

Fairfax County Public Schools

**School Improvement Plan
2010-2011**

Langley High School

Cluster 1

Matt Ragone, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Matt Ragone	Principal	Susan Shifflett	HPE Department Chair
Fred Amico	Assistant Principal	Heather Shapiro	Teacher/SACS Chair
Cynthia Meade	Director of Student Services	Stacey Woods	PTSA President
Michelle Norell	Assistant Principal	Risa Sanders	PTSA Co-President
Thomas Meier	Assistant Principal		
Jessica Statz	Assistant Principal		
Corey Bowerman	Director of Student Activities		
Kathy Bowdring	Science Department Chair		
Pam Douglas	Math Department Chair		
Rebeca Prell	World Languages Department Chair		
Tricia Poythress	CTE Department Chair		
Steve Plunkett	Social Studies Department Chair		
Susan Broad	English Department Chair		
Janice Dabroski	Assessment Coach		
Lynette Redmon	Fine Arts Department Chair		
Scott McCormick	Performing Arts Department Chair		
Meryl Simon	Special Ed Department Chair		
Philip Clark	Head Librarian		
Kathy Parrot	Counselor		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

Learning – A focus on learning rather than teaching.

Collaboration – A commitment to Professional Learning Communities that requires teams collaborate throughout the learning process.

Results – Data and goal driven decisions that employ a systematic pyramid of interventions.

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.

LANGLEY HIGH SCHOOL—VISION STATEMENT

Learning – A focus on learning rather than teaching. Professional Learning Community teams use common, formative assessments to guide instruction so that all students learn.

Collaboration – A commitment to Professional Learning Communities requires teams collaborate throughout the learning process. Collaboration occurs along all phases of the Plan, Do, Study, Act continuum.

Results – Professional Learning Community teams use common, formative assessments in combination with summative assessments, to measure results then use that data to drive instruction. A pyramid of interventions provides systematic support for students so that all students learn.

LANGLEY HIGH SCHOOL—MISSION STATEMENT

The mission of Langley High School is to provide a challenging and enriching academic environment that inspires students to develop the skills necessary to become ethical and productive citizens.

SCHOOL—CORE VALUES/BELIEFS

We believe in our students:

Every student has the ability to learn

Each student has the potential to fulfill their dreams or aspirations.

Every student is entitled to the opportunity to realize that potential.

We believe in our faculty:

High expectations promote high achievement

An effective faculty works collaboratively to respond to the individual needs of students.

Effective teachers are proactive, encouraging, caring, and essential to student success.

We believe in our community:

An active partnership among parents, alumni, businesses, student, and staff members creates a mutually beneficial environment that engenders student achievement.

We value academic and personal integrity. Therefore , we will:

Model ethical behavior
Fulfill commitments
Acknowledge and celebrate our successes

We value responsibility and accountability. Therefore, we will:

Provide a positive learning environment
Demonstrate fairness in enforcing logical consequences
Have fair and accurate assessments of student progress

SPECIAL PROGRAMS

Student Achievement Goal: Academic

- AP Focus School
- Boys' State/Girls' State
- College Representative Visits in Career Center
- DECA
- Expanding Literacies
- Governor's School
- Grade-Level Registration Presentations
- Interdisciplinary American Studies (*regular, AP*)
- Interdisciplinary World Studies I (*regular, Honors*)
- Interdisciplinary World Studies II (*regular, AP*)
- It's Academic
- Science Olympiad
- Scholastics Competition
- Madrigal Feaste
- Music for All
- New World Tutors (ESOL)
- Professional Learning Communities
- Saxon Time
- Saxon Writing Center
- Science Bowl
- Schedule Change Request Committee
- Targeted Remediation
- Varsity Math Team
- Vertical Teaming (Math, English, Foreign Language, Social Studies)

Student Achievement Goal: Essential Life Skills

- Artist in Residence
- College Partnership Program
- Envirothon
- Group Counseling
- Model UN
- National Robotics Competition
- New Music Commission

- New Saxons Group
- Peer Mediation
- Partner with Safe Community Coalition
- Saxon Time Counseling Presentations
- Freshman Orientation
- Senior Ethics Forum
- Internet and Computer Safety
- Drug and Alcohol Services

Student Achievement Goal: Responsibility to the Community

- Best Buddies
- Case Day Program
- Children's Theatre
- College Advising for Families
- Counseling Programs for Parents
- ECO Club
- Honor Societies – National, Science, History, World Languages, English, Journalism, Music, Theater, Math
- Honor Society Tutors (English, Math, Science, World Language, Social Studies)
- Junior Civitan
- Langley Art Gallery
- Literacy through Photography
- McLean Community Youth Art Show
- Model UN
- Music for All
- New World Tutors (ESOL)
- Safe Community Coalition
- Science Honor Society Blood Drive
- Senior Ethics Forum
- *Stop Hunger Now* campaign
- Tutor Match
- Virtual Online Art Gallery

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 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 checked="" 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)*

*Langley High School will move from a **Developing** to a **Sustained** Professional Learning Community. The final stage of PLC creation will result in even higher effectiveness in all classes by formalizing a culture of consistency and efficiency.*

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

Data Sources:

Instances of teachers using inquiry based teaching such as critical thinking and problem solving techniques will be measured. School staff will analyze specific types of inquiry opportunities such as science labs, research projects, and writing assignments. The number of students receiving D/Fs will be analyzed each interim and quarter. Requests to switch classes will be tracked and those wishing to drop honors classes will be counted. SOL scores for students with disabilities will be analyzed in 2011. The free response scores in AP Science courses will be analyzed. Students accessing services within our Pyramid of Intervention will be measured.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Langley community has access to prior knowledge, good nutrition, and early learning opportunities through a strong, supportive community. High socio-economics also allows for access to technology. *Through access to best practices and new theories on inquiry learning, the staff will continue to strive for improving and enhancing educational opportunity and academic success.*

Best Practice Research:

The research of Daniel Pink, Tony Wagner, and Thomas Friedman has demonstrated the critical need for exposing students to new types of learning in order to prepare students for the 21st Century world. Global and minority achievement gaps can all be significantly reduced through these best practices.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1	The number of walkthrough observations to collect Inquiry Learning base-line data will increase by 80%.
1.1	Students receiving Ds or Fs will decline by 50% by quarter’s end for each quarter.
1.1	SOL scores for students with disabilities will increase by 2% in the 2010-2011 school year.
1.1	LHS will create a Pyramid of Intervention that aims to increase achievement for all students. We will track the students entering the pyramid to collect baseline data.
1.1.1 & 1.1.4	Humanities classes will employ the C.E.C. – Claim, Evidence, Commentary – approach on 100% of writing assignments in the 2010-2011 school year.
1.1.2	Students dropping out of Honors Math classes will decrease by 5%.
1.1.3	Scores on all Science AP free response questions will improve by 3%.
1.1	LHS will establish a minority relations initiative in the 2010-2011 school year.
1.2	Spanish PLC teams will increase their <i>Compression</i> rate by 5%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers under evaluation will be required to conduct walkthroughs of their colleagues' classrooms. Other teachers will be encouraged to do so as part of their own professional development. All Instructional Council and Administrative Team members will model by conducting walkthroughs. Instances of inquiry learning or critical thinking will be measured and goals will be set after the collection of this baseline data.	Fred Amico; Instructional Council	Walkthrough document; No cost.	X	X	X	X	2009-2010 – Walkthrough document created. 1 st Quarter – Number of teachers targeted to conduct walkthroughs collected. 2 nd & 3 rd Quarters – Conduct walkthroughs and collect documentation. 4 th Quarter – Continue walkthroughs and begin analyzing results. 2011-2012 – Determine baseline of Instances of Inquiry learning and set goal to increase the rate.
2. Students receiving D/F on interims will decline by 50% between interim and quarter reporting. Administrators and Counselors will monitor students on the list and make Saxon Time assignments. Students in good standing will be permitted to go into common areas thereby allowing students in need to be better served in classrooms.	Jan Dabroski; Instructional Council; Administrative Team; Counselors; All teachers	D/F database. No cost.	X	X	X	X	2009-2010 – Saxon Time initiated. Each Quarter – At interim time review list of students receiving D/F. Review same at quarter's end. If needed, measure the number of students in good standing remaining in classrooms or measure number of students accessing Saxon Time teachers.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. Special Education and General Education teams will work together to raise SOL scores in all areas an aggregate 3%.	Meryl Simon; Administrative Team	No cost	X	X	X	X	1 st Quarter – Teachers and administrators will identify students at risk of failing SOL tests. 2 nd Quarter – Number of students accessing Saxon Time interventions will be measured. 3 rd & 4 th Quarters – Pre-assessments results will be measured and re-teaching or reassigning of interventions will result.
4. The Department of Student Services will research and create a Pyramid of Intervention specific to Langley High School’s needs. The team will assess the needs particular to Langley High; research and possibly visit Pyramids being used at other schools; and develop a draft pyramid by year’s end.	Cynthia Meade; Matt Ragone; Student Services Counselors	No cost. Pyramids from other schools.	X	X	X	X	1 st Quarter – Assess needs of LHS. 2 nd Quarter – Begin research; visit schools. 3 rd Quarter – Meet to draft the Pyramid 4 th Quarter – Finalize the pyramid for 2011-2012 implementation.
5. The Humanities department will research and adopt the C.E.C. writing method. PLC teams will implement this approach at all levels adjusting techniques as appropriate for grade and ability levels.	Fred Amico Steve Plunkett Susan Broad All Humanities PLC Team Leaders	No cost	X	X	X	X	2008-2009 – PLC Teams developed inquiry learning approach to writing and research. 2009-2010 – Inquiry approach fully implemented. Research into 1 st Quarter – Teams, having adopted the C.E.C. process, will begin implementation in classes. 2 nd , 3 rd , 4 th Quarters – Using writing rubrics, teams will assess effectiveness of C.E.C.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
6. Honors and AP Math classes will track students at risk of dropping these courses. Teachers will provide academic support using Honor Societies and Saxon Time interventions. Administrators and Counselors will encourage students to access interventions prior to requesting course changes.	Pam Douglas; Jessica Statz; Administrators; Counselors; All Math teachers	Use of Honor Society students; Computer enhanced instructional materials, approx. \$1,000.	X	X	X	X	1 st , 2 nd Quarters – Track number of switch requests from Math Honors/AP courses and determine patterns, if any. 2 nd , 3 rd , 4 th Quarters – Track number of Honors/AP students accessing Saxon Time or other interventions. 2011-2012 – Assess effectiveness of intervention strategies and retool if necessary.
7. AP Science teachers will research and implement strategies aimed at increasing free response scores on AP tests. Improvement in Analysis and synthesis.	Kathy Bowdring; Michelle Norell; All Science teachers	Computer enhanced instructional materials, approx. \$1,000. Professional development opportunities (sub pay), approx. \$1,000.	X	X	X	X	1 st Quarter – Research writing across curriculum strategies specific to Science. 2 nd , 3 rd Quarters – Track number of methods used and how often. Scores on common assessments will assess effectiveness of writing lessons. 4 th Quarter – Prior to AP exams, AP teachers will use a summative, common assessment to predict outcome of free response scores on the AP exam.
8. Spanish teams at all levels will initiate effective Professional Learning Communities so that all students receive the same, high-level of service. The PLCs will achieve that goal by creating common objectives, expectations, and assessments.	Rebeca Prell; Thomas Meier; All Spanish teachers	Computer enhanced instructional materials, approx. \$1,000. Professional development opportunities (sub pay), approx. \$1,000.	X	X	X	X	August 2010 – Spanish teams create norms, SMART goals, first common assessments. 1st Quarter – Teams implement common strategies 4 th Quarter – Teams look at <i>Compression</i> data using common assessment scores. 2011-2012 – Use <i>Compression</i> data to set goals for 11-12 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

Students will be exposed to programs, resources, and other opportunities to learn about and critically assess the value of sound, moral character and learn strategies to employ ethical practices in their current education as well as in future endeavors.

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

Data Sources:

Honor code referrals; discipline referrals for theft, misrepresentation, and forgery; student surveys from Senior Ethics day; student surveys from Freshman Orientation; parent surveys from Alcohol and Drug Awareness programs; FCPS Youth Survey results.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Langley parent community is extremely supportive and on the whole model high ethical standards and sound, moral character for their children. Also, they have the resources to network with groups like the Safe Community Coalition and Fairfax County Drug and Alcohol services. Weaknesses, noted from previous FCPS Youth Survey results, include a high propensity for binge drinking and high levels of perceived enabling by parents of these behaviors.

Best Practice Research:

Research indicates that while children receive an ethical and moral grounding early on, the strategies and opportunity to deal with actual ethical dilemmas occur in the high school years. Research also indicates that providing high school students with strategies and awareness in a school setting gives them a better opportunity to make good decisions throughout life.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1	There will be a 10% drop in Honor Code violations in the 2010-2011 school year.
2.1	There will be a 5% decrease in discipline referrals that could be construed as lapses in ethical or moral behavior such as theft, misrepresentation, and forgery, 2 nd and subsequent honor code violations (1 st violations are not disciplinary) in the 2010-2011 school year.
2.1	Two-thirds of survey results from the 2011 Senior Ethics Day and the 2010 Freshman Orientation will be positive or conclude that the participants will positively impacted by the experiences.
2.1	There will be a 2% decrease in students who report binge drinking on the FCPS Youth Survey to be conducted in November 2010.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. Honor code violations will be tracked and reviewed quarterly by the administrative team; Honor Code presentations will be conducted with 8 th grade Cooper MS students in May. Refresher presentations will be conducted with entire student body during Saxon Time at the start of the 3 rd quarter.	Administrative Team Anna Cohen	No cost	X	X	X	X	The Honor Council Chairperson will report statistics by quarter. The administrative team will review violations for patterns and create plans to redirect students. 3 rd Quarter administrative review sessions with students will include focused topics based on violations data.
2. Senior Ethics Day will continue and be adjusted to include Life After High School component.	Fred Amico	PTSA funded program. No cost to LHS or FCPS				X	Student surveys will be administered and compared to last year's data.
3. The Department of Student Services will conduct programs through Saxon Time focused on making good moral and ethical decisions.	Cynthia Meade	No cost.	X	X	X	X	1 st Quarter – Plan for programs 2 nd – 4 th Quarters – Execute programs 4 th Quarter – Analyze student surveys; analyze discipline referrals
4. Counselors to conduct Freshman Seminar Program through Saxon Times during 1 st and 2 nd quarters.	Cynthia Meade Counselors	No cost.	X	X			Counselors will survey 9 th graders to assess perceived value of sessions; Honor Code violations from 9 th grade students will be monitored.
5. Several Alcohol & Other Drug Programs for parents and students will promote healthy living and give strategies for parents and students to make good decisions.	Thomas Meier	PTSA funded programs	X	X	X	X	Programs will occur throughout the year. Parent surveys will be analyzed immediately after each presentation. FCPS Youth Survey results will be analyzed in the 4 th quarter.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

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

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

Initiate school-wide service learning.

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

Data Sources:

A review of community service hours required by current service organizations in the school (e.g., national Honor Society, Key Club, etc.) revealed that student participation was limited to a small portion of the student population with a strong history of participation as underclassmen.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Although the school has shown a strong spirit of giving in crisis situations, for example participation in the blood drive and raising money for the victims of natural disasters, there is a need to increase student participation through service and volunteerism to foster an awareness of the student's place as a member of the broader community. We would like to follow-up on the service learning model being used by some of the elementary and middle schools.

Best Practice Research:

Studies conducted by various organizations, such as LearningIndeed.org, have shown that participating in volunteerism has improved student self-confidence, reduced behavior problems, and encouraged students to remain active members of the community as adults. Please see attached for a detailed review of studies of this nature.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Develop a system to gather data on student volunteerism in 2010-2011.
3.2	Seniors graduating with Service Learning Cords will increase by 10% in 2011.
3.2	School wide service learning initiatives will be initiated in 2010-2011.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. The Service Learning Committee will be organized in the 2010-2011 school year. Its primary goal will be to create a database and method of collecting information on student volunteerism.	Fred Amico, Service Learning Committee (Senior teachers)	None	X		X	X	1 st Quarter – Committee members identified. 3 rd Quarter – Database design approved. 4 th Quarter – Methods of gathering information identified and implemented.
2. Service Learning Committee will collect and catalogue data after AP exams.	Fred Amico, Service Learning Committee	Bulletin board materials for Saxon Stars	X	X	X	X	1 st Quarter – SLC will be created and goals/objectives defined. 1 st – 4 th Quarters – Students take part in service learning activities. Celebrate through Saxon Stars program. 4 th Quarter – SLC will facilitate a Senior reflection seminar after AP exams and collect service hours data.
3. Continue community-wide service learning opportunity with INOVA Fairfax Blood Drives.	Mary Landis, Science Honor Society members	All expenses and resources from INOVA and Red Cross	X		X		1 st Quarter – First school wide blood drive conducted. 3 rd Quarter – Second school wide blood drive conducted.
4. Expand community-wide service learning by working with McLean HS and the <i>Stop Hunger Now</i> program.	Matt Ragone, Mary Landis, Sandy Hamilton	\$2,500 raised by student leaders;	X	X			By the November 6 event, students will meet or exceed the following targets: Raise \$2,500; Sign up 600 volunteers; make 500,000 meals for needy families.

RESULTS AND REFLECTION
A Focus on Continuous Improvement
2009-2010

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: 1.1</p>	<p>Science labs conducted rose by 10% according to science department data. Library research increased by approximately 3% according to team reports. We were not able to accurately assess instances of Inquiry Learning. All Humanities teams use the inquiry learning approach. PSAT, SOL, AP, and ACT data is still being disaggregated, but initial analysis is that we exceeded this goal.</p>	<p>The most significant factor for success is faculty buy-in. These are their goals and they see the value in setting and reaching them.</p> <p>Our plan to assess instances of Inquiry Learning needs to be redesigned. Teachers are too busy to conduct peer to peer observations.</p>	<p>Even though academic achievement has never been a challenge at Langley, we continue to look for ways to assess the successes of all students.</p> <p>Inquiry Learning is something we value and we believe we do very well and often.</p> <p>Finding ways to measure the instances of learning without detracting from what the faculty does on a daily basis is extremely difficult.</p> <p>In 2010-2011 we have formed committees to address the problem of gathering quantifiable data on Inquiry Learning.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Essential Life Skills</p> <p>Objective: 2.1</p>	<p>Honor Code violations actually increased from 2008-2009 to 2009-2010 among all class levels.</p> <p>Senior Ethics day was a continued success.</p> <p>The Youth Survey data could not be analyzed as we still have not received the data.</p> <p>Plagiarism data was not available.</p>	<p>Since we just started tracking honor code violations in 2008-2009, we are not sure why there was a large spike in violations last year.</p> <p>The Youth Survey data is very important to us and we are curious as to when the data will be made available.</p> <p>The honor code violations data needs to be more detailed and include categories of violations, i.e. plagiarism.</p>	<p>We did not achieve many of the essential life skills objectives.</p> <p>However, we have made progress toward the goals and know better how to achieve them for the 2010-2011 school year.</p> <p>Senior Ethics Day remains an excellent example of a formative program in that we reassess and redesign and improve each year.</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: 3.2</p>	<p>We do not have 100% participation in volunteerism for the Class of 2013.</p> <p>We have sustained volunteerism for Seniors but it is not focused or organized.</p> <p>The number of clubs we offer did increase, but we now question the value of this objective.</p> <p>We do not have data on the types of community activities students to part in during the 2009-2010 school year.</p> <p>Civic Seal awardees actually declined in 2010.</p> <p>We are not on track to making sure all students have a portfolio by the end of their Senior year.</p>	<p>Generally, we failed to achieve the objectives of Goal 3 and we need to rethink them completely.</p> <p>The largest problem is finding resources to manage the very time consuming tasks set out by Goal 3.</p> <p>We struggle with asking our teachers to shoulder more responsibility in the midst of the current economic conditions.</p>	<p>Committees have been organized in 2010 to examine these issues and we will go back to the design phase of building Goal 3 objectives.</p>