

**Fairfax County Public Schools**

**School Improvement Plan  
2008 – 2009**

**Kilmer Middle School**

**Cluster II**

**Deborah Hernandez, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



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

## COMMITTEE MEMBERS

| Name              | Position                               |
|-------------------|--|
| Deborah Hernandez | Principal                              |
| Jessica Lewis     | Assistant Principal                    |
| Ronald James      | Assistant Principal                    |
| Teresa Khuluki    | Committee Chair                        |
| Kurt Mills        | After-School Program<br>Administrator  |
| Mary Kay Folk     | English Department Chair               |
| Rich Erler        | Math Department Chair                  |
| Teresa Jones      | Science Department Chair               |
| Meg Dombro        | Social Studies Department<br>Chair     |
| Valerie McMillan  | Lead Guidance Counselor                |
| Tracy Price       | Special Education Department<br>Chair  |
| Susanne Ehsani    | ESOL Department Chair                  |
| Missie Farrace    | Foreign Language Department<br>Chair   |
| Mary Layher       | Physical Education<br>Department Chair |
| Alison Koludrovic | PTA President/Parent                   |
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|                   |  |
|                   |  |

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### We Believe in Our Children

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

### We Believe in Our Teachers

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

### We Believe in Our Public Education System

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

### We Believe in Our Community

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

## **SCHOOL—VISION STATEMENT**

- To provide a safe environment which dares each individual to embrace new challenges in a resourceful and collaborative learning community.

## **SCHOOL—MISSION STATEMENT**

- Empower staff and students through positive opportunities and quality education.

## **SCHOOL—CORE VALUES AND BELIEFS**

- Students prosper in an environment that is safe and challenging.
- When working in a collaborative environment, teachers provide meaningful instruction to individual students.
- Quality education is a result of the partnership among students, teachers, parents, and the community.

## **SPECIAL PROGRAMS**

### **Student Achievement Goal- Academics**

- Mathematics Science Technology focus school
- Cougar's PAWS (time and support for students and program for students with academic deficiencies)
- Cougar's Read
- Professional Learning Community focus school
- College Partnership Program
- Cougar's Den (After-School Program)
- SOL Blitz Program
- Kilmer Electronic Progress Reporting System
- Instructional Council (teacher and staff advisory group to the principal)
- Non-fiction writing across the curriculum initiative
- Read 180
- Math Resource Program
- Jumpstart Summer Program (twenty rising 7<sup>th</sup> graders attended a two-week summer program to help prepare them academically and socially to adjust to middle school)

### **Student Achievement Goal- Essential Life Skills**

- Cougar's ROAR: Character Education Program
- Power Team
- Intramurals/Health Fitness Program
- Kilmer Kidz Count (inclusive students with disabilities completing service projects with students without disabilities)
- Community Based Instruction (students with disabilities working in the community)
- Student Assistant Program (helping students with moderate/severe disabilities)
- Inclusion Program (mentally retarded students in GTC core and general elective classes)
- Student Council Advisory (student advisory group to the principal)

### **Student Achievement Goal- Responsibility to the Community**

- Business Partnership with Noblis
- Career Day
- Parent Advisory Council (community advisory group to the principal)
- Guidance Advisory Council
- National Junior Honor Society service hours
- Student Mentoring Program
- Multicultural Parent Night
- Civics service hours

## 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 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. |
| <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 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)

Increase mathematics achievement in grades 7 and 8 through targeted-intervention based on historical data, teacher collected formative assessments, by sharing effective instructional strategies and tools, and by effectively utilizing the Math Resource Teacher position, new this school year.

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

Data Sources: SOL scores from the past three years in Math (both 7<sup>th</sup> and 8<sup>th</sup> grade) are below our target pass rate. The following chart outlines the pass rates from 2006-2008:

|      | Math 7 | Math 7 LEP | Math 8 | Math 8 LEP |
|------|--------|------------|--------|------------|
| 2006 | 77%    | 27%        | 92%    | 48%        |
| 2007 | 73%    | 48%        | 86%    | 56%        |
| 2008 | 77%    | 45%        | 86%    | 79%        |

The following charts depict the three-year trend for Black and Hispanic students:

| Math 7   | 2006 | 2007 | 2008       |
|----------|------|------|------------|
| Black    | 52%  | 57%  | <b>55%</b> |
| Hispanic | 67%  | 50%  | <b>57%</b> |

| Math 8   | 2006 | 2007 | 2008       |
|----------|------|------|------------|
| Black    | 69%  | 58%  | <b>75%</b> |
| Hispanic | 80%  | 75%  | <b>66%</b> |

Although some progress has been made in Math 7 from 2007 and 2008, and significant progress was made in Math 8 LEP over the past three years, there remains significant room for growth.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Professional Learning Communities meet regularly to discuss content and assessment. Teachers in our mathematics department teach the appropriate content and curriculum that is aligned with the standards and with the district program of studies. The content presented is accurate, and appropriate materials are available. Many of our teachers have developed creative and effective strategies and tools within their own classrooms. Through PLC, teachers should focus more on sharing these strategies/tools and less on the content they have mastered. This should include the resources provided by the new Math Resource teacher position and the use of technology including turning point (classroom clicker system to demonstrate understanding), ASPIRE and other formative assessments, and eCART resources. In addition PLCs will focus on the achievement of specific students who have been previously unsuccessful. These dialogues will be very much like the discussions teams have on “Kid Day.”

Best Practice Research: Best practice research shows that incorporating hands-on activities, problem solving, and using higher level questioning techniques are valuable in the classroom. Research through Professional Learning Communities revealed a need to share individual teachers’ strategies and tools. In addition, frequent formative assessments should be given in addition to summative assessments.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators<br>(Specific <u>M</u> measurable <u>A</u> attainable <u>R</u> results-oriented and <u>T</u> time-bound)   |
|-----------------|--|
| 1.1.2           | Student performance on Mathematics SOL tests in grades 7 & 8 mathematics will increase by at least 4% at each grade level as measured in spring testing of 2008-2009. (Math 8 – from 86% to 90%) (Math 7 – from 77% to 81%)  |
| 1.1.2           | Student performance on SOL tests in grades 7 & 8 mathematics will be greater than or equal to 81% passing for each subgroup as measured in spring testing of 2007-2008.  |
| 1.1.2           | The gap between white achievement and black achievement, as well as the gap between white achievement and Hispanic achievement will decrease by 5% for both the Math 8 and Math 7 SOL tests. See the charts below for the achievement gap from 2008 and the targeted decrease: |

### Achievement Gap in 2008

|   | Math 8 | Math 7 |
|---|--------|--------|
| Gap between white and Hispanic students | 22.7%  | 26.4%  |
| Gap between white and black students    | 14.4%  | 29%    |

### A decrease of 5% would give us the following goals in 2009:

|   | Math 8 | Math 7 |
|---|--------|--------|
| Gap between white and Hispanic students | 17.7%  | 21.4%  |
| Gap between white and black students    | 9.4%   | 24%    |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase mathematics achievement in grades 7 and 8 through targeted-intervention based on historical data, teacher collected formative assessments, by sharing effective instructional strategies and tools, and by effectively utilizing the Math Resource Teacher position, new this school year. |  |  |   |                         |                         |                         |  |
|---|--|--|---|-------------------------|-------------------------|-------------------------|--|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                             | <b>Materials Needed and Costs</b>  | <b>Time Line</b>  |                         |                         |                         | <b>In-Process Measures</b>                         |
| What we will do to achieve the objective. (Include professional development and parent involvement)   | 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 <sup>st</sup><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 1. All teachers will attend weekly PLC meetings through which they will share instructional strategies and tools.   | Ron James  | None   | X   | X                       | X                       | X                       | Attendance records will be kept.                   |
| 2. Formative assessments will be used to enhance and drive instruction. These formative assessments will include, but not be limited to, Aspire.  | Ron James<br>Math department<br>SBTS<br>Assessment Coach | Computers<br>eCART<br>Training   | X   | X                       | X                       | X                       | Data analysis at PLC meetings.<br>Student log-ins. |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase mathematics achievement in grades 7 and 8 through targeted-intervention based on historical data, teacher collected formative assessments, by sharing effective instructional strategies and tools, and by effectively utilizing the Math Resource Teacher position, new this school year.

| Strategies   | Person(s) Responsible                    | Materials Needed and Costs   | Time Line   |                      |                      |                      | In-Process Measures           |
|--|--|--|---|----------------------|----------------------|----------------------|-------------------------------|
| What we will do to achieve the objective. (Include professional development and parent involvement)  | 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 <sup>st</sup> Qtr.  | 2 <sup>nd</sup> Qtr. | 3 <sup>rd</sup> Qtr. | 4 <sup>th</sup> Qtr. |                               |
| <p>3. Teams will adjust students' PAWS assignments to ensure that students with deficiencies in specific subject areas are assigned to PAWS teachers who teach that subject. These PAWS assignments will be based on previous SOL scores, current grades, and other student data. PAWS classes of math, English, and special education teachers will be kept as small as is practical. These assignments will be revisited throughout the year. PAWS teachers will use this time to work with struggling students in small groups. In addition, teachers can use this time for peer tutoring. Aspire tests will be used once per unit in class for Math 7, Reading 7, Reading 8, and Science. Math 8, History, and Civics will use Aspire tests once or twice per quarter as SOL review.</p> | Assessment Coach<br>Guidance Office      | EDSL Data<br>eCART Data  | X   | X                    | X                    | X                    | Aspire results                |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase mathematics achievement in grades 7 and 8 through targeted-intervention based on historical data, teacher collected formative assessments, by sharing effective instructional strategies and tools, and by effectively utilizing the Math Resource Teacher position, new this school year.

| Strategies  | Person(s) Responsible  | Materials Needed and Costs   | Time Line   |                      |                      |                      | In-Process Measures  |
|---|--|--|---|----------------------|----------------------|----------------------|--|
| What we will do to achieve the objective. (Include professional development and parent involvement)   | 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 <sup>st</sup> Qtr.  | 2 <sup>nd</sup> Qtr. | 3 <sup>rd</sup> Qtr. | 4 <sup>th</sup> Qtr. |  |
| 4. The Math Resource teacher will work with the PLC teams to determine students who need intervention and these students will be pulled from elective classes on a rotating schedule to receive extra math instruction from the Math Resource teacher. eCART/Aspire data as well as other formative and summative classroom assessments will be used to determine students of need. | Math Resource Teacher  | eCART Data and other formative assessments                                 | X   | X                    | X                    | X                    | Aspire results   |
| 5. ESOL classes are offered in a team-teaching situation in both 7 <sup>th</sup> and 8 <sup>th</sup> grade. Each class consists of one ESOL teacher and one certified Math teacher.   | ESOL Department<br>Guidance Office<br>Math PLC   | Staffing<br>FAST Math materials as appropriate                             | X   | X                    | X                    | X                    | Formative assessments including Blackboard and Aspire assessments.   |
| 6. Teachers will administer pretests to all Math 8 and Math 7 students early in the year to determine math deficiencies. Teachers will use this data to help drive instruction as well as determine which students will be placed in intervention classes.  | Special Education and ESOL Department<br>Math PLC<br>Guidance Office<br>Assessment Coach | Math Pre-tests   | X   |                      |                      |                      | Pretest results; develop lists of students targeted for intervention as part of the Marshall Pyramid Initiative. |

## 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 apply to this school improvement plan objective.

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

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

Increase achievement in grades 7 and 8 Math and English SOL subgroup scores through a school-wide targeted-intervention program called SOL Blitz and through pupil placement according to need in PAWS classes.

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

Data Sources: SOL results from 2006-2008 showed inconsistent performances in subgroups. The following charts outline the subgroup inconsistencies in Math and English.

| Math 7      | 2006 | 2007 | 2008       |
|-------------|------|------|------------|
| Overall     | 77%  | 73%  | 77%        |
| Special Ed. | 32%  | 32%  | <b>47%</b> |
| LEP         | 55%  | 57%  | <b>63%</b> |
| Socio. Eco. | 56%  | 49%  | <b>57%</b> |
| Black       | 52%  | 57%  | <b>55%</b> |
| Hispanic    | 67%  | 50%  | <b>57%</b> |
| Asian       | 72%  | 84%  | 88%        |
| White       | 87%  | 77%  | 83%        |

| Math 8      | 2006 | 2007 | 2008       |
|-------------|------|------|------------|
|             |      |      |            |
| Overall     | 92%  | 86%  | 86%        |
| Special Ed. | 72%  | 39%  | <b>44%</b> |
| LEP         | 71%  | 56%  | <b>70%</b> |
| Socio. Eco. | 72%  | 63%  | <b>69%</b> |
| Black       | 69%  | 58%  | <b>75%</b> |
| Hispanic    | 80%  | 75%  | <b>66%</b> |
| Asian       | 92%  | 89%  | 87%        |
| White       | 94%  | 91%  | 89%        |

| English 7   | 2006 | 2007 | 2008       |
|-------------|------|------|------------|
|             |      |      |            |
| Overall     | 95%  | 94%  | 93%        |
| Special Ed. | 63%  | 70%  | <b>58%</b> |
| LEP         | 72%  | 67%  | <b>82%</b> |
| Socio. Eco. | 74%  | 79%  | <b>82%</b> |
| Black       | 86%  | 86%  | <b>88%</b> |
| Hispanic    | 91%  | 81%  | <b>78%</b> |
| Asian       | 94%  | 90%  | 97%        |
| White       | 95%  | 98%  | 95%        |

| English 8   | 2006 | 2007 | 2008       |
|-------------|------|------|------------|
|             |      |      |            |
| Overall     | 94%  | 91%  | 96%        |
| Special Ed. | 74%  | 62%  | <b>72%</b> |
| LEP         | 77%  | 57%  | <b>78%</b> |
| Socio. Eco. | 88%  | 58%  | <b>83%</b> |
| Black       | 93%  | 58%  | <b>83%</b> |
| Hispanic    | 84%  | 87%  | <b>84%</b> |
| Asian       | 92%  | 85%  | 98%        |
| White       | 97%  | 95%  | 97%        |

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Professional Learning Communities meet twice per week to discuss content and assessment. Teachers in our mathematics and English departments teach the appropriate content and curriculum that is aligned with the standards and with the district program of studies. The content presented is accurate, and appropriate materials are available. Academic assistance is offered after-school on Mondays and Wednesdays by all teachers and the Cougar's Den program on Tuesdays, Thursdays, and Fridays also offers homework help time. Peer tutoring is available for struggling students and students are assigned to a teacher for the 30 minute end of the day support time called Cougar's PAWS. It would be beneficial for some of our teachers to learn more about making curriculum culturally motivating for minorities. The academic assistance after-school program is voluntary and stronger parent involvement would help encourage minorities to attend. The Cougar's Den program requires parent transportation, which some parents may not be able to accommodate.

Best Practice Research: Research shows the most improvement in closing the achievement gap occurs when relationships are built between teachers and students. There is a need for students to experience relationships with adults in which they feel known and supported. Increased parent/family involvement helps strengthen these relationships. Recognizing the contributions of cultural groups in school society and incorporating culturally relevant curriculum are also effective strategies. All students must be provided with rigorous curricula and support and encouragement in order to succeed. Teachers should be taught perspectives, customs, and values of minority students. Smaller class sizes can also make a difference in closing the achievement gap. Effective schools have systems to monitor academic performance and use data to make decisions about school improvement, engage in constant assessment, and have a culture of high expectations for all.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators<br><i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>   |
|-----------------|---|
| 1.1.1 and 1.1.2 | Success on Virginia Grade Level Alternate Assessments will result in a 10% increase in Special Education in both Reading and Math and a 10% increase in LEP Math.   |
| 1.1.1 and 1.1.2 | The SOL pass rate in Math and English for the Hispanic subgroup will increase 4% as compared to the 2007-2008 SOL scores. This will be a sufficient amount to attain safe harbor. The chart below details the targeted pass rates for 2009. |
| 1.1.1 and 1.1.2 | The SOL pass rate in Math and English for the Black subgroup will increase 4% as compared to the 2007-2008 SOL scores. The chart below details the targeted pass rates for 2009.  |

Targeted Pass Rates for 2009

|        | Black | Hispanic |
|--------|-------|----------|
| Math 7 | 58.5% | 61.1%    |
| Math 8 | 79%   | 70.7%    |

|           | Black | Hispanic |
|-----------|-------|----------|
| Reading 7 | 92.2% | 82%      |
| Reading 8 | 96.3% | 87.8%    |

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase achievement in grades 7 and 8 Math and English SOL subgroup scores through a school-wide targeted-intervention program called SOL Blitz and through pupil placement according to need in PAWS classes.  |  |  |   |                         |                         |                         |  |
|--|--|--|---|-------------------------|-------------------------|-------------------------|--|
| <b>Strategies</b>  | <b>Person(s) Responsible</b>   | <b>Materials Needed and Costs</b>  | <b>Time Line</b>  |                         |                         |                         | <b>In-Process Measures</b>                         |
| What we will do to achieve the objective.<br><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 <sup>st</sup><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |  |
| 1. Online assessments (Aspire) will be used to enhance formative assessments to drive instruction in every department  | Ron James<br>Math department<br>English department<br>SBTS<br>Assessment Coach | Computers<br>eCART<br>Training   | X   | X                       | X                       | X                       | Data analysis at PLC meetings.<br>Student log-ins. |
| 2. Teams will adjust students' PAWS assignments to ensure that students with deficiencies in specific subject areas are assigned to PAWS teachers who teach that subject. These PAWS assignments will be based on previous SOL scores, current grades, and other student data. PAWS classes of math, English, and special education teachers will be kept as small as is practical. These assignments will be revisited throughout the year. PAWS teachers will use this time to work with struggling students in small groups. In addition, teachers can use this time for peer tutoring. | Assessment Coach<br>Guidance Office<br>Teams                                   | EDSL Data<br>eCART Data  | X   | X                       | X                       | X                       | eCART results                                      |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Increase achievement in grades 7 and 8 Math and English SOL subgroup scores through a school-wide targeted-intervention program called SOL Blitz and through pupil placement according to need in PAWS classes.

| <b>Strategies</b>   | <b>Person(s) Responsible</b>                    | <b>Materials Needed and Costs</b>   | <b>Time Line</b>   |                                |                                |                                | <b>In-Process Measures</b>             |
|---|---|---|--|--------------------------------|--------------------------------|--------------------------------|--|
| <p>What we will do to achieve the objective.<br/><i>(Include professional development and parent involvement)</i></p>   | <p>Person(s) who will monitor the strategy.</p> | <p>What materials will be used to implement the strategy? What are the costs?</p>                 | <p>Check the projected quarter for implementing the strategy this school year.</p> |                                |                                |                                | <p>How we will monitor progress.</p>   |
| <p>3. SOL Blitz Program- identified students will be invited to attend SOL review sessions which will begin during the PAWS time (2-2:30) and continue until 3:30 on Mondays and 3:50 on Wednesdays (both are late bus days). Qualified teachers will be hired to teach the lessons which will be designed by the Math and English PLCs. Total instructional time will be approximately 8 hours for both Math and English if all sessions are attended. Formative and summative assessments, including Aspire, will be used to identify students.</p> | <p>SOL Blitz Committee</p>                      | <p>Lessons made by Math and English PLCs<br/>Hourly pay scale for teachers. Total budget: TBD</p> | <p>1<sup>st</sup><br/>Qtr.</p>   | <p>2<sup>nd</sup><br/>Qtr.</p> | <p>3<sup>rd</sup><br/>Qtr.</p> | <p>4<sup>th</sup><br/>Qtr.</p> | <p>Attendance rates<br/>SOL scores</p> |

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL:** All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

*Check all that apply to this school improvement plan objective.*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.  | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic.   | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" 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.                    |

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

Increase participation in after-school activities so that more students have the opportunity to be exposed to academic, social, and emotional activities.

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

Data Sources: Although the average weekly attendance of Kilmer's after-school program exceeded the county average, there is significant opportunity for increased overall and subgroup participation. Our after-school program year long attendance ranked Kilmer Middle School number 8 in Fairfax County out of 23 middle schools with 19, 875 total number of students/days over the school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Kilmer provides high quality, after-school programming opportunities which give young people a positive alternative to spending time unsupervised or being home alone. During the 2006-2007 school year, it was difficult to track attendance and the interests of the students. A new after-school attendance program was created last year which gave greater insight to the numbers of students participating. The 2007-2008 Cougars Den program included increased opportunities available to the participants, both in and out of

the school setting. However, these were constrained by the amount of resources available. Students who attended more than 90 days after-school, regardless of the event or activity attended in the 2007-2008 school year, received zero Ds, zero Fs, zero unexcused absences, and zero discipline referrals. Students that attended more frequently showed positive outcomes in the above categories in proportion with increasing attendance.

Best Practice Research:

Research indicates that high quality, after-school programs can markedly increase engagement in learning and students who are engaged in learning behave better in school, have better work habits, improved attitudes towards school, a greater sense of belonging to the community, and better relationships with parents. Students that participate in positive, goal-directed activities have increased opportunities to develop skills, build character, and partake in challenging and fulfilling opportunities for social growth.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| <b>Sub-Goal Number</b> | <b>Performance Indicators</b><br><i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>  |
|------------------------|--|
| 2.1.1                  | In the 2008-2009 school year, students who attend more than 90 days in all after-school activities for the year will increase by 25%. Attendance is tracked through the use of a Microsoft Access Attendance Database. |
| 2.1.1                  | There will be a 20% percent decrease in the D/F rate for student mentees when comparing the previous school year's data.   |
| 2.3.1                  | The number of after-school activity offerings will increase by 25% as compared to the previous school year.  |

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Increase participation in after-school activities so that more students have the opportunity to be exposed to academic, social, and emotional activities.   |  |  |   |                         |                         |                         |   |
|---|--|--|---|-------------------------|-------------------------|-------------------------|---|
| <b>Strategies</b>   | <b>Person(s) Responsible</b>                                 | <b>Materials Needed and Costs</b>  | <b>Time Line</b>  |                         |                         |                         | <b>In-Process Measures</b>  |
| What we will do to achieve the objective.<br><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 <sup>st</sup><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Staff will advertise the Cougar's Den program to both students and parents and by offering program options that appeal to students.  | Kurt Mills, staff  | Grant money, staff, forms, flyers, building use                            | X   | X                       | X                       | X                       | Attendance, surveys for participants.   |
| 2. An after school calendar will be created and posted on blackboard.   | Kurt Mills   | Staff input  | X   | X                       | X                       | X                       | Tracking through blackboard site.   |
| 3. Work with business partner, mentoring teacher committee, and adults from outside of the school to acquire adult mentors to work with the identified at-risk students after-school through the Cougar's Den Program. Students will be selected for the mentoring program by teacher teams and the guidance department based on need | Mentoring committee, adults outside the building<br>Guidance | Training, staff support  | X   | X                       | X                       | X                       | Student participation will be monitored through attendance, grades, SOL scores, and discipline referrals. |
| 4. Recruit parent volunteers to sponsor after-school activities through the use of Kilmer's Keep In Touch, the PTA newsletter, and the Kilmer website. Sponsors of these activities will be recruited through the use of the diverse talents of the faculty, community, and local businesses.   | Kurt Mills<br>Beverly Quinn                                  | Keep In Touch email system   | X   | X                       | X                       | X                       | Tracking through an activity list.  |

## 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.

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

Create a safe environment for the Kilmer school community through the continued implementation of a school-wide bullying-prevention/intervention initiative.

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

Data Sources: **Data Sources:** At the end of the 2006-2007 school year, school counselors gave a survey to all 7<sup>th</sup> and 8<sup>th</sup> grade students. This was a six-question survey asking students about their experiences related to bullying. The data showed that 94% of 7<sup>th</sup> grade students reported that they had been bullied and 48% of 8<sup>th</sup> graders reported the same. At the end of the 2007-2008 school year, school counselors gave an eight-question survey asking students about their awareness of bullying and the impact of the bystander. The data revealed that 51% of seventh graders and 39% of eighth graders had been bullied; which is a significant decrease from the previous school year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: In previous school years, the school counselors have taught bullying and sexual harassment lessons to all students. Additionally, counselors have taught lessons on empowering the bullying bystander and anti-bullying resources. The administrators have also given Students Responsibilities and Rights presentations to all students that review expectations regarding bullying. There is no current way to track the number of students who have been bullied or

who admit to bullying others. Individual situations have been addressed by administrators with regards to investigating discipline issues and assigning appropriate consequences. These few tactics are not sufficient given the data stated above.

Best Practice Research:

According to research, a quality bully prevention program includes establishing and enforcing rules, increasing adult supervision, raising awareness among staff and students, and continuing the effort over time. A study done in 2005 showed that cyberbullying occurs more often among girls and most cyberbullying occurs at home. With the county emphasis on I-SAFE, more can be done to help educate students and parents of the bullying and harm that is done online.

In recent years, female relational aggression has gained attention as a far more sophisticated, covert, and possibly more harmful form of bullying. A focus on girl groups is suggested to have maximum impact on female relational aggression. The Opehlia project recommends that in working with girl groups, a significant focus on reflection and service-learning be incorporated in the lessons.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| <b>Sub-Goal Number</b> | <b>Performance Indicators</b><br>(Specific <u>M</u> measurable <u>A</u> attainable <u>R</u> results-oriented and <u>T</u> time-bound Goals)                               |
|------------------------|---|
| 3.2                    | By the conclusion of the 2008-2009 school year 25% of parents will be informed of bullying issues through PTA meetings. See in-process measure.                           |
| 3.2                    | By the conclusion of the 2007-2008 school year the percentage of 7 <sup>th</sup> graders reporting bullying will decrease to 40% as determined by administering a survey. |
| 3.2                    | By the conclusion of the 2008-2009 school year the percentage of 8 <sup>th</sup> graders reporting bullying will decrease to 35% as determined by administering a survey. |

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

| <b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Create a safe environment for the Kilmer school community through the continued implementation of a school-wide bullying-prevention/intervention initiative. |   |  |   |                         |                         |                         |   |
|--|---|--|---|-------------------------|-------------------------|-------------------------|---|
| <b>Strategies</b>  | <b>Person(s) Responsible</b>  | <b>Materials Needed and Costs</b>  | <b>Time Line</b>  |                         |                         |                         | <b>In-Process Measures</b>  |
| What we will do to achieve the objective.<br>(Include professional development and parent involvement)   | 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 <sup>st</sup><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 1. Counselors will conduct lessons on bullying and cyberbullying for all students.   | Kristen Biernesser<br>Valerie McMillan<br>Susan Niebergall<br>Li-Lin Sun                  | Coordination with teachers.<br>Preparation time and resources.   | X   |                         |                         |                         | Student attendance will be taken and monitored.   |
| 2. Counselors attend PTA meetings to raise awareness among the parents on the issue of bullying. This will be promoted through PTA newsletters and the principals keep in touch (KIT) message.         | Kristen Biernesser<br>Valerie McMillan<br>Susan Niebergall<br>Li-Lin Sun<br>PTA President | Handouts for parents.  |   | X                       |                         |                         | Sign-in sheet at PTA meetings.  |
| 3. School counselors will attend the ASCA/VSCA/VCA or other related conferences to learn strategies that address bullying.   | Kristen Biernesser<br>Valerie McMillan<br>Susan Niebergall<br>Li-Lin Sun                  | Registration fee of \$300/\$150/\$100 per person.  |   |                         | X                       | X                       | School counselors will attend this conference and apply information learned.            |
| 4. Administrators will conduct lessons on SR&R and the new character education ROAR program to all students.   | Ron James<br>Jessica Lewis<br>Larry Knighten<br>Kurt Mills                                | Power Point presentation for students.<br>SR&R booklets for every student.<br>Translated copies of SR&R. | X   |                         | X                       |                         | Student attendance will be taken and make up sessions will be held for absent students. |
| 5. Teachers must be in the hallways and visible by students.   | All teachers  | Quarterly survey's/updates.  | X   | X                       | X                       | X                       | Students will take a survey each quarter on their observations.                         |
| 6. Staff training on bullying lessons that the counselors give the students.   | All counselors  | Training materials presented at October faculty meeting  | X   |                         |                         |                         | Attendance at faculty meeting.  |

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Create a safe environment for the Kilmer school community through the continued implementation of a school-wide bullying-prevention/intervention initiative.

| Strategies  | Person(s) Responsible   | Materials Needed and Costs  | Time Line   |                         |                         |                         | In-Process Measures                       |
|---|---|---|---|-------------------------|-------------------------|-------------------------|---|
| What we will do to achieve the objective.<br>(Include professional development and parent involvement)          | 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 <sup>st</sup><br>Qtr.   | 2 <sup>nd</sup><br>Qtr. | 3 <sup>rd</sup><br>Qtr. | 4 <sup>th</sup><br>Qtr. |   |
| 7. Continue to monitor the anonymous bullying tip line on Blackboard. Create posters to advertise the tip line. | All counselors<br>All administrators<br>Chris Cashman<br>Larry Knighten | Dean of students requires time to review and filter tips                                      | X   | X                       | X                       | X                       | Tracking records from Blackboard          |
| 8. School-wide assembly using the I-SAFE curriculum.  | All Administrators<br>All counselors<br>IC Council                      | Possible supplies not to exceed \$100   |   |                         | X                       | X                       | Student attendance at assembly.           |
| 9. Use our school television programming (KTV) to promote use of the anonymous bullying website.                | All Counselors  | Script and directions provided so KTV staff can demonstrate its use.                          | X   | X                       |                         |                         | Track use of blackboard site.             |
| 10. Vertical articulation of bullying curriculum and language with feeder high school (Marshall).               | All Counselors<br>All PE Teachers                                       | Bullying curriculum for 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grade levels. | X   |                         |                         | X                       | Assessments and use of bullying language. |