

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Herndon Middle School

Cluster 1

Justine Klena, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Justine Klena	Principal	Positive Behavior Support	
Reading/HML		Kelly Barr	Administrator
Michael Lester	Administrator	Dean Ciccirelli	Administrator
Jeannine Cotner	Civics Teacher/Chair	Vanessa Jackson	Administrator
Nancy Galm		Robin Highberg	ESOL Teacher/Chair
Caroline Kelleher		Bobby Biddle	
Janice Killian		Shannon Blaisdell	
Dannet Parchment		Jeannine Cotner	
Lenore Waggoner		Chap Fay	
Rachel Whitt		Jennifer Fargo	
Claudia Wilde		Lauren Huntley	
Katherine Willcox-Bein		Tracey McKoy	
Tom Zumchak		JoAnne Morgan	
Common Instructional Strategies		Beverly Parker-Lewis	
Vanessa Jackson	Administrator/Chair	Claire Simanski	
Forrest Reid		Gary Sipe	
Anie Tandler		James Torrenzano	
Christine Troxell		Assessment for Learning /Math Achievement	
Lenore Waggoner		Kelly Barr	Administrator/Chair
		Ben Abney	
		Darleen Beets	
		Rae Costley	
		Susan Luatua	
		Cindy Rapp	
		Jackie Rossell	

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Name	Position	Name	Position
Service to the Community			
Dean Cicciarelli	Administrator		
Amy Helm	Science Teacher/Chair		
Bill Conlon			
Rachel Cherian			
Rachel Darr			
Robert Dim			
Carol Fram			
Kent Harris			
Cass Hersh			
Kathy Itzkoff			
Kristin Pushak			
Mike Thomas			

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

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We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

Our goal is for students to achieve their full potential as productive members of an ever-changing society.

SCHOOL—MISSION STATEMENT

Herndon Middle School staff, students, and parents believe that education should provide opportunities and skills for intellectual, emotional, ethical, aesthetic, physical, and social growth. We develop interpersonal relationships founded on respect for the rights of all persons. We value self-discipline and responsibility. With the community, we provide a comprehensive learning program to meet the diverse needs of all students and an environment that supports that program.

SCHOOL—CORE VALUES/BELIEFS

Herndon Middle School believes that all students can learn and be successful.

SPECIAL PROGRAMS

Academics

Honors Program
ESOL
Herndon Middle Literacy (HML)
Diversity Committee
Staff Development Initiatives
eCART
Read 180
Fast Math
College Partnership
Yearbook
Marching Band
PTA Reflections Program
Touching Bases
Vertical Articulation with High School and Elementary
French Immersion Program
Expanding Visions Program
School Business Partners

- Parsons Brinckerhoff
- High Performance Technologies, Inc.

Boys Scouts

- Eagle Projects

National Junior Honor Society (NJHS)
Vanguard Team
Algebra Readiness
Power Math

Essential Life Skills Core Value

Positive Behavior Support (PBS)
Bullying Prevention and Awareness
Counseling Program
Counseling Focus Groups
Afterschool Interventions
Team Incentives
Team Assemblies
Character Education
Jewish Social Service Agency (JSSA)
College Partnership
Kids at Hope
Peer Mediation
Landscape Committee
Student Council Association

Community

Recycling Program
School Business Partners

- Parsons Brinckerhoff
- High Performance Technologies, Inc.

Herndon Parade Float
Boys Scouts

- Eagle Projects

After-School Program

- Anime Club
- Scrap Book Club
- *FIRST* Lego League Club
- Basketball League
- Soccer League
- Flag-Football League
- Games Club (character education games)
- ESOL Club
- Peer Tutoring (with NJHS)
- Weight Room
- Ping-Pong/Games Club
- DJ Club (with prevention activities)
- Book Club
- Bike Shop
- Art Club
- Step-Team
- Hip Hop Dance Club
- Typing Club
- Minatures Club
- Golf Club
- Herndon Community Center (Tuesdays and Fridays)

Community Service Planning Committee
Parent Liaison
Hispanic Parent Outreach Meetings
Hawk of the month

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.

Students will engage in reading and practice reading strategies during the school day consistently which will enable them to become better readers.

Check all that apply to this school improvement plan objective.

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

All teachers will focus on increasing student achievement in reading by implementing the Herndon Middle Literacy (HML) Program. Students will increase their reading comprehension and vocabulary development through an emphasis on reading during the school day.

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

HMS students' SRI reading and DRP scores for certain subgroups were below grade level and these scores provided the basis for the school objective. VSOL reading scores were lower than desired and need to increase significantly. SRI and eCART scores showed weak areas of reading comprehension. A review of various data sources indicates a need for continued focus on student literacy. The goal is to increase student reading comprehension and promote positive attitudes toward reading.

Data Sources:

- SOL scores
- DRP scores
- SRI tests given in September and June of each year

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Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Base line scores from previous SRI tests showed reading levels ranging between 2 and 3 years below grade level. ESOL students demonstrated equally low or lower scores, as measured using the SRI and DRP assessments. A comparison of June 2007 SRI reading scores with September 2006 scores showed a significant increase in scores. The 2007 VSOL reading score for grade 7 was 83%. VGLA reading binders used during 2007-2008 for certain subgroups provided an additional opportunity for successfully passing the VSOL reading tests. This option will again be provided to those subgroups in the 2008-2009 school year. Lack of vocabulary comprehension can result in lower test scores.

Best Practice Research:

Research indicates that students who learn reading skills and strategies demonstrate markedly higher academic achievement:

- Students in the top 5% read 144 times more than the students in the bottom 5%.
- In national testing, students who scored in the top 25% spent 59% more time reading than students who scored in the bottom 25%.
- Research also tells us that most students get very little to time practice reading. Students in public schools read 67% less than private school students. (Krashen, S. "Free Reading" – *School Library Journal*, September 2006)
- Reading practice declines markedly after fifth grade.
- On average, high school students spend about as much time in literature-based practice as kindergarten students.
- American high school graduates practice reading an average of only seven minutes per day over their entire academic careers.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	Students' SOL reading scores for the 2008/2009 school year, for all sub groups, as measured by 2009 VSOL, will improve by 10 points or better.
1.1	All students' SRI reading scores will increase 50 points from the September testing to the June testing through the use of the HML Program.
1.1	All students' DRP scores will increase from the September testing to the May testing through the use of the HML Program
1.1	100 % of HMS students are assigned a TA period. This period offers an opportunity for students to practice their reading and maintain a reading log.
1.1	Student/staff surveys, administered as pre/post assessments, will indicate a significant increase in pleasure attained from silent reading.
1.1	Staff support of the HML initiative will indicate an increased level of active participation as indicated by pre/post surveys
1.1	The e-Cart assessment will reflect a growth in individual reading comprehension over time, from first to fourth quarter.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All teachers will focus on increasing student achievement in reading by implementing the Herndon Middle Literacy (HML) Program. Students will increase their reading comprehension and vocabulary development through an emphasis on reading during the school day.							
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. SRI testing for all students	Jan Killian/Lenore Waggoner	Online tests	X			X	Compare tests
2. Staff survey on HML Program	Maureen Mehrer Rachel Whitt	Online and paper	X			X	Data compiled and compared for both surveys
3. e-CART and online common assessments	All core teachers Jeannine Cotner	Computer Labs, Mobile Carts	X			X	Technologies and various forms used throughout the year.
4. Reading during TA	All teachers	Books/Media (Each team will receive funds to replenish classroom libraries)	X	X	X	X	Walk-through observations by administration during the HML sessions

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.

Student achievement will increase to 75% for math and 77% in reading for all subgroups as measured by 2009 VSOL test.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity |
| <input 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 | |
-
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

In order to increase student achievement in the four core curriculum areas for subgroups Black (Not of Hispanic Origin), Hispanic, Free Or Reduced Fees, Limited English Proficient, and Special Education, all teachers will use varied and highly effective instructional strategies.

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

Data Sources: VSOL results/ VGLA binder results

A review of the 2006-2007 and 2007-2008 VSOL data in the four core curriculum areas shows that the subgroups listed above did not achieve passing scores in the core areas except where highlighted in blue. In many areas there are significant numbers of students who scored in Band 2 (375-399). Note that the subgroup **Asian or Pacific Islander** is only addressed in the area of Mathematics – Grade 7.

Test:	Test Results for 2006-2007		Test Results for 2007-2008	
English: Writing – Grade 8	PASS	BAND 2	PASS	BAND 2
Black (Not Of Hispanic Origin)	64.6%	25.0%	78%	14.6%
Hispanic	68.7%	20.5%	70.7%	19.5%
Free or Reduced Fees	66.3%	19.1%	74.5%	17.6%
Limited English Proficient	59.2%	23.7%	58.5%	30.8%
Special Education	46.9%	38.3%	61.4%	27.3%
Reading – Grade 8				
Black (Not Of Hispanic Origin)	62.5%	4.2%	75.0%	2.3%
Hispanic	42.6%	13.0%	62.5%	12.5%
Free or Reduced Fees	44.0%	11.9%	69.3%	8.9%
Limited English Proficient	37.7%	13.2%	49.2%	16.9%
Special Education	34.8%	15.7%	53.3%	13.0%
Reading – Grade 7				
Black (Not Of Hispanic Origin)	76.4%	5.5%	71.8%	10.3%
Hispanic	54.5%	7.1%	75.0%	8.0%
Free or Reduced Fees	56.9%	10.6%	70.3%	13.9%
Limited English Proficient	52.2%	7.0%	70.7%	10.7%
Special Education	55.3%	11.7%	63.4%	12.9%
Mathematics – Grade 8				
Black (Not Of Hispanic Origin)	80.6%	3.2%	88.2%	5.9%
Hispanic	68.6%	10.0%	78.4%	5.4%
Free or Reduced Fees	67.1%	10.5%	77.3%	8.0%
Limited English Proficient	61.3%	14.5%	66.7%	7.4%
Special Education	58.2%	3.6%	74.7%	10.9%
Mathematics – Grade 7				
Black (Not Of Hispanic Origin)	47.4%	10.5%	41.9%	12.9%
Hispanic	51.9%	16.7%	35.5%	11.8%
Free or Reduced Fees	32.8%	23.4%	38.4%	8.1%
Limited English Proficient	52.0%	16.0%	31.0%	9.2%
Special Education	31.3%	3.1%	45.9%	9.1%
Asian or Pacific Islander	64.7%	20.6%		

Test:	Test Results for 2006-2007		Test Results for 2007-2008	
U.S. History – Grade 7				
Black (Not Of Hispanic Origin)	60.0%	21.8%	68.2%	20.5%
Hispanic	47.7%	22.5%	67.3%	10.9%
Free or Reduced Fees	47.2%	23.6%	65.4%	15.0%
Limited English Proficient	42.7%	24.5%	57.9%	16.8%
Special Education	59.3%	22.0%	75.3%	16.5%
Civics and Economics – Grade 8				
Black (Not Of Hispanic Origin)	73.9%	8.7%	67.4%	16.3%
Hispanic	56.4%	18.2%	66.7%	8.9%
Free or Reduced Fees	62.9%	17.1%	70.0%	9.1%
Limited English Proficient	55.6%	18.5%	56.8%	9.5%
Special Education	47.7%	18.2%	59.8%	17.4%
Science – Grade 8				
Black (Not Of Hispanic Origin)	73.9%	10.9%	88.6%	6.8%
Hispanic	72.0%	8.5%	67.8%	12.2%
Free or Reduced Fees	68.5%	7.9%	76.2%	8.5%
Limited English Proficient	66.7%	9.3%	62.3%	13.2%
Special Education	53.2%	18.2%	74.7%	16.2%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic/Instructional strengths include:

- Improved performance for subgroups in Math 8 VSOL
- Improved performance for subgroups in Writing VSOL
- Improved performance for subgroups in Reading 8 and 7
- Improved performance for subgroups in Science 8

Programmatic weaknesses include:

- Percent of students who are members of specific subgroups **not** passing VSOLs in all areas

Best Practice Research

Highly effective critical thinking and reading instructional strategies increase students' learning and help them to attain new levels of proficiency. (Rick Stiggins, et.al. -- Ahead of the Curve). Strategies are the different types or styles of plans that teachers use to achieve the goal of weaving together a conversation, that unite disparate individuals around a common core of learning. (Silver, Strong, Perini --- The Strategic Teacher) Today's students are a part of a multimedia world from birth. They don't just listen; they participate. They don't just sit; they move. The classroom that is enriched with teaching techniques from all three modalities (auditory, visual and kinesthetic) and in which new information is given in 15 to 20 minute segments for secondary students, with time for processing in between, will be a place where quality learning is possible. (Tileston, 10 Best Teaching Practices, second edition) Research indicates that students who have repeated exposure to the language and terminology commonly used in standardized testing across the curriculum will be better able to interpret and understand questions on those instruments. Students may understand the concepts in a subject area but, if they can not determine what a question is asking, they will not be able to convey what they know. "Research-based Steps to Assist Students in Understanding **Essential Vocabulary**" (Marzano – *Building Background Knowledge*) as presented by Dan Mulligan provides strategies in vocabulary development. Dan Mulligan also indicates that when core curriculum can be introduced and taught through elective classes, students "like it better" and consequently learn it better. Interdisciplinary instructional strategies reinforce students' learning and increase academic achievement.

Performance Indicators:

- 1.1.1 English language arts
- 1.1.2 Mathematics
- 1.1.3 Science
- 1.1.4 Social Studies

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1, 1.1.2, 1.1.3, 1.1.4	Student achievement will increase to 75% for math and 77% in reading for all subgroups as measured by the 2009 VSOL test.
1.1.1, 1.1.2, 1.1.3, 1.1.4	Walk-through observations will indicate widespread use of varied instructional strategies for student engagement in all classrooms

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: In order to increase student achievement in the four core curriculum areas for subgroups Black (Not of Hispanic Origin), Hispanic, Free Or Reduced Fees, Limited English Proficient, and Special Education, all teachers will use varied and highly effective instructional strategies.							
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. Staff Development on instructional strategies at full staff meetings	Subgroup committee	Existing materials	X		X		Walk-through visits and data collection on use of effective instructional strategies
2. Regular staff development focus at monthly teacher leader meetings on effective instructional strategies and current research.(Dept Chair and PLC leaders and other teacher leaders)	Selected teachers	<i>Ahead of the Curve</i> , Douglas Reeves					Monthly book discussions between administration and teacher leaders (dept chairs, PLC leaders, selected teacher leaders) and monthly presentations of highlights of best practices in instruction.
3. PLC teams will select <u>at least</u> two common instructional strategies	Department Chairs and PLC leaders	Existing materials	X				PLC groups will share strategies they select with administration in meeting notes.
4. PLC teams and elective teachers will implement varied instructional strategies and discuss effectiveness in PLC meetings	All teachers	Existing material		X	X	X	Administrative team will see evidence of instructional strategies used during classroom visits and PLC teams will include lesson design and instructional strategies in discussions at weekly meetings.
5. All PLC teams in core subjects will use e-Card to develop common assessments both formative and summative	All Core Teachers	eCart	X	X	X	X	PLC teams will analyze assessment data and use the information for instructional planning collaboratively.

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.

Student achievement in the Math 7 and 8 VSOL will improve for all subgroups by at least 10%

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input 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. |
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| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Teachers will use eCart and other diagnostic tools to measure student understanding and to effectively tailor lessons and instruction that are designed to assist students in achieving mastery of the VSOL standards.

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

Data Sources:

EDSL and VSOL results
Common Assessments
eCart testing
Discussions with math teachers

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Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

In Math 8 all subgroups as identified by NCLB improved and all groups except LEP students passed according to the required percent pass rate of 75%

Students in grade 7 taking algebra 1 Honors had a 100% pass rate.

Students in grade 8 taking Algebra 1 Honors had a 75% pass advance rate in Algebra 1 Honors.

Weaknesses:

VSOL pass rates in grade 7 declined for Black, Hispanic, and LEP students. Percent passing among all subgroups in math 7 is significantly lower than requirement of NCLB

Achievement gap between majority and minority populations in percent passing rates in math 7 and math 8.

Best Practice Research:

Research indicates that students who have repeated exposure to the language and commonly used terminology used in standardized testing across the curriculum will be better able to interpret and understand questions on those instruments. Students may understand the concept in a subject area but, if they can not determine what a question is asking, they will not be able to convey what they know. “Research –based Steps to Assist Students in Understanding **Essential Vocabulary**” (Marzano - *Building Background Knowledge*) as presented by Dan Mulligan provides strategies in vocabulary development.

Common assessments administered in a subject area will be more effective in determining student success if efforts are made to have approximately 1/3 knowledge and comprehension, 1/3 application, 1/3 analysis items. Assessments of this type will help diagnosis student’s weaknesses in the higher thinking skills. Increasing students’ exposure to questions of these types will help them to develop the skills necessary to process information at the higher levels.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.2	Student achievement in math will increase by at least 10% for all subgroups as measure by the 2009 VSOL test
1.1.2	ESOL student scores on the EAMES test administered in the fall and spring will show improvement.
1.1.1, 1.1.2	Students will exhibit knowledge, comprehension, and the ability to apply the essential mathematics vocabulary base to be assessed on a quarterly basis. The teachers will implement an essential vocabulary assessment once per quarter and student achievement should reflect 100% mastery by at least 80% of the students.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will use eCart and other diagnostic tools to measure student understanding and to effectively tailor lessons and instruction that are designed to assist students in achieving mastery of the VSOL standards.							
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. Utilize e-Cart to assist in the planning and implementation of common assessments.	Math Department	Computer labs no additional costs	X	X	X	X	By analyzing those areas of strengths and weaknesses and tailoring instruction students will increase mastery. We will use released VSOL tests to monitor student progress.
2. Screen and select those students in danger of not passing eighth grade VSOL for the Algebra Readiness Initiative.	Selected math teachers	No school based cost. The office of instruction will sponsor the program.			X	X	Student progress will be measured by the percentage of benchmarks passed
3. Use PLC for collaboratively developing common assessments and planning instruction that addresses targeted subgroups.	Math Department and Admin	No additional costs.	X	X	X	X	Progress can be measured by student achievement on common assessments
4. eCart will also be utilized to develop effective instructional strategies and lesson plans to reteach/reinforce mathematical concepts.	Math Department and Admin		X	X	X	X	Data and results from e-Cart tests will be tallied, analyzed and discussed during PLC.
5. Prior to planning a unit, teachers will analyze EDSL data from the previous year and concentrate the instruction on the areas of concern.	Math Department	EDSL data	X	X	X	X	This on going process will be a part of the weekly PLC discussion.
6. Designated leadership meetings will have a staff development focus on higher level thinking skills and instructional strategies to improve math problem solving	Teacher leaders and administrators at December 9 and February 3 meetings	no additional materials needed		X	X		Use of effective instructional strategies will be evident during classroom walk-through observations

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.

By implementing a strong positive behavioral support system school-wide, students will learn to make good choices and benefit from a positive and supportive school climate.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

All staff will implement a Positive Behavior System that focuses on building social, moral, and ethical behaviors with a rewards component to recognize appropriate student behaviors and decrease the number of student referrals.

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

Since the implementation of the Positive Behavior Support program, Herndon Middle School has had a significant decrease in referrals to the administrative staff. Our PBS committee has worked collaboratively with the staff to develop school-wide procedures for students and clear, consistent consequences for inappropriate behaviors. Teachers present the Hawk Manual to their students during the T/A period. Teachers share HMS procedures and the consequences for both positive and negative behavior with all of their students. Teachers and students have the same expectations for appropriate student behavior. The PBS approach provides teachers with the tools to handle routine discipline matters, allowing teachers to refer only the most significant misbehaviors to the administrators.

Data Sources: School Safety Report; Administrative referrals; SASI data, etc.

The school data reflects a significant decrease in serious incidents since we implemented the PBS program. In 2003-04 we recorded 32 serious incidents including 52 fights. In 2004-05 we recorded 43 serious incidents including 29 fights. In 2005-06 we recorded only 11 serious incidents including 17 fights. In 2006-07 we recorded 8 serious incidents including 9 fights. We anticipate that we will continue to see a decline in serious incidents due to the school-wide positive discipline approach with students.

10/14/2008 REVISION

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

PBS is a program designed to provide positive incentives to all students who follow the rules and teachers' expectations. Every teacher is involved in sharing the school rules and expectations with their students. School data and observation reveal that the PBS program has contributed to increased positive behavior among students. Revised suggested discipline guidelines were developed by the Administrative Team and provided to all students to ensure that students know what the school expects. Incentives and monitoring of the program are areas that the school can focus on and improve this year. The school will continue to implement and improve the existing program, and add redesigning the Hawk Manual and developing procedures for modifying the behavior of red level students as new components.

Best Practice Research:

Research shows that good academic instruction helps manage students' behavior. (R.J. Marzano, "*What Works in Schools*") The PBS Program's purpose is to identify additional instructional materials\strategies or behavioral\interpersonal interventions for students who are exhibiting difficulty accessing and mastering the curriculum. As a result of implementation of the PBS Program, referrals are less, instruction improves, and students' academic scores increase. A positive work environment creates better teaching and a better learning climate. (Gallop Poll and Buckingham and Coffman 2002 and Terrence M. Scott 2006)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.4	The number of discipline referrals as evidenced by the 2008-2009 discipline record of all referrals will decrease by 5% compared to the 2007-2008 records of referrals.
2.1, 2.4	There will be a 10% increase in the number of teachers who use the PBS program as evidenced by the difference between pre and post surveys conducted during the 2008-2009 school year.
2.1	The percentage of students participating in the incentive program will increase by 5% each month during the 2008-2009 school year as measured by the number of redeemed “Thumbs Up” tickets.
2.4	The number of reported incidents of bullying will decrease on the average each month as evidenced by data collection.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff will implement a Positive Behavior System that focuses on building social, moral, and ethical behaviors with a rewards component to recognize appropriate student behaviors and decrease the number of student referrals.							
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. Attend PBS trainings offered by FCPS	Assistant Principals and PBS sub committee members	No Cost	August 21 st 2008 and also other upcoming PBS training opportunities during the year				
2. Present the information to the students (roll out).	The PBS sub committee with the assistance from teachers and the administrative team	Paper and pencil supplies.	September 5-September 7, 2007				N/A
3. Present the goals and objectives of the PBS program to the staff during faculty meeting.	PBS Committee	Power point slide show and LCD projector, Cost: none	First Team Leader and Elective Department Chair Meeting in September				N/A
4. Present data regarding discipline/behavior to the staff on a quarterly basis.	Assistant Principals and PBS Committee	None	Team Leader and Elective Department Chair meeting and selected staff meetings				Assistant Principals will monitor referral data and prepare reports to relay information to the staff
5. Enlist the aid of the PTA and community members to support the PBS plan for the implementation of student incentives.	PTA rep. Bobby Biddle and assistant principals	Various forms of rewards and prizes. Foodstuff, etc.	Quarterly PTA meetings				Maintain record of number of Thumbs Up tickets redeemed and inventory of rewards

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff will implement a Positive Behavior System that focuses on building social, moral, and ethical behaviors with a rewards component to recognize appropriate student behaviors and decrease the number of student referrals.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Enlist the aid and support from students in SCA to assist with the implementation of the program goals	SCA sponsor and PBS subcommittee	Poster board materials for posters illustrating the PBS message.	X	X	X	X	Evidence of student involvement seen in SCA meeting discussions and the posters are seen throughout the building
7. Focus on continuous improvement of the existing program through staff involvement and strategic input in the following areas: <ul style="list-style-type: none"> • Hallway Procedures and Incentives • “Red” Level students and Gang Prevention • Anti Bullying Campaign • Data Analysis • Outreach to Community • Improved Hawk Manual 	PBS Committee members designated to specific areas	Cost of incentives, printing, afterschool interventions	X	X	X	X	<ul style="list-style-type: none"> • Analysis of referrals • Climate survey administered to student groups regarding safety, bullying and hallways • Staff input during focus group session: Snack and Study topic: PBS February 6

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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

Staff will engage students in collaborative school-wide community service activities to help students develop an understanding and appreciation for the positive benefits of being an active contributor to both their local and global communities through educating and modeling the desired characteristics of a responsible and contributing citizen.

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

Data Sources:

A review of available data from 8th grade Civics classes indicates that approximately 80% of the students complete all of their community service hours. Student participation closely aligns with the information provided to students by individual teachers. An informal survey of the students revealed that approximately 45% of the 8th graders experienced difficulty in finding community service opportunities. Approximately 18% of the students could not participate in after-school opportunities made available to students because of their own family's needs for child care. While there is no hard data, informal discussions with teachers highlighted a need for greater student participation. Improving our data collection instruments (staff and student surveys) and implementing consistent and accurate methods of collecting this data along with anecdotal evidence will be a priority this year in an effort to better understand our schools effectiveness in successfully achieving our objective.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The 8th Grade Civics Curriculum requires service hours. These required service hours makes a significant impact within our local school community. Several agencies, such as the Link Food Pantry have been very appreciative of the student efforts. However, the number of hours and types of service accepted has varied by teacher resulting in a distinct effect on the community. Additionally, there has not been a unified effort to identify all agencies and groups that have need of community volunteers. Since many of our staff and faculty are community residents, there is a need to tap into their knowledge of the community to identify the areas where the students' combined efforts can make a significant difference.

Best Practice Research:

Being a volunteer and being helped by a volunteer helps students to develop positive relationships (Haski-Leventhal, D. Ronel,N., York, A., Boaz, B., 2008. Children and Youth Services Review, vol. 30, issue 7, p. 834-846) and build self-esteem. The motto of the Office of Civic Engagement and Service Learning (CEL) is "Give a Little. You'll get back so much more." This is especially true for the personal benefits derived from the 8th grade civics community service requirement. It has been demonstrated that community service activities have a unique way of developing an individual's sense of community, self-esteem and leadership skills, as well as other positive characteristics. Research has shown that student learning, personal skills and professional development increase when students invest more of their out-of-class time and energy in educationally purposeful activities such as community service. Volunteerism has an important affect on young people's lives.

By helping students become more engaged and active members of their community, they can develop a deeper appreciation and understanding of their impact on both their local and global communities. These programs should serve to expose students to relevant social issues and empower them to become civic minded and active participants in both their local and global communities.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2/3.4	The percentage of students participating in community service will increase by 90% this year.
3.2/3.4	The percentage of 8 th grade student participating in community service will increase by 10% this year.
3.2/3.4	On an end-of-year survey, at least 50% of the 7 th grade students will respond positively to the effects their community service efforts had on individuals.
3.2/3.4	On an end-of-year survey, 75% of the 8 th grade students will respond affirmatively to questions relating to the ease of locating community service activities.
3.2/3.4	The percentage of students participating in community service will increase by 90% this year.
3.2/3.4	Staff and student surveys will indicate an increased participation and overall awareness and value placed on civic minded pursuits.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will engage students in collaborative school-wide community service activities to help students develop an understanding and appreciation for the positive benefits of being an active contributor to both their local and global communities through educating and modeling the desired characteristics of a responsible and contributing citizen.							
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. Locate more community opportunities for students' service hours.	Civics teachers, Ser	No cost	X	X			Department Chairs
2. Career Fair for 8 th grade students	Counselors and PTA	No cost	X				Success of this event was published in the media
3. Agreement among civic teachers on types of required service hours.	Dept. Chairs and Civic teachers	None	X	X			Department Chairs will oversee
4. Educate and model desired characteristics	Entire staff	None	X	X			Through informal observations and classroom walkthroughs
5. Identify reliable sources of data and reliable methods of data collection	Committee	Survey Monkey, Microsoft Excel, log books and attendance sheets	X	X	X	X	Data will describe the number of students involved, how long they are involved, and who is involved, how they are involved and simple effectiveness of activities.
6. Expand after-school program to include more community service components	After School Coordinator and Staff		X	X	X	X	Data will describe the number of students involved, how long they are involved, who is involved, how they are involved and simple effectiveness of activities.

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: All teachers will focus on increasing student achievement in reading by implementing the Herndon Middle Literacy (HML) Program. Students will increase their reading comprehension and vocabulary development through an emphasis on reading during the school day.</p>	<p>Comparison of 2007 and 2008 VSOL reading test results indicated improvement in several areas.</p>	<p>Supported: Reading achievement improved for all groups with the exception of Black students in grade 7 (76% to 71%)</p> <p>Inhibited: Full staff participation and challenges with maintaining high level of student engagement during sustained silent reading</p>	<p>In-process measures to chart achievement throughout the year need to be used. (SRI testing, eCart assessments)</p> <p>Staff survey results need to be analyzed in order to improve the program and generate enthusiasm among all staff and students.</p>
<p style="text-align: center;">Academics</p> <p>Objective: In order to increase student achievement in the four core curriculum areas for subgroups Black (Not of Hispanic Origin), Hispanic, Free Or Reduced Fees, Limited English Proficient, and Special Education, all teachers will use varied and highly effective instructional strategies.</p>	<p>VSOL test results and VGLA test results indicate improvement in several areas.</p>	<p>Supported: Significant improvement in % passing among subgroups in reading and math VSOL scores from 2007 to 2008 administration.</p> <p>Inhibited: Lack of use of frequent formative assessments in all disciplines. Continued underachievement among subgroups and achievement gap between majority and minority groups in the school.</p>	<p>Introduction of additional instructional strategies will enhance academic performance for all students.</p> <p>Implementation of the identified in process measures should be consistent and will inform leadership team and school planning team of effectiveness of the strategies during the year.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Academics</p> <p>Objective: Teachers will use eCart and other diagnostic tools to measure student understanding and to effectively tailor lessons and instruction that are designed to assist students in achieving mastery of the VSOL standards.</p>	<p>Math achievement as measured by VSOL 2008 test indicated improved achievement among subgroups in math 8. Student achievement in math 7 declined and an overall achievement gap between majority population and subgroups is evident.</p>	<p>Supported: Use of alternative assessments for Special Education students allowed more students to pass.</p> <p>Inhibited: PLC teams need more data to determine needs and interventions for specific students.</p>	<p>More information on assessments administered by the PLC groups during instruction will allow teams to implement strategies for struggling students and design appropriate interventions for students not achieving.</p>
<p>Essential Life Skills</p> <p>Objective: All staff will implement a Positive Behavior System that focuses on building social, moral, and ethical behaviors with a rewards component to recognize appropriate student behaviors and decrease the number of student referrals.</p>	<p>Overall effects of program as measured over the last three years indicate decrease in discipline referrals and fewer serious incidents.</p>	<p>Supported: Number of serious incidents continues to decline and teachers continue to support the program.</p> <p>Inhibited: Lack of data collected in 2007-2008 prohibits precise analysis and prescription for improvement for the current year.</p>	<p>In-process measures to assess effectiveness of the program must be implemented.</p> <p>Tracking discipline referral rates and use of incentives will inform leadership and SIP committee so that appropriate action can be taken.</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: Staff will engage students in collaborative school-wide community service activities to help students develop an understanding and appreciation for the positive benefits of being an active contributor to both their local and global communities through educating and modeling the desired characteristics of a responsible and contributing citizen.</p>	<p>Identified nine new possible opportunities, nine already-in-place opportunities for community service and identified 5 types of possible data collection:</p> <ol style="list-style-type: none"> 1) Pre-and post survey about attitudes–survey monkey 2) Number of discipline problems 3) Number of students who are involved in a community service activities at school 4) Staff or adult narrative/anecdotal evidence 5) Results from certain activities (lbs of aluminum collected, etc...) 	<p>Supported: Staff and committee members are diverse and active participants and volunteers in the local school community.</p> <p>Inhibited: Lack of reliable data from previous years</p>	<p>Improving our data collection instruments (staff and student surveys) and implementing consistent and accurate methods of collecting this data along with anecdotal evidence will be a priority this year in an effort to better understand our schools effectiveness in successfully achieving our objective.</p>