

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Liberty Middle School

Cluster *VII*

Peggy Kelly, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Peggy Kelly	Principal	Juleee Moore	Instructional Coach
Doris Evens	Committee Chair	Barbara Sears	Reading Specialist
Jesse Hudson	Assistant Principal	Thom Blain	ESOL Dept. Chair
Shawn Spear	Assistant Principal	Mike Parker	Counselor
Liane Vane	After School Program Spec.	Teresa Anderson	Special Education Teacher
Karri Iaquina	Math Dept Chair	Trish Pollard	Parent
Jenn Mattson	English Dept Chair		
Marisa Nicholson	Math PLC Coordinator		
Julia Todhunter	English PLC Coordinator		
Annette Chambers	Science Dept Co-chair		
Holly Eglin	Science Dept Co-chair		
Lisa Marshak	Social Studies Dept. Chair		
Kelly Bell	Social Studies PLC Coord.		

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.

LIBERTY MIDDLE SCHOOL - VISION STATEMENT

Liberty Middle School empowers students by providing opportunities to develop the knowledge, skills, and attitudes needed to be successful, ethical, and contributing members of a changing global society. All students will demonstrate a life-long desire and pursuit of knowledge.

LIBERTY MIDDLE SCHOOL—MISSION STATEMENT

Our mission is to provide all students with the skills and knowledge they need for the 21st century and to help them recognize the positive value of continued learning.

LIBERTY MIDDLE SCHOOL— BELIEFS AND CORE VALUES:

- We believe all children, regardless of gender, ethnicity, social economic level, or learning differences, can learn given the appropriate support system.
- We believe in continuous lifelong learning.
- We believe that building meaningful relationships fosters student achievement and responsible citizenship.
- We are committed to educating Liberty students - child by child.
- We believe that a positive, safe, and nurturing learning environment motivates children to meet high expectations and be excited about learning.

- We believe collaboration with parents and the community is essential to support student achievement.
- We believe that differentiated instruction and intervention when children are not learning, and enrichment when children have demonstrated mastery, will ensure the academic success of all students.
- We believe that teachers' instructional practices and integrating literacy across the curriculum will impact student learning and whole school culture.

SPECIAL PROGRAMS at LIBERTY MIDDLE SCHOOL

Student Achievement Goal – Academics

Action Literacy
 Algebra Readiness Initiative
 College Partnership Program
 Liberty Quest Program
 Enterprise Read 180
 Expanding Visions
 Federation of Galaxy Explorers
 Foreign Languages: Spanish, French, German
 Guys Read Club
 International Gala
 Math Counts
 National Junior Honor Society
 Power Math
 Professional Learning Communities
 Virginia's Readers' Choice

Student Achievement Goal – Essential Life Skills

After School Program (40+ clubs/activities)
 Positive Behavior Support Program (PBS)
 Career Exploration
 Wellness Program
 7th grade Elective Wheel – art, study skills, synergistic lab, technology tools
 New Character Ed Program
 Resiliency Groups – Boy Talk and Girl Talk
 ISafe

Student Achievement Goal – Responsibility to Community

International Club
 Live News Broadcasts (daily)
 Mentor Program
 Parent Outreach Program – Korean, African American, Hispanic, Multi-cultural
 Peer Helpers
 Student Council Association
 Teacher Cadet Program
 Intervention plans for targeted students
 Minority Parent Partnership for Student Achievement (MPPSA)

STUDENT ACHIEVEMENT GOAL—ACADEMICS (ENGLISH)

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 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 | |

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

Faculty and staff of Liberty Middle School will implement the Seven Reading Strategies during focused intervention sessions held during teacher advisory (TA) times, to teach targeted students how to identify and comprehend fiction and non-fiction texts. Vocabulary strategies will also be implemented with these students during TA sessions to focus on word part analysis and the use of context clues to improve reading comprehension.

RATIONALE FOR OBJECTIVE:

Data Sources: SOL results, School-wide SRI Results, and eCART County-wide and School-wide Assessments. SOL results demonstrate a weakness *in nonfiction and vocabulary analysis*, particularly in subgroup performance.

Passing rates for 05-06, 06-07 and 07-08 are as follows:

	7th Grade			8 th Grade		
	05-06	06-07	07-08	05-06	06-07	07-08
Total	91.5%	87.7 %	90.2%	86.8%	83.1%	89.3%
Black Students	66.1%	74.6%	72.4%	72.9%	55.1%	80.3%
Hispanic Students	87.8%	83.9%	74.5%	75%	67.8%	81.4%
Economically Disadvantaged Students	75.3%	66.7%	78.5%	70.9%	63.9%	73.2%
Students with Disabilities	66.2%	60.5%	63.9%	40.3%	50%	57%
LEP Students	81.8%	66%	76.8%	80.3%	58.8%	70.3%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include improvement in Hispanic student performance on SOL Reading tests. In addition, performance on the 8th grade writing SOL exceeds the county average. Data above shows consistent weakness in the areas of vocabulary analysis and nonfiction reading comprehension. Of particular concern is the performance of Black students and Economically Disadvantaged students.

Best Practice Research:

In *Strategies That Work: Teaching Comprehension to Enhance Understanding*, Stephanie Harvey and Anne Goudvis describe the process and development of middle school readers in a systemic manner that accurately represent students’ personal connections and description with text. Harvey and Goudvis began researching by focusing on adolescent reading comprehension, and discovered the significance of the work of David Pearson. Pearson’s research “guided” her writing of *Strategies That Work* because his work identified the core axiom whereby proficient readers demonstrate and use all seven reading strategies, as they make meaning of text and confirm the innate ability to connect to text in order to build meaning for a more advanced level of comprehension. Harvey realized that many middle school students could read the words—decode-- but could not comprehend the meaning of the words. Based on her observation of this reading fundamental, all teachers at Liberty Middle School utilize Harvey’s seven strategies of reading comprehension--*making connections, questioning, visualizing, inferring, determining importance and synthesizing--* as a means to empowering all our students to be more effective readers.

In *Words, Words, Words*, Janet Allen reflects on the long established connection between vocabulary knowledge and reading comprehension and states that “while single context only is an unreliable method of learning new words, extensive reading, the context of longer texts, multiple exposures to the same word, and instruction in learning from context lead to increased comprehension” (Stenhouse Publishers, 1999, p. 9). She states that direct vocabulary instruction is needed “...to increase reading comprehension; to develop knowledge

of new concepts; to improve range and specificity in writing; to help students communicate more effectively; and to develop deeper understanding of words and concepts of which they were partially aware” (1999, p.11)

STUDENT ACHIEVEMENT GOAL—ACADEMICS (ENGLISH)

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1	Students performing at the below basic level on the Scholastic Reading Inventory (SRI) for grade 7 will decrease from 6% to 4% and students at the basic level will decrease from 17% to 13% as measured in the spring SRI testing of 2008 – 2009.
2	Students performing at the below basic level on the Scholastic Reading Inventory (SRI) for grade 8 will decrease from 6% to 4% and students at the basic level will decrease from 20% to 16% as measured in the spring SRI testing of 2008 – 2009.
3	Grade 7 English subgroup pass rates on SOL tests will increase as follows: Black students from 72.4% to 81%; Hispanic students from 74.5% to 81%; Economically Disadvantaged students from 78.5% to 81%; LEP students from 76.8% to 81%; Students with Disabilities from 63.9% to 81% as measured in the spring SOL testing of 2008 – 2009.
4	Grade 8 English subgroup pass rates will increase as follows: Black students from 80.3% to 81%; Hispanic students from 81.4% to 83%; Economically Disadvantaged students from 73.2% to 81%; LEP students from 70.3% to 81%; Students with Disabilities from 57.7% to 81% as measured in the spring SOL testing of 2008 – 2009.

The number of students currently performing at the “below basic” level on the Scholastic Reading Inventory (SRI) for grade 7 will decrease from 6% (of the 7th graders) to 4% (of the 7th graders) as measured by the spring 2009 SRI testing. The number of students currently performing at the “basic” level on the SRI for grade 7, will decrease from 17% (of the 7th graders) to 13% of the 7th graders) as measured by the spring 2009 SRI testing.

The number of students currently performing at the “below basic” level on the Scholastic Reading Inventory (SRI) for grade 8 will decrease from 6% (of the 8th graders) to 4% (of the 8th graders) as measured by the spring 2009 SRI testing. The number of students currently performing at the “basic” level on the SRI for grade 8, will decrease from 20% (of the 8th graders) to 16% of the 8th graders) as measured by the spring 2009 SRI testing.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty and staff of Liberty Middle School will implement the Seven Reading Strategies during focused intervention sessions held during teacher advisory (TA) times, to teach targeted students how to identify and comprehend fiction and non-fiction texts. Vocabulary strategies used to focus on word part analysis and the use of context clues to improve reading comprehension. will also be taught to these students during TA sessions

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. Students in all subgroups related to AYP, who failed English SOL tests during the 07-08 school year, will be identified and scheduled in TA groups to address specific areas of deficit.	All 7 th and 8 th grade English, SPED, ESOL teachers and Reading specialist	Supplemental materials designed for differentiation of instruction to meet specific needs of students.		X	X	X	Continuous monitoring of data related to student achievement in core classes and performance on eCart and other formative assessment tools used in English classes.
2. Teachers will implement focused lessons on vocabulary strategies to include most common affixes, roots, and decoding words in context.	All 7 th and 8 th grade English teachers.	FCPS MS Lang Arts Most Common Affixes handout; FCPS MS Lang Arts Pacing Guide; FCPS MS Lang Arts Blackboard Community	X	X	X	X	Continuous monitoring of data related to student achievement and ongoing discussion in PLC of best practices for teaching vocabulary.
3. Teachers will use content specific materials to study internal and external text structures to aid in the comprehension of nonfiction texts.	All Core teachers; SPED teachers; ESOL teachers; Reading specialist	Content area textbooks and articles; newspapers; magazines. Text Structures handout.	X	X	X	X	Continuous monitoring of student achievement and ongoing discussion in PLC for best practices for teaching internal and external text structures to aid comprehension of nonfiction texts.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty and staff of Liberty Middle School will implement the Seven Reading Strategies during focused intervention sessions held during teacher advisory (TA) times, to teach targeted students how to identify and comprehend fiction and non-fiction texts. Vocabulary strategies used to focus on word part analysis and the use of context clues to improve reading comprehension. will also be taught to these students during TA sessions

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.	
4. All teachers will collaborate with the Reading specialist to model and guide students in selecting and applying appropriate reading strategies to aid in comprehension of all types of text.	All Core teachers; SPED teachers; ESOL teachers; Reading specialist	FCPS MS Lang Arts Seven Reading Strategies handout; 7 th /8 th grade resource reading strategies book(s); FCPS MS Lang Arts Pacing Guide; FCPS MS Lang Arts Blackboard Community; FCPS MS Science Reading Strategies handbook	X	X	X	X	Continuous monitoring of student achievement and ongoing discussion in PLC regarding best practices in the use of the seven reading strategies. Monitoring of utilization of Reading specialist for planning and instructional purposes as they apply to specific content areas.
5. Teachers will provide ongoing interventions so all students can demonstrate academic achievement on grade level assessments	Core teachers; SPED and ESOL teachers; reading specialist; instructional coach	Formative assessments; pre and post-tests; SOL tests, eCART; VGLA	x	x	x	x	Continuous coordination among teachers to ensure all students have had the benefit of best practice strategies and on going documentation of students having the opportunity to demonstrate achievement through appropriate assessments
6. Co-operating (spec ed and general ed) teachers will participate in structured conversations to facilitate collaboration as they plan, assess, and intervene to promote achievement for all students	All teaching teams	Curriculum materials; structured interview questions; student work samples; lesson plans	x	x	x	x	Continuous coordination among team teachers to ensure all students have had the benefit of best practice strategies and on going documentation of students having the opportunity to demonstrate achievement through appropriate assessments.

STUDENT ACHIEVEMENT GOAL—ACADEMICS (MATH)

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life. The purpose of mathematics is to understand the world and to communicate that understanding. (*Teaching the Best Practice Way*, Daniels & Bizar, 2005)

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. |
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| <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 | |

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

The faculty and staff of Liberty Middle School will use Kagan and Marzano strategies to teach mathematical skills related to probability and statistics, measurement, geometry, and number sense. Instruction for targeted students will be provided during focused intervention sessions held during teacher advisory (TA) times.

RATIONALE FOR OBJECTIVE:

Data Sources:

e-Cart scores

Power Math scores

ARDT – Algebra Readiness Test

2008 Math SOL results reflect an improvement in both the 7th and 8th grade total passing rate from the previous year (+8.3 % in 7th and +1.9% in 8th)

2008 Math SOL results for members of certain “subgroups” continue to fall below the criteria for meeting AYP.

7th Grade Math SOL	Pass Proficient	Pass Advance	Total Pass
2007 - 2008	47%	21.4%	68.5%
2006 - 2007	37.8%	22.4%	60.2%
2005 – 2006	50.7%	10.7%	61.3%

8th Grade Math SOL	Pass Proficient	Pass Advance	Total Pass
2007 - 2008	25.7%	63.6%	89.3%
2006 - 2007	34.5%	53.1%	87.7%
2005 – 2006	40.0%	45.5%	85.6%

Passing rates are as follows:

	7th Grade	7th Grade	7th Grade	8th Grade	8th Grade	8th Grade
	2005-2006	2006 - 2007	2007 - 2008	2005-2006	2006 - 2007	2007 - 2008
Total	61.3%	60.2%	68.5%	85.6%	87.7%	89.3%
Black	21.4%	34.0%	54.5%	66.1%	61.9%	69.8%
Hispanic	46.8%	63.2%	46.8%	79.6%	80.7%	92%
Economically Disadvantaged	40.3%	32.8%	49.3%	76.3%	68.3%	71.1%
Students with Disabilities	25.4%	22.7%	37.1%	51.6%	46.9%	56.6%
LEP	57.9%	41.7%	52.1%	83.6%	82.3%	74.6%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include the following:

- The integration of technology into classroom instruction. Every math classroom has a smart board and presentation system. Teachers are actively engaged in professional development activities that enhance their knowledge of and skills with available technology.
- Instruction that focuses students identifying similarities and differences, and making connections between lessons with an emphasis on direct teaching of vocabulary. (Marzano)
- Incorporation of cooperative learning activities in which students can learn from each other as they are solving problems together. (Kagan)

Weaknesses include the following:

- Lack of consistent use of real world examples in math classes.
- Need for more focused intervention and remediation for all students who are not successful on common assessments.
- Low student performance on probability and statistics strands of both 7th and 8th grade SOL tests for general and LEP students.
- The focus performance of underachieving students, particularly black students, Hispanic students, students with disabilities, and those who are economically disadvantaged.

Best Practice Research: Current educational research reveals how changes in educational practices and policies result in classrooms and schools being able to close the achievement gaps and promote excellence in learning for all students. Research in best practices for instruction, specifically in mathematics, reveals the need for math teachers to develop expertise in differentiating instruction. Marzano's instructional strategies, Kagan Cooperative Learning and Active Engagement strategies, and the LEARN model have been proven to be effective tools in differentiating instruction. Instruction is found to be most effective when there is incorporation of the use of hands on activities and problem solving in all lessons. Additionally, research demonstrates that the use of higher level questioning techniques to develop students' ability to think and talk about their problem solving, along with the incorporation of direct teaching of vocabulary and reading strategies in mathematics, result in students having a deeper understanding of mathematical concepts.

Authentic Instruction is identified as a classroom setting where students draw conclusions, elaborate on their understanding, or make and support arguments. Students construct knowledge, by interpreting, analyzing, and evaluating, and not merely reciting information. Students connect topics to their own lives or similar situations in daily life outside school. (Teaching the Best Practice Way, Daniels and Bizar, 2005)

Differentiated teaching involves a thoughtful and well articulated curriculum and well how students get access to important ideas and skills, and the in which way they demonstrate these ideas in their learning environment are constantly evolving. Student readiness, background, motivation and learning profiles are all taken into consideration during planning and the creation of assessments. (Integrating Differentiated Instruction and Understanding by Design, Tomlinson and McTighe, 2006)

STUDENT ACHIEVEMENT GOAL—ACADEMICS (Math & Science)

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1	Overall pass rate on Math 7 SOL tests will increase from 68.5% to 79% as measured by the 2009 SOL test.
2	Grade 7 Math subgroup pass rate will increase as follows: Black students from 54% to 79%; Economically Disadvantaged students from 49.3% to 79%; Students with Disabilities from 37.1% to 79%; LEP students from 52.1% to 79% as measured by the spring SOL testing of 2008-2009.
3	Grade 8 Math SOL subgroup pass rates will increase as follows: Black students from 69.8% to 81% ; Economically Disadvantaged students from 71.1% to 81% ; Students with Disabilities from 56.6% to 81% as measured by the spring SOL testing of 2008 – 2009.
4	Grade 8 Science SOL subgroup pass rates will increase as follows: Black students from 86.88% to 88.88%; Economically Disadvantaged students from 81.44% to 83.44%; Students with Disabilities from 66.30% to 81%; Hispanic students from 83.60% to 85.60%; LEP students from 81.30% to 83.30%; White students from 96.51% to 98.51% as measured by the spring SOL testing of 2008 – 2009.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN for Math & Science

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The faculty and staff of Liberty Middle School will use Kagan and Marzano’s strategies to improve math instruction in probability and statistics. Utilizing authentic assessments, real world examples, reading and problem solving strategies, teaching will explicitly focus on improving student understanding of probability and statistics.							
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. Students in all subgroups related to AYP, who failed Math SOL tests during the 07-08 school year, will be identified and scheduled in TA groups to address specific areas of deficit.	All 7 th and 8 th grade Math, SPED, ESOL teachers Instructional Coach	Scantron Forms, e-Cart Formative assessments; pre and post-tests; SOL tests, VGLA Binder/Portfolio		X	X	X	Continuous monitoring of data related to student achievement in core classes and performance on eCart and other formative assessment tools used in math classes, including the VGLA process for specified students.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The faculty and staff of Liberty Middle School will use Kagan and Marzano’s strategies to improve math instruction in probability and statistics. Utilizing authentic assessments, real world examples, reading and problem solving strategies, teaching will explicitly focus on improving student understanding of probability and statistics.

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.	
2. Teach vocabulary and emphasize through daily use and in-class activities (pictorial representation / vocabulary tubs).	Math Teachers Instructional Coach	Spiral notebook	X	X	X	X	Shared results of common assessments: continuous, ongoing discussions in PLC regarding best practices and successful strategies
3. Increase use of technology in classrooms...	Math Teachers	Smart Boards, Airliners, Tablets, TI- 84 Graphing Calculators	X	X	X	X	SOL Scores, e-Cart results, observations (walkthroughs), PLC discussions and notes related to student achievement and successful strategies.
4. Math and science teachers will collaborate in planning and teaching graphing skills & equation strategies in both math and science classes.	Math and Science PLC Coordinators	Graphing foldable, Common assessments, released SOL tests	X	X	X	X	Observations (walkthroughs), Assessments, SOL scores Combined PLC meetings, continuous, on-going discussions regarding best practices and successful strategies
5. Math and science teachers will collaborate with reading specialist to teach students textbook reading strategies.	Science and Math teachers.	Textbooks and reading strategies for middle school science teachers	X	X	X		Student activities, observations (walkthroughs), PLC meetings, continuous, on-going discussions regarding best practices and successful strategies
6. Co-operating (spec ed and general ed) teachers will participate in structured conversations to facilitate collaboration as they plan, assess, and intervene to promote achievement for all students	All teaching teams	Curriculum materials, student work samples, lesson plans, VGLA Binder/Portfolio	X	X	X	X	Continuous coordination among team teachers to ensure all students have had the benefit of best practice strategies and on going documentation of students having the opportunity to demonstrate achievement through appropriate assessments.

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 checked="" type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input checked="" 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 checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <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).* The Liberty Middle School faculty and staff will reduce behaviors that interfere with instruction through positive behavior support and targeted intervention to increase academic performance of at-risk eighth grade students.

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

Student Performance Data:

Upon review of school-wide Positive Behavior Support (PBS) data and student disciplinary records there is a concern that inappropriate student behavior and violations of Student Responsibilities and Rights (SR&R) are adversely affecting the academic performance of students who continuously misbehave. These behaviors frequently result in the reduction of in class instruction due to the discipline referral process handled by school administrators, Alternative Instructional Arrangement (AIA) assigned by an administrator, and in and out of school suspensions. During 2007-2008, 26 out of 570 seventh grade students received 5 or more discipline referrals. According to PBS terminology, a student that receives 5 or more referrals in a given time period is considered to

be in the “Red Zone” because of his or her significant behavioral problems. In 2007-2008, 7th grade Red Zone students received a total of 270 administrative referrals out of 409, or 66% of the referrals for the 7th grade class. In 2007-2008, 7th grade Red Zone students received 82 Alternative Instructional Arrangement (AIA) assignments out of 107, or 77% of the AIA assignments for the 7th grade class. In 2007-2008, 7th grade Red Zone students received 29 out of 49 out of school suspensions, or 60% of the suspensions for 7th grade class.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Multiple data sources are used to evaluate and analyze PBS implementation. Since the implementation of PBS in 2006-2007, according to the data from the PBS Team Implementation Checklist (TIC) summary, Liberty has completed 68.42% of the criteria for school-wide PBS implementation and only 31.58% of the criteria are still in progress. At the end of 2007-2008, ninety one staff members participated in the on-line Self Assessment for School-wide Positive Behavior Support. The results of this survey showed that there is a strong leadership commitment for PBS and strong continuous program evaluation in place. In May 2008 the Benchmarks of Quality (BoQ) survey was completed by the PBS committee. According to the results of the survey the critical elements of PBS that received high marks were student expectations taught and defined, effective procedures in place, data entry plan in place, and continuous program evaluation.

Weaknesses:

The data sources to evaluate PBS implementation show that there is a need to clarify the distinction between classroom versus administratively managed behavior. There is a need to re-teach our expectations to students throughout the school year. There is a need to develop a targeted intervention system to effectively address the Red Zone students and their behaviors.

Best Practice Research:

Positive Behavior Support (PBS) has been defined as “the application of positive behavioral interventions and systems to achieve socially important change” (Sugai et al., 2000). Terrance Scott and Susan Barrett (2004) recommend that a PBS system focus on proactive prevention at three levels: primary (the entire system, prior to problems), secondary (small groups of students, to reduce initial problems), and tertiary (individuals with the most intense problems, to prevent crises and long-term failure). Targeted Intervention is a specialized group system to address students with a range of 3-7 referrals per year. Targeted Intervention addresses the needs of students with at-risk or significant behavior problems. Targeted Intervention systems, as documented by March & Horner 1998, are connected to school-wide expectations and are based on a brief functional assessment of the behaviors, a student-parent-school contract, and individualized, daily monitoring.

Numerous studies have found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1998; Johnson & Johnson, 1993, 1997; Kuperminc et al., 1997; Kuperminc, Leadbeater & Blatt, 2001; Mannng & Saddlemire, 1996). “Research shows that schools with a positive and welcoming school climate increase the likelihood that students succeed academically while protecting them from engaging in high risk behaviors like substance abuse, teen pregnancy, and violence” (Center for the Study and Prevention of Violence, 2000). McEvoy and Welker (2000) support previous school climate research. They found that positive interpersonal

relationships in schools and optimal learning opportunities for students in all demographic environments can increase achievement and reduce maladaptive behavior.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1	Reduce inappropriate student behaviors for 8 th grade at-risk students that result in administrative referrals by 10% for the 2008-2009 as compared to 2007-2008.
2	Reduce the number of Alternative Instructional Arrangements (AIA) assigned for 8 th grade at-risk students by 10% for the 2008-2009 as compared to 2007-2008.
3	Reduce the number of suspensions for 8 th grade at-risk students by 10% for the 2008-2009 as compared to 2007-2008.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Liberty Middle School faculty and staff will reduce behaviors that interfere with instruction through positive behavior support and targeted intervention to increase academic performance of at-risk eighth grade students.							
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. Inform staff of school-wide data related student behavior.	Administration, PBS committee & MS council.	SASI data base and student referral/reports. No cost.	X	X	X	X	PBS update at monthly faculty meeting. Monthly MS Council Meetings & weekly Team meetings.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Liberty Middle School faculty and staff will reduce behaviors that interfere with instruction through positive behavior support and targeted intervention to increase academic performance of at-risk eighth grade students.

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.	
2. Teach the three R's (Respect, Responsibility, and Right on Time) to all students.	Teachers & all staff members reinforce.	Lesson plans for the three R's. No cost.	X	X	X	X	Observations, staff referrals & school-wide discipline reports.
3. Recognize, acknowledge and reward students for good behaviors.	Administration, faculty & staff.	PBS cards, stickers, pencils & donated prizes. Cost \$1,500.	X	X	X	X	Informal observation, PBS committee dialogue & student survey.
4. Incorporate the "Six Pillars of Character into the curriculum through monthly lessons during TA.	Character Education committee & TA teachers.	Commercial video tapes & Staff created video tapes. Cost \$300.	X	X	X	X	Feedback from TA teachers and students (survey).
5. Implement individualized success plans for at-risk students.	Crossroads committee, administration, counselors, resource specialists, teachers, After-school specialist, students & parents.	Functional Behavioral Assessment (FBA), student contracts, Behavioral Intervention Plan (BIP), In-house staff training. No cost.	X	X	X	X	Attendance records, observations, interims, quarter grades, referrals, parent/teacher conferences & Crossroads meetings.
6. Provide at-risk students with an adult mentor.	Counselors, selected staff members & NRO (business partner).	Adult volunteers. No cost.		X	X	X	Feedback from mentors, counselors, students & parents.
7. Targeted intervention group sessions.	Counselors, school psychologist & social Worker.	Conference room space. No cost.	X	X	X	X	Observations, Crossroad discussions & students' individualized success plan.

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)* The Liberty Middle School faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum requirements and after-school clubs.

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

Student performance data:

Data sources related to participation in the After-School Program indicate that clubs that provided opportunities for service learning increased in student participation from 40 students in school year 2006-2007 to 103 students in the 2007-2008 school year. These clubs included Junior Achievement, Club Liberty, Community Service Club, and STEP Team. The Community Service Club student participation increased from 10 students in 2006-2007 to 25 students in 2007-2008. The Community Service club conducted 5 field trips in the local community during the 2007-2008 school year. They visited: Northern Virginia Family Services, Forest Glen at Sully Station retirement home, PETCO, Forever Home Rescue, and the Fairfax County Animal Shelter. Liberty students also participated in school-wide service projects during the 2007-2008. These projects included a *Toy and Book Drive*, *Happy Sox*, *UNICEF*, and *Locks of Love*.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Since its inception in 2006-2007, the Liberty After-School program continues to grow with new clubs and activities for students. In 2007-2008, more clubs provided service learning opportunities for students with late bus transportation to home provided three times a week. As part of the social studies curriculum students learn the value of service to the community. Students are required to reflect in writing about their participation in service learning each quarter. The 8th grade civics Professional Learning Community (PLC) coordinates a list of local organizations where students can provide service. This list is posted on each civics teachers Blackboard site. Local organizations frequently contact the 8th grade civics PLC coordinator with new opportunities throughout the school year. The

Liberty School Council Association (SCA) coordinates school-wide service projects regularly throughout the school year including the *Canned Food Drive and Hat & Mitten Collection* helping those in need in our local community.

Weaknesses:

In 2007-2008 there was no school-wide system to track the number of students participating in community service and the number of service hours each student completed. Students heavily rely on completing service in the school rather than seeking opportunities in the local community. Only 9% of the students at Liberty participated in After-School Clubs that provided service opportunities in the local community.

Best Practice Research:

Proponents of service learning believe that for students, involvement in service influences career preparation, stimulates academic performance, increases awareness of community problems, encourages students to become involved in the social problems facing their communities and heightens the connection of theory to practice (Bringle & Kremer, 1993; Cohen & Kinsey, 1994; Giles & Schmiede, 1996; Furco & Billig, 2002; Gray, Ondatje, & Zakaras, 1999; Hesser, 1995). Service learning can help teens develop the assets needed for a productive future (Byers, Griffin-Wiesner, & Nelson, 2000). Service-learning activities not only respond to students’ interests and personalities, but they further enhance their sensitivity to and interest and engagement in community, society, and world issues (Passow, 1998, 1989).

The most successful service-learning projects are guided by youth “voice” and include a strong reflection component (Eyler, 2002; Fredericks, Kaplan & Zeisler, 2001; Scales, Blyth, Berkas, & Kielmeier, 2000).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
1	During the 2008-2009 school year, the number of students completing the service hours requirement for eighth grade will increase to 100%.
2	During the 2008-2009 school year, the number of eighth grade students completing 5 or more hours each quarter will be at least 80%.
3	During the 2008-2009 school year, the participation of students in the After-School clubs that provide service learning will increase by 10% from 2007-2008.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Liberty Middle School faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum requirements and after-school clubs.							
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. Track student hours of community service; 8 th grade students will turn in service hours quarterly.	Eighth grade civics teachers & dept. administrator.	Service Learning form. No cost.	X	X	X	X	Review civics teachers' records each quarter (IGPRO spreadsheet).
2. Communicate ongoing opportunities for service at school & in the community to students and parents.	Eighth grade civics teachers, after-school specialist & SCA sponsor.	Blackboard, School Web site, PTA Newsletter, handouts, & flyers. AM News program. No cost.	X	X	X	X	Review the PTA newsletter, school web site, & teachers' Blackboard sites monthly to update current service opportunities.
3. Track the number of students participating in After-School clubs that provide service learning opportunities.	After-School Specialist & club sponsors.	After-School Program attendance. No cost.	X	X	X	X	Review After-School attendance records & Club activity plans.
4. Provide school-wide service projects in which students may participate.	After-School Specialist, SCA sponsor, staff, and faculty	Donated items specific to the project. No cost.		X		X	TA teachers will maintain a list of student participants. The coordinator of the project will maintain records of total school-wide participation/donations.
5. Staff and faculty will recognize students for their service contributions.	After-School Specialist and Club Sponsors.	Recognition certificates and after-school celebration. Cost \$250.		X	X	X	Record and maintain a list of students recognized.