in May before the SOL test. E-Cart intervention times for ESOL students Focus on vocabulary with word wall and concept constructions. Individual review packets given out to each student. Academic Intervention program in core subjects and world languages provided by EYC teachers.</p> <p>Inhibited: Student attendance at interventions</p>	<p>Biology PLC team focuses on planning and assessment modification. Biology PLC team also focuses on student data review. 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; assist with developing interventions.</p>
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<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 World History I increased from 69.5% to 74.8%</p>	<p>Supported: Curriculum team created an S.O.L. review guide. Held “Stinger Time” intervention sessions. New A/B student pullout for Stinger time which allows teachers to focus on D/F students. E-Cart intervention times for ESOL students. Academic Intervention program in core subjects and world languages provided by EYC teachers.</p> <p>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>World History I PLC team focuses on planning and assessment modification. World History I PLC team also focuses on student data review. Utilize E-Cart and its resources to develop formative assessments that will enable teachers to track student progress; assist 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 style="text-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.</p> <p>Inhibited: Consistency in reporting and tracking of H.C. violations. Some teachers write referrals and notify administrators and others give multiple chances.</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>

<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>Staff and student awareness and understanding of the HHS Honor Code will increase</p>	<p>Supported: Honor Code added to SR&R presentation with each student signing an agreement of understanding. 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>

<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>Beginning with the school year 2008-2009, 100% of incoming freshmen will be introduced to Civics Seal diploma requirements.</p>	<p>Supported: Information about the Civics Seal is included in Freshman Orientation and Back-to-School packet. Increase freshman awareness of the Civics 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 Led initiatives (i.e. class projects, etc.)</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>Beginning with the class of 2009, 100% of seniors surveyed will be aware that they can earn the Civics Seal</p>	<p>Supported: Promoted Civics Seal Diploma through Student Services.</p> <p>Inhibited: Student knowledge of opportunities for acquiring service credits. Students and parents are required to track student hours</p>	<p>Develop link to opportunities for service hours via clubs, organization, and community on HHS website.</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>The number of students earning the Civics Seal in 2009 was 10.2% 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>

