

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Lanier Middle School

Cluster VII

Dr. Scott Poole, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position
Scott Poole	Principal
Chris Smith	Assistant Principal, Committee Chair
Diana White	Assistant Principal
Rebecca Aguilar	Director of Student Services
Michele Johnson	Instructional Coach
Rohini Tohan	LEAD Intern
Darwin Barker	Science Department Chair/CLT 7 Leader
Margaret Arnold	Math Department Chair
Kathleen Grady	Social Studies Department Chair/CLT 7 Leader
Jenny Poppert	English Department Chair/CLT 7 Leader
Meghan Hyland-Eddy	ESOL Department Chair
Patrice O'Connor	ESOL Teacher
Debra David	Special Education Department Chair
Dee Bradee	Performing Arts Department Chair
Rachna Nair	Family and Consumer Sciences
Chrissy Lewis	AVID Site Coordinator/Read 180/Action Literacy
Mitch Kamins	Lead Counselor
Laura Welke Kim Thompson	Parents

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

Lanier MS staff, families, and community members will work in collaboration to create a school environment that is academically rigorous and encouraging. Together we will create opportunities for our students to practice creative and critical thinking, active problem solving, and effective communication. Our actions will consistently show that we support the academic, emotional, and social success of students and promote good citizenship and 21st century learning skills.

SCHOOL—MISSION STATEMENT

Student Achievement Is Our Top Priority.

Lanier MS professional learning community members are relentless in our efforts to ensure all students learn the rigorous academic program. Our approaches to instruction are responsive to and respectful of the individual needs of middle school students as we assess, plan, instruct, remediate, and enrich student learning. These efforts work to close achievement gaps and advance students to higher levels of proficiency.

SCHOOL—CORE VALUES/BELIEFS

Each child is important and entitled to the opportunity to reach his or her fullest potential.

Every student's success is the responsibility of our learning community.

High expectations promote high achievement.

Adults and children thrive in a well rounded, engaging, safe, and respectful educational environment.

A dynamic partnership among students, parents, staff members, and the community is critical to exceptional student achievement.

Our diversity creates resilient, innovative, contributing, and responsible citizens of the global community.

SPECIAL PROGRAMS

Student Achievement Goal: Academics

Action Literacy
Algebra Readiness
AVID
Computers in Art
Geography Bee
Latin Enrichment
Math Counts
Double Block Math Classes
Pride Time
Read 180
Vanguard
Test Prep
Math Club
AVID “after hours”
Homework Club

Student Achievement Goal: Essential Life Skills

After School Programs
Computers in Art
Eagles Nest
Positive Behavior Support
Lunch & Learn

Student Achievement Goal: Essential Life Skills

7th grade environmentally focused service learning project
8th grade Civics service learning project

RESULTS AND REFLECTION 2010-2011
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: Increase Standard of Learning (SOL) pass rates in Math by implementing best practice research practices (Vocabulary and Basic skill development) that focus on 7th grade students.</p>	<p>Indicator: By Spring 2010-2011, SOL pass rates in 7th grade Math will increase for</p> <ul style="list-style-type: none"> • All students from 90% to 92% • Black students from 88% to 90% • Hispanic students from 80% to 85% • White students from 93% to 95% • Asian students from 94% to 95% • SWD from 87% to 88% • Fee Waiver 85% to 87% • LEP students from 83% to 85% <p>Results:</p> <ul style="list-style-type: none"> • All students 87% • Black students 81% • Hispanic students 84% • White students 89% • Asian students 97% • LEP students 85% • SWD 85% • Fee Waiver 83% 	<p>Supported: Restructured the delivery of Math school-wide: Double Block ARI Learning Seminar (math) PT for targeted students</p> <p>Formative assessments, SOL scores, eCART and other data helped identify students needing additional support and increased enrollment in Power Math and Learning Seminar classes.</p> <p>Inhibited: We had a long term sub all year for Math ESOL teacher due to illness.</p> <p>Improvement on how to implement interventions during PT. Staff development in department meetings analysis will lead to timely re-teaching and intervention.</p> <p>Teachers are not sharing data to identify trends and patterns, not just individual scores. (recommend teachers view assessment data at the end of every quarter and identify what is working.)</p>	<p>Continued SIP focus for the 2010-2011 school year on math for all 7th grade students.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics cont.</p> <p>Objective: Increase Standards of Learning (SOL) pass rates in writing by implementing best practices that focus on the 6+1 Traits.</p>	<p>Indicator: By spring 2010-2011, SOL pass rates in 8th grade writing will increase for</p> <ul style="list-style-type: none"> • ALL students from 91% to 95% • Black students from 92% to 95% • Hispanic students from 79% to 85% • White students from 95% to 98% • Asian students from 92% to 95% • LEP students from 82% to 85% • SWD from 64% to 85% • Fee Waiver 83% to 85% <p>Results:</p> <ul style="list-style-type: none"> • ALL students 91% • Black students 78% • Hispanic students 83% • White students 94% • LEP students 84% • Asian students 96% • SWD students 61% • Fee Waiver students 86% 	<p>Supported: Strong focus on dividing responsibility for 6 + 1 traits between PLCs.</p> <p>Inhibited: Not all teachers used the 6+1 traits vocabulary to provide informative feedback to students through the writing process. Writing appears to be a second subject behind reading for teachers not preparing for the 8th grade SOL. There are inconsistencies in what other subjects require/accept for writing.</p>	<p>Continued SIP focus for the 2010-2011 school year on writing and vocabulary instruction for all students.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Essential Life Skills</p> <p>Objective: Through PBS we are going to track and reinforce our school-wide positive behavioral expectations and will focus on acknowledging appropriate behavior, teach appropriate skill(s), and supporting a positive school environment.</p>	<p>Indicator: By Spring 2010-2011 our admin referrals will decrease from 380 last year to 190 this year, our suspensions will decrease 50 to 25 students suspended out of school, and our individual class tardies will decrease from 6,939 to 3,000.</p> <p>The Goal was to reduce:</p> <ul style="list-style-type: none"> • Admin referrals from 380 – 190 • OSS from 50 – 25 • Class tardies from 6,939 – 3,000 <p>Actual Results:</p> <ul style="list-style-type: none"> • Admin referrals 404 • OSS 74 • Class tardies 12,600 	<p>Supported: Increased Pride Time from 30 – 41 minutes. Moved the school store to the cafeteria to limit students in the halls. Focusing on school-wide behaviors in a systematic way. Restructured after school programs.</p> <p>Inhibited:</p> <p>--Unclear of what interventions to implement for certain students with numerous reports. --Still in need of a system wide way to deal with habitual tardies.</p> <p>All teachers need to be consistent in reporting tardies</p> <p>Teachers need to address behavioral issues within class rules/ procedures. If their interventions do not change or improve behavior, then referral to admin.</p> <p>Should tardies be a referral offense?</p> <p>PBIS – focus on prevention</p> <p>More students in 8th grade More accurate method of recording tardies should be addressed.</p>	<p>Goals should be stated as percentage of tardies rather than number of tardies.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: All 7th graders students will participate in a service learning project by completing the requirements in the 7th grade environmentally focused service learning project through science class.</p>	<p>Indicator: As evidenced by student grades and surveys, we will go from 96% of students completed the project, and 99% of the students completed the hours to 100% of students will complete their service learning project and hours by June 22, 2010.</p> <p>Results: Grades, surveys and hours completed were in the high 90's.</p> <p>1st Quarter 93% 2nd Quarter 65% (incomplete data) 3rd Quarter 85% 4th Quarter – 84%</p> <p>93% of the hours were completed during school hours, after school hours and some weekends.</p>	<p>Supported: Ongoing checks of the hours/project; class time to complete projects; support from parents. Lanier's after school program offers a service learning club for students interested in participating. Living classroom - increased opportunities to work after school and thus students earn service hours.</p> <p>Great teacher modeling</p> <p>Students /Staff were recognized for participating and earning the Green Flag.</p> <p>Ms. Alam's persistence and passion in making the Green Flag a priority.</p> <p>Inhibited: Need better oversight by administrator. We need all staff members to buy into the service project. Some students were not held accountable for completing service hours, thus these numbers were not as high as predicted.</p>	

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that applies to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input 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)*

- Improve literacy by focusing on content essential vocabulary, best practices for explicit vocabulary instruction, and reading/writing across the curriculum. We will increase Standards of Learning (SOL) pass rates in reading and writing by implementing best practices that focus on the ACTIVE Reading Strategies and the 6+1 Traits (SCOPE).

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

Data Sources

A variety of data sources (quarterly and end of course grades, SOL scores, eCart data, and notes from Collaborative Teams (CTs), team meetings, and informal observations) showed that reading and writing instruction are primary concerns for school staff. Our 2010-2011 reading scores dropped 3% for the 7th grade Asian subgroup, and dropped 2% or more in 8th grade for the Hispanic, SWD, Economically Disadvantaged, and Asian subgroups. Our 2010-2011 writing scores dropped 2% or more for the Black, White, and SWD subgroups.

2010-2011 Data from VDOE

7th Grade Reading

All	Black	Hispanic	White	SWD	Econ. Dis.	LEP	Asian
96%	93%	94%	97%	90%	94%	90%	94%

8th Grade Reading

All	Black	Hispanic	White	SWD	Econ. Dis.	LEP	Asian
94%	87%	87%	97%	76%	92%	88%	96%

8th Grade Writing

All	Black	Hispanic	White	SWD	Econ. Dis.	LEP	Asian
91%	78%	83%	94%	61%	86%	84%	96%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

- ESOL writing class is offered to our LEP students.
- English teachers are in the sixth year of implementing a common pacing guide which allows for focused discussions during CT time.
- In our fifth year of the e-Cart initiative; CT discussions center around data and common assessments.
- ESOL and Special Education teachers were scheduled to attend the grade level CTs.
- In our third year of implementing after-school SOL Prep classes.
- Continuation of reading support classes such as Read 180 and Action Literacy.

Weaknesses

- Not all teachers used the 6+1 traits vocabulary to provide informative feedback to students throughout the writing process.
- Reading appears to be a second subject behind writing for teachers preparing for the 8th grade writing SOL in March.
- There are inconsistencies in what other subjects require/accept for reading and writing.

Best Practice Research

Reading

ACTIVE Reading Strategies

Writing

6+1 Traits - Northwest Regional Educational Laboratory (NWREL)

In the early 1980's, creative teachers in school districts across the country decided there must be a better way to gather useful information about student writing performance rather than with single scores on standardized tests. Teachers wanted an instrument that would provide accurate, reliable feedback to students and teachers, a tool that would help guide instruction. When an exhaustive search didn't produce such a tool, they rolled up their sleeves and began the difficult process of creating an analytic scoring system that would be valid, honest, and practical.

After evaluating thousands of papers at all grade levels, the teachers identified common characteristics of good writing. These qualities became the framework for the 6-trait analytical model, which has now grown to include a seventh, +1 trait. The model uses common language to identify the traits year to year as we refine our idea of what 'good' writing looks like by using the scoring guides.

The 6+1 Traits model : ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. These same six or seven characteristics show up on everyone's list in one form or another. The 6+1 Trait components are the foundation for the NWREL's writing assessment model and the basis for the descriptive criteria we use to define the qualities of good writing at different levels of achievement. Once teachers know the traits well and have good consistency between rates and amongst groups, the link to instruction becomes clear. This is where the real fun begins.

The 6+1 Trait Writing model is now used in virtually every state in the country not to mention American Samoa, Amsterdam, France, Great Britain, South America, Saudi Arabia, China, Venezuela, Australia, Turkey, Bahrain, and other countries in the Middle East. It's

the model or the source of the model used to score student papers in numerous state assessments and district assessments in virtually every state. Teachers from primary through college have embraced the 6+1 Trait model and not just English teachers, either. The traits are used by teachers of mathematics, science, social studies, foreign language, art, music; anyone for whom writing is an important part of instruction.

Vocabulary Instruction

Direct Instruction

From Dan Mulligan's presentation in August 2010:

According to Marzano (2005) the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.

Marzano et. al. (2001.) Classroom Instruction That Works. Alexandria, VA: McREL.

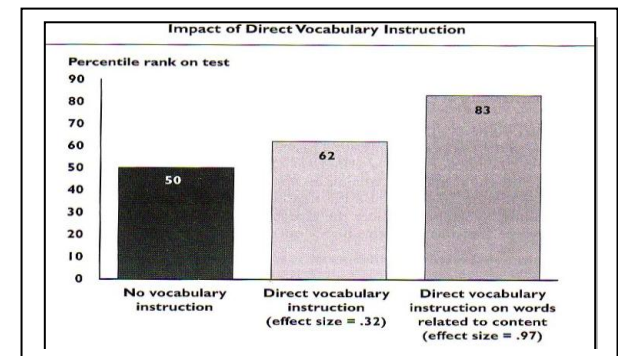
- 12 percentile gain with any direct instruction
- 33 percentile gain with systematic direct instruction of words in passage

National Reading Panel. (2000). Report of the National Reading Panel: Teaching Children to Read. Retrieved September 20, 2006, from <http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>

- “instruction does lead to gains in comprehension, but that methods must be appropriate to the age and ability of the reader”
- balance of indirect & direct vocabulary instruction
- importance of repetition & multiple exposure to items
- variety of direct instruction strategies

Vocabulary through Reading

Nagy and Herman (1987) assert that if students spend 25 minutes a day reading at a rate of 200 words per minute for 200 days, they will read a million words of text annually and encounter between 15,000 and 30,000 unfamiliar words. If they learn 1 in 20 of these words, their yearly gain in vocabulary will be between 750 and 1,500 words.



STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
Reading 7	<p>By spring 2011-2012, SOL pass rates in 7th grade reading will increase for</p> <ul style="list-style-type: none"> • students with disabilities from 90% to 92% • Black students from 93% to 95% • Hispanic students from 94% to 96% • Economic Disadvantage 94% to 96% • White students from 97% to 99% • LEP students from 90% to 92% • ALL students from 96% to 98% • Asian students from 94% to 96%

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
Reading 8	<p>By spring 2011-2012, SOL pass rates in 8th grade reading will increase for</p> <ul style="list-style-type: none"> • students with disabilities from 76% to 90% • Black students from 87% to 90% • Hispanic students from 87% to 90% • Economic Disadvantage 92% to 94% • White students from 97% to 99% • LEP students from 88% to 90% • ALL students from 94% to 96% • Asian students from 96% to 98%

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
Writing 8	<p>By spring 2011-2012, SOL pass rates in 8th grade writing will increase for</p> <ul style="list-style-type: none"> • students with disabilities from 61% to 90% • Black students from 78% to 90% • Hispanic students from 83% to 90% • Economic Disadvantage 86% to 90% • White students from 94% to 96% • LEP students from 84% to 90% • ALL students from 91% to 93% • Asian students from 96% to 98%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

- **SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Improve literacy by focusing on content essential vocabulary, best practices for explicit vocabulary instruction and reading/writing across the curriculum. We will increase Standards of Learning (SOL) pass rates in reading and writing by implementing best practices that focus on the ACTIVE Reading Strategies and the 6+1 Traits (SCOPE).

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. English teachers will continue to teach ACTIVE Reading Strategies.	All English teachers		X	X	X	X	Grades CT Agendas
2. English teachers will continue to teach 6+1 (SCOPE) traits.	All English teachers		X	X	X	X	Grades CT Agendas
3. Teachers of other curriculums will utilize ACTIVE and 6+1 traits (SCOPE)	All teachers		X	X	X	X	Grades Observation
4. 7 th grade teachers will give at least one common writing assignment through all stages of the writing process	All English 7 teachers		X	X	X	x	Rubrics Grades
5. 8 th grades students will practice with a released multiple choice writing SOL test on eCART	All English 8 teachers			X			CT will evaluate the data to determine areas to focus
6. Students will receive papers with improvement based feedback	ALL teachers		X	X	X	X	Assessment results
7. School wide professional development on reading and writing across the curriculum	Scott Poole Michele Johnson Rohini Tohan		X	x			Agenda for PD ½ day
8. School wide ACTIVE strategies and 6+1 traits (SCOPE) to be used in all content areas	Michele Johnson		X	X	X	x	Rubrics
9. Continue articulation between 7 th & 8 th	Jenny Poppert		X	X	X	X	Agendas/minutes Use embedded Dept. Time

- **SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Improve literacy by focusing on content essential vocabulary, best practices for explicit vocabulary instruction and reading/writing across the curriculum. We will increase Standards of Learning (SOL) pass rates in reading and writing by implementing best practices that focus on the ACTIVE Reading Strategies and the 6+1 Traits (SCOPE).

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.	
10. Each CT/Department will continue to use 8-10 content essential vocabulary words as well as exploring best practices for explicit vocabulary instruction	CT Leaders Dept. Chairs Admin		X	X	X	X	CT and Dept. agendas
11. Use SRI as pre- and post-assessments	English teachers		X			X	Data Results

12. Each CT/Department will continue to use 8-10 content essential vocabulary words as well as exploring best practices for explicit vocabulary instruction	CT Leaders Dept. Chairs Admin		X	X	X	X	CT and Dept. agendas
13. Use SRI as pre- and post-assessments	English teachers		X			X	Data Results

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"/> 1.1.1 English language arts
<input checked="" type="checkbox"/> 1.1.2 Mathematics
<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 | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.

<input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

- Increase Standard of Learning (SOL) pass rates in Math by implementing best practice research (Vocabulary and Basic skill development) that focus on 7th grade students.

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

Data Sources:

2010-2011 Data from VDOE

7th Grade Mathematics

All	Black	Hispanic	White	SWD	Econ. Dis.	LEP	Asian
87%	81%	84%	89%	89%	83%	85%	97%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

- A wide range of courses tailored to different sub-group needs:
 - Special Education
 - General Education
 - Honors
 - Math Tutorials
 - ESOL Math Tutorials
 - AVID
- Strong PLC with resource sharing
- Common Assessments
- eCART Assessments
- Strong adherence to pacing guide
- Strong emphasis on vocabulary
- Utilize Pride Time (PT) for targeted students
- Positive collaboration between General Education and Special Education teachers as well as ESOL team teachers
- ESOL teachers are participating in 7th & 8th Math PLCs
- After-School homework club for students struggling in math
- Math teachers attended “English Language Learners” training –teach TT ESOLmath classes
- All ESOL students in Fast Math/Fast Math 3 were placed in an on-level math class
- Students placed in Pride Time classes based on their needs/weaknesses.

Weaknesses

- Some General Education teachers lacked knowledge of strategies for effectively working with LEP students.
- All teachers need improvement in how to implement interventions when students aren't mastering content.
- ESOL students in Fast Math did not have an ESOL or certified math teacher for the math support class.
- **There was a decrease in the percentage of students taking the VGLA instead of the SOL assessment.**

Best Practice Research:

The National Council of Teachers of Mathematics (NCTM) principles maintain that educators need to uphold high expectations for all students, while recognizing some students have special needs and will benefit from supplemental curriculums. By placing students in both Fast Math 3 and a general education (GenEd) grade-level class, students are exposed to the same concepts as their peers while receiving support as they learn the English language and address mathematical gaps in their prior education.

DuFour and Eaker state that “Effective communication is an essential component of the change process.” (106). A collaborative environment needs to be created explicitly for PLC time and scheduled during the school day to most effectively facilitate discussions

and sharing of practices. Modifying the schedule so the ESOL teachers can attend the PLC meetings will provide the atmosphere for collaboration.

Reiss explains the important role of both the content teacher and the ESOL teacher to a student's success (5). While the content teacher is knowledgeable of the details of his or her unique discipline, the ESOL teacher knows how to teach the English language. By knowing and utilizing ESOL strategies in the classroom, the GenEd teacher can make the content accessible to LEP students.

As the FCPS Best Practices research presented on Blackboard advocates, Lanier will use formal and informal assessment techniques to gather data as evidence of student learning.

Reiss explains the necessity of applying ESOL strategies in the content classrooms. The NCTM principles call for a teacher who is knowledgeable about pedagogy and participates in collaboration with colleagues. Using the ESOL teachers as resources will enhance collaboration and expose GenEd teachers to ESOL strategies.

Haylock and D'Eon identify the importance of concept mastery before proceeding to new topics of study, especially in mathematics (27). Since most math skills build on previously taught material, it is critical that students are successful with each set of skills before moving on. Providing interventions when students struggle will address their misconceptions or gaps in knowledge and prepare them for success in upcoming units.

In Ahead of the Curve, Guskey writes that re-teaching concepts must be done in the classroom atmosphere (22). He emphasizes the importance that remediation is not performed just once a week or solely through after school programs. To be effective, students need to be provided with extensions to address gaps in learning on a continuing basis and under the supervision of their classroom teacher.

Marzano, Pickering, and Pollock identify the importance of explicitly teaching vocabulary in the classroom. When teaching new concepts, vocabulary instruction plays a crucial role, and can increase student achievement by 33 percentile points (127).

As Benjamin Bloom's research emphasizes, not all questions promote the same level of thinking. Asking and discussing higher level questions encourages deeper thinking and understanding.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
Math 7	<p>By Spring 2011-2012, SOL pass rates in 7th grade math will increase for</p> <ul style="list-style-type: none"> • All students from 87% to 92% • Black students from 81% to 90% • Hispanic students from 84% to 90% • White students from 89% to 95% • Asian students from 97% to 99% • Students with disabilities from 85% to 90% • Economic disadvantage from 83% to 90% <p>LEP students from 85% to 90%</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE Increase Standards of Learning (SOL) pass rates in Math by implementing best practice research							
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. Use Double Blocking to fully expose students in Fast Math/Fast Math 3 ESOL to the grade level curriculum.	Rebecca Aguilar Meghan Hyland-Eddy Sarah Kim Emma Newhall Margaret Arnold	None	x	x	x	x	Master schedule and student groupings and schedules
2. Use Double Blocking to provide students in Power Math extended time to fully access the curriculum.	Rebecca Aguilar Michele Johnson Molly Wagner Brittany Bonnell	None	X	X	X	X	Master schedule and student groupings and schedules
3. Continue collaboration between ESOL, SpEd, and GenEd math teachers.	All Math teachers ESOL/SpEd teachers working with math	None	X	X	X	X	Administrative observations
4. Continue to improve GenEd teachers' understanding of strategies for working with students in ESOL and SpEd programs.	All Math teachers	None	X	X	X	X	PLC agendas
5. Systematically implement interventions for struggling students including Pride Time, Tutorials, ARI, and After School Interventions.	Julio Dejo Michele Johnson Rebecca Aguilar All Math Teachers	Database	X	X	X	X	Interims and quarter grades, eCART data, monitor data base
6. Continue emphasizing vocabulary as a focus in all math classes.	Ginny Lordahl Catherine Hawkins Rob Hornfeck Michele Johnson All Math Teachers		X	X	X	X	PLC agenda notes
7. Continue integrating SOL questioning in instruction.	All Math Teachers	None	X	X	X	X	Administrative 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.

Check all that applies to this school improvement plan objective.

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

Through PBIS we are going to track and reinforce our school-wide positive behavioral expectations and will focus on acknowledging appropriate behavior, teaching appropriate skill(s), and supporting a positive school environment.

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

Data Sources

Lanier has decreased the number of administrative referrals, suspensions, and tardies from 2009-2010 – 2010-2011 school years.

Table:	Admin Referrals			Suspensions *			Tardies **		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
School-Wide	380	231	646	50	52	54	6,939	6,330	5,026

*Number of students

**Includes both excused and unexcused tardies

Knowledge of Programmatic Behavior Management Strengths and Weaknesses:

Strengths

- Lanier continues to incorporate Pride Time (PT) into our daily schedule. It is a 41 minute period for students to receive assistance in classes, make up tests / quizzes, complete homework, counseling classroom lessons or obtain enrichment opportunities and earn reward time called SOARing.
- SOAR (Safety, hOnesty, Achievement and Responsibility) cards support and encourage the Lanier positive behavior motto and are given by any school staff member, including bus drivers, to students who exhibit these behaviors.
- Rewards for Positive Behavior included: potential for weekly encouragement, school store, chat/games room, gym time, weight room, library and computer time.
- After school activities to support the sense of belonging to the school community, such as homework club, intramurals and interest based clubs are available to all students.
- Addressing school-wide behaviors in a systematic and consistent way.
- Improved follow up with behavior reports and referrals by administrators
- Follow through of newly announced tardy policy started mid-year
- Improved data collection illustrates that the 7th graders are more bought into the PBIS system as more elementary schools utilize it and better fidelity at Lanier starting at the beginning of the year, as illustrated by

	7 th graders	8 th graders	Total
Administrative Referral	233	413	646
Suspensions (# of students)	12	42	54

Weaknesses

- Teams of teachers, counselors and administrators need to better work together to implement many interventions to help students be successful, such as: working with the behavior intervention specialist, developing behavior plans for yellow / red zone kids, child study, parent meetings, schedule changes and reward systems.
- Needed re-teaching of what PBIS is to students and staff.
- Coach was new to school

- Did not effectively use county wide prevention / intervention resources
- Largest 8th grade class ever at Lanier.

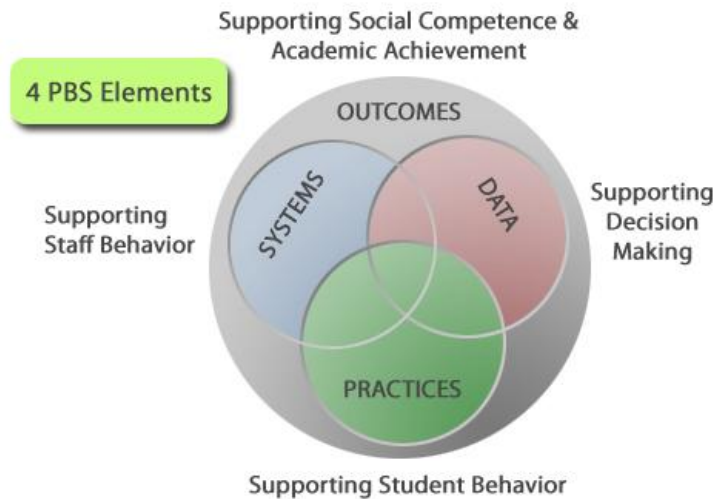
Best Practice Research

1. “What is School-Wide PBIS?” – WWW.PBIS.ORG

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

2. “What Does School-Wide PBIS Emphasize?”

In general, SWPBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.



These four elements are guided by six important principles:

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability

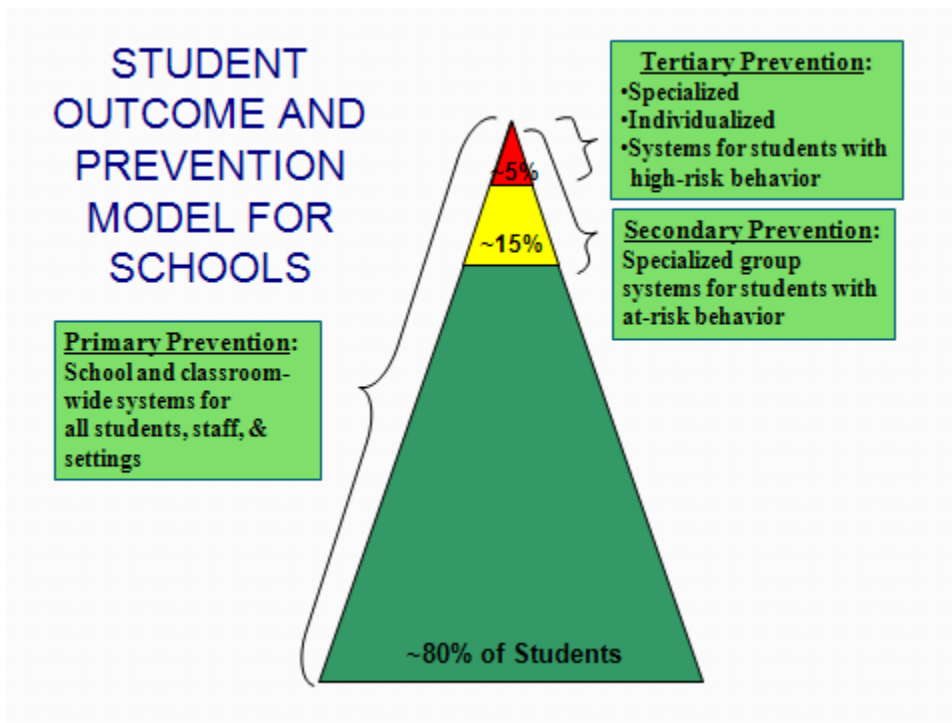
- Screen universally and monitor student performance & progress continuously

3. What Outcomes are Associated with Implementation of PBIS?

Schools that establish systems with the capacity to implement School-wide PBIS with integrity and durability have teaching and learning environments that are

- Less reactive, restrictive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students.

The Continuum:



STUDENT ACHIEVEMENT GOAL— ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1	<p>By Spring 2011-2012 school year, our admin referrals will decrease from 646 last year to 400 this year, our suspensions will decrease 54 to 40 students suspended out of school, and our individual unexcused class tardies will decrease from 5,026 to 4,000.</p> <p>In addition, a student survey will demonstrate that 95% of students understand the purposes of PBIS at Lanier Middle School.</p>

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Lanier will implement the PBS system to support student learning in a timely and systematic fashion using levels Green, Yellow and Red as identified by the data provided from behavior reports and administrative 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 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. Reinvigorate PBIS team with new co-coach and new team members	PBIS Coach and Administrator	September, 2011	x	x	x	x	More participation from teachers who implement the system.
2. Track data from behavior reports and administrative referrals	Diana White Debra David (Coach)	None	x	x	x	x	Review data monthly at the PBIS Ad-hoc Data Analysis meetings.
3. Student and staff members survey	PBIS committee	None	x			x	Data results at beginning and end of year
4. Identify means to advertise and market PBIS to school and outside community	Darwin Barker (co-coach)		x	x	x	x	Review on a regular basis knowledge
5. PBS Team will identify new incentives for positive behavior	PBS Team/teachers	None	x	x	x	x	Survey, small group discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Lanier will implement the PBS system to support student learning in a timely and systematic fashion using levels Green, Yellow and Red as identified by the data provided from behavior reports and administrative 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 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. Request funds from school PTA for gift cards for teachers to encourage participation in distributing incentives	Diana White	None	x	x	x	x	Purchase of gift cards for teachers
7. Reward students whose behavior exemplifies Safety, hOnesty, Achievement or Respect & Responsibility	All faculty and staff including custodial and cafeteria workers	\$1,000.00	x	x	x	x	Number of gift cards and prizes given each week, and # of SOAR cards redeemed in the school store each week
8. Yellow and Red Zone Interventions put in place	Intervention team	None	x	x	x	x	Decrease in behavior reports on students already consequence by Admin – baseline to come.
9. Implementation of attendance work team targeting students with a significant number of beginning of day tardies or frequent absences	Chris Smith Diana White	None	x	x	x	x	Higher on-time class arrivals
10. Implementation of a work group to develop student individual plans targeting students with academic difficulties	Rohini Tohan	None	x	x	x	x	Fewer D's and F's

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that applies to this school improvement plan objective.

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

All 7th grade students will complete an environmental service learning project by the end of the school year.

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

Data Sources

In 2010-2011 School year, 80% of students completed the project.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

- There are several documents available to inform families about the current 8th grade community service learning project and the 7th grade environmental science service project. They include a letter of information to parents/students, a list of service project ideas with guidelines, a service project proposal form, a service project reflection sheet (parent signature), and a service project grading rubric. All the information is readily available on blackboard for easy access.
- Lanier's after school program offers an environmental service learning club and a "Reptile Club" for any student that is interested in participating. Special optional weekend and after-school service opportunities are provided for students to fulfill their service project requirements. Activities include: planting an herb garden and cleaning/maintaining the school courtyard under teacher supervision. .
- Lanier is the first school in Virginia, and just the third school in the United States to earn the National Wildlife Federation's Eco-Schools USA Green Flag award—its highest award. The program takes a holistic approach to greening the school building, grounds, and curriculum. It is designed to provide ways to save money, reduce waste, and improve the environmental awareness of students.

- Lanier PTA has funded the purchase of reusable grocery bags and BPA-Free water bottles to “raise green by going green”.
- The outdoor living classroom is in the second year of development. Students will have more opportunities to engage in activities related to environmental stewardship, encouraging them to conserve and preserve the natural resources within their local community and beyond.

Weaknesses

- Many students choose to earn service project credit at Lanier Middle School. There seems to be hesitation in seeking service learning opportunities within the community at large. Parents have asked for guidance on where to go for hours.
- Acknowledgement of the process and successes are not integrated into the school culture.
- Anecdotal data suggests that many students and parents do not know where to go to get environmental service learning experiences. Our students come from an elementary program where all students engage in community service experiences through grade 6. Continuing a similar experience of service to the community through 7th grade and 8th grade will help students develop the habit of serving the community.
- The 7th grade teachers need to develop a comprehensive, but simplified list of project ideas available for students completing environmental service hours.
- The school staff needs to increase the promotion of our environmental service learning project.

Best Practice Research

According to Learn and Serve America, a national service learning clearinghouse, service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The National Commission on Service Learning agrees that service learning is not an episodic volunteer program or merely logging in a set of community service hours for course completion. Service learning should benefit both the community and the service provider by combining a service experience with a learning experience, thus enhancing a sense of civic responsibility and achievement in improving the community.

Palmer wrote in *The Courage to Teach*, “Community is an outward and visible sign of an inward and visible grace, the flowing of personal identity and integrity into the world of relationships”. He also describes community as human relationships and as a “response to our deepening pain of disconnection and yearning not to be cut off”. His theories of community are just that, theories, however, they describe the innate need of a young teenager to belong within this world, to maintain relationships and have some sort of connection. It is our goal that through the community service projects, that our students will find somewhere to belong and to develop relationships along the way, just as Maslow theorized over a hundred years ago, everyone’s primary, basic need is to belong.


Currently, both 7th grade science students and 8th grade civics students must complete a service learning project by documenting the details of their project and reflecting upon that service. Community service allows students to apply knowledge learned in the classroom into their community. Research (International Association for the Evaluation of Educational Achievement, 2006) shows that by age 14 students are already members of

their communities, thus starting community service projects at early grades and continuing their use as a means of “growing civically minded citizens” is a critical addition to students citizenship experiences. Recommendations based on findings of the Judgment Group Members, using and interdisciplinary approach to engage K-12 students suggest that educators design citizenship education and experience based in knowledge and aimed at engaging students. Students in the seventh grade have as part of their science curriculum environmental studies and are regularly surprised that science taught in the classroom can be applied to the world in which we live. There is research (Schibsted, 2007) that “citizen scientists” a term used to describe volunteers assisting scientists to answers real world problems, is popular with today’s youth. There is much to be gained when our youth become aware and take part in solving real world problem that face our environment.

Here is the result of one survey conducted after a service project was conducted in Minnesota during the 2005 school year.

http://www.fws.gov/midwest/pwlc/documents/PSC_Eval_0405.pdf

2. Have the student’s science process, problem solving, and their skills in working cooperatively and communicating with others increased?

 **On all 12 items on the student skill self-report, data showed a positive, statistically significant increase ($p < .001$) in students' assessments of their science process, problem solving, and their skills in working cooperatively and communicating with others (see table below).***

Summary of Average Responses on the Skill Self-Report

How well could you do each of these things?	Beginning of School	End of the School
1. Observe the environment around me.	A Little	Very Well
2. Read the land.	A Little	Pretty Well
3. Make a close guess about why something in nature happens.	A Little	Pretty Well
4. Collect data to answer a research question.	A Little	Very Well
5. Ask questions to find out more information.	A Little	Pretty Well
6. Think about what I have done to help me learn.	A Little	Pretty Well
7. Work with others as a team in small groups.	Pretty Well	Very Well
8. Use field equipment to gather information.	A Little	Very Well
9. Identify plants and animals that live at PWLC.	A Little	Very Well
10. Share my ideas with others through writing.	A Little	Pretty Well
11. Learned math, science, and writing.	A Little	Very Well
12. Understood the environment.	A Little	Very Well

*Without a control group, it cannot be determined if this growth in skills was due to participation in the PSC or to cognitive maturation over the school year. Based on survey results, parents attributed skill growth to instructional strategies (the field-based setting, for example) that are not a part of the traditional classroom experience. Further, perceived growth in these skill areas is important, as it indicates academic self-efficacy, which does have research-based links to academic performance.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound Goals)</i>
3.2 & 3.4	As evidenced by student grades, surveys, and reflection forms, 100% of 7 th grade students will complete their environmental service learning project by June 15, 2012.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All 7 th grade students will complete an environmental service learning project before the end of each semester.							
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. Each teacher will post guidelines on Blackboard pages and provide copies for students (as necessary).	All 7 th grade science teachers	Letters, rubrics, project ideas; minimal cost	x	x	x	x	Administrative checks of teacher Blackboard pages
2. Announce guidelines during “Back to School Night” to involve the parents in the environmentally focused service learning project.	All 7 th grade science teachers	None; no cost	x				Administrative checks of teacher Blackboard pages
3. Environmental service learning opportunities will be available after school to increase student participation.	All 7 th grade science teachers	Environmental clean-up supplies; materials classroom activities to increase environmental awareness; minimal cost	x	x	x	x	Track student participation in CT meetings
4. The “Environmental Service Learning Club” will be available once per week to increase student participation.	Faiza Alam	Environmental clean-up supplies and gardening tools; minimal cost	x	x	x	x	Club attendance records
5. The “Reptile Club” will be available once per week to provide another opportunity for students to learn about animals and their impact on the environment.	Bonnie Keller	None; no cost	x	x	x	x	Club attendance records

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All 7th grade students will complete an environmental service learning project before the end of each semester.

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. The Lanier Eco-Action team will accept student as members to continue the school’s eco-initiative. Participants can earn credit for their service project.	Eco-action team staff	No cost	x	x	x	x	Club attendance records
7. Teachers will evaluate student progress four times per year in order to monitor project completion.	All 7 th grade science teachers	Student Proposal and Reflection sheets; minimal cost	x	x	x	x	Analyze reflection sheets
8. Teachers will streamline the data collection process to ensure accurate data transfer.	All 7 th grade science teachers	No cost; excel spreadsheet	x	x	x	x	Excel spreadsheet analysis
9. Students will be required to write and submit a reflection highlighting their experiences, while completing their environmental service project. Parents will be asked to sign forms in an effort to establish a home-school connection related to the environmental service learning project.	All 7 th grade science teachers	Reflection sheets	x	x	x	x	Analyze reflection sheets
10. Students will be recognized for exceeding the number of environmental service hours at the end of the school year. “Lanier Eco-School Award”	All 7 th grade science teachers	Certificates, minimal cost				x	Number of award recipients
11. Teachers and the science administrator will monitor the progress of the courtyard project.	All science teachers and Christopher Smith	No cost	x	x	x	x	Observable progress indicators throughout the year

RESULTS AND REFLECTION ON THE 2011-2012 SIP
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: <i>Copy the 2010-2011 SIP Objective Here</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: <i>Copy the 2010-2011 SIP Objective Here</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective: <i>Copy the 2010-2011 SIP Objective Here</i></p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported:</p> <p>Inhibited:</p>	