

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Longfellow Middle School

Cluster I

Carole Kihm, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
April 2, 2007

LONGFELLOW MIDDLE SCHOOL

School Improvement Plan

COMMITTEE MEMBERS

Name	Position
Kihm, Carole	Principal
O'Hara, Jane A.	Committee Chair, School Improvement Plan Assistant Principal
Miller, Kayne	Co-chair, School Improvement Plan Department Chair, Social Studies
Benham, Linda	Department Chair, English for Speakers of Other Languages (ESOL)
Bigio, Gail	Director of Student Services
Boomer, Susan	Department Chair, Practical Arts
Bowers, Wilma	President, PTA
Dinion, Carol	Department Chair, Science
Hudson, Carolyn	Department Chair, Health & Physical Education
Kazakos, Nancy	Department Chair, Foreign Language
Kervick, Susan	Department Chair, Performing Arts
Maldonado, Sylvia	Department Chair, English
Morris, John	School Resource Officer
Padgett, Michelle O.	Assistant Principal
Pelosi, Marie	Department Chair, Mathematics
Reid, Mary	Department Chair, Technology
Smith, Lori	Department Chair, Special Education
Webb, Kevin	After School Specialist

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.

LONGFELLOW MIDDLE SCHOOL—VISION STATEMENT

We are a community of life-long learners which welcomes diversity, embraces challenge, strives for excellence, and celebrates personal growth for every member of the Longfellow family.

LONGFELLOW MIDDLE SCHOOL—MISSION STATEMENT

Our mission is to ensure the success of each member of the Longfellow family by inspiring excellence in learning through academics, life skills, and service to others, so all students will achieve their maximum potential.

LONGFELLOW MIDDLE SCHOOL—CORE VALUES/BELIEFS

- We believe that each child is important and entitled to realize his or her fullest potential.
- We believe that effective teachers are essential to student success, and that learning occurs best when instruction is tailored to individual needs.
- We believe each child should have the opportunity to demonstrate personal responsibility and individual accountability.
- We value high expectations for all our students.
- We believe it is essential to equip students with academic, critical thinking, and communication skills.
- We believe that adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- We value diversity and believe that all people contribute to the well being of our community.
- We believe that collaboration with parents and the community supports student achievement.
- We believe all children can learn and demonstrate self confidence in an enriched learning environment which includes the fine and practical arts.

SPECIAL PROGRAMS

Student Achievement Goal – Academics

Academic Days
Action Literacy
Advanced Band Sectionals
After School Science 4 Success
Algebra Readiness
Algebra Readiness Summer Program
College Partnership Program
English for Speakers of Other Languages (ESOL)
Field Trips
First Lego League
Gifted and Talented Program
Jump Start Summer Program
Knowledge Masters
Lancer Scholars Club
Math Counts
Mentoring Program, Booze Allen Hamilton - Business Partner
National Junior Honor Society
Peer Mediation
Power Math 8
Power Science 8
Pre-Algebra7/Algebra Prep 8 After School Program
Read 180
Robotics Club
Rocketry Club
Science Olympiad
Students for Success Summer Program
Special Education
Tutorial Learning Courses
Vertical Teaming with Mclean Pyramid

Student Achievement Goal - Essential Life Skills

Art Club
Boys' Conference
Chess Club
Counseling classes on bullying, study and organizational skills
Cross Country/ Fitness Club
Drama Club
Fellowship of Christian Athletes
French Club
Girls' Conference
Model United Nations
Multicultural Club
National Junior Honor Society
Peer Mediation
Positive Behavior Support
Scrap Book Club
Spanish Club
Sports Intramurals: Basketball, Flag Football; Archery; Volleyball and Tennis
Step & Dance Club
Work Awareness Training
Yearbook

Student Achievement Goal - Responsibility to the Community

They work in collaboration with our Principal and pyramid schools,
as ambassadors of Longfellow to other communities:

Chesterbrook Residences for Assisted Living
Environmental Club
Lancer String Ensemble
Partnership with Booz, Allen, Hamilton as corporate sponsor for Longfellow
Robotics Club
Rocketry Club
Safe Community Coalition SCC is provided office space.
Science Olympiad
Service Learning
Student Council Association

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

Develop habits of individual responsibility in each student and an understanding of how individual actions can influence their overall health through use of pedometers.

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

Data Sources: P.E. Central, Surgeon General, Walk Smart Virginia

Knowledge of Programmatic/Instructional Strengths and Weaknesses: “In 2000, 17% of Virginia schoolchildren were overweight, up from 15% in 1997. The average American child watches at least 17 hours of television a week, and few meet the Surgeon General's recommendation of 60 minutes of physical activity each day. Overweight children are at risk for Type II diabetes, and many show early signs of cardiovascular

disease. Governor Mark Warner asked the Virginia Department of Health and the Virginia Department of Education to develop a plan to help children in the Commonwealth increase their physical activity and improve their health.” *Quote from Walk Smart America*

Best Practice Research: The use of pedometers in physical education class allow students to easily monitor their daily activity, set meaningful goals, and in doing so enhance their personal health and lifestyle behaviors.

Thirty minutes of exercise is good for you, but objective measurement of how much activity you actually do can be elusive. Research shows that it's possible to overestimate your activity level or calorie expenditure by as much as 51%! Pedometers provide objective measurement of physical activity and are one potential remedy to the problem of inaccurate activity recall. They can also be fun!

Two recent studies published in the *Journal of the American Medical Association* have confirmed that the lifestyle approach of using pedometers can be as effective as a traditional exercise program. Many doctors and researchers have found that wearing a pedometer is a great way to track your daily activity and inspire you to move more on days you have been sedentary.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.8	Students will learn how to use pedometers and the benefits of technology that allow them to monitor their daily activity.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Teachers will provide students with pedometers and pedometer record sheets during daily class lessons to monitor and record pedometer use data (steps taken, distance traveled and activity).	All members of the HPE Department Carolyn Hudson	Pedometers, Pedometer record sheets. The costs are for replacement of batteries and broken pedometers is estimated at \$1,000.	X	X	X	X	Pedometer record sheets.

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.

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

Provide viable opportunities for students to actively engage in a closer relationship with the local and global community.

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

Data Sources: AAPHERD; PBS/School Board Initiatives

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students need to be learn and pursuit lifetime activities and sports. At the same time, students need to demonstrate positive attitudes and be contributing members of our local community. Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. HPE is a viable course to support these needs.

Best Practice Research:

STANDARD 8 of AAPHERD indicates that students will demonstrate the ability to advocate for personal, family and community health.

National Health Education Standards: Achieving Excellence in Health Education
STUDENT ACHIEVEMENT GOAL — RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Students will participate with Chesterbrook Retirement Community in some of our units such as badminton, bowling, Frisbee golf, dance, etc.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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.	
Once per semester, Department Chair invite residents of Chesterbrook Retirement Community to visit and join in some of our units.	Carolyn Hudson	HPE equipment		X		X	Reflect after the each opportunity to interact on viability of the strategy.

SOCIAL STUDIES
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.

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|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input 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 checked="" type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

The social studies department will develop and administer common and formative assessments that will identify students who need intervention to meet expectations for grade level skills in critical thinking.

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

Data Sources: Longfellow SOL scores indicate a need for improvement in the following subgroups: Blacks, passing at 88.46%, LEP, passing at 90.41%, FRL, passing at 87.5%, and students with disabilities passing at 87.39%.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Social studies students are excelling in standardized social studies tests (Spring 2008 SOL scores reflect a pass rate of 97.4% in social studies (98.4% in US history – 83.2% pass advanced, and 96.3% in Civics and Economics – 69.7% pass advanced). It is agreed that middle school is an appropriate age to work on improving critical thinking skills and that those improvements will allow students to continue to grow as learners.

Best Practice Research: "...educators, researchers and the business community are still concerned that students are not learning the high level thinking and problem solving skills needed to confront our rapidly changing world and the problems facing society as a whole (Nickerson, 1994). "...critical thinking involves [not only] the evaluation of information, but also its conceptualization, application, analysis and synthesis. (Marzano et al 1987; Nickerson, 1990)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.4.1	By May 15, 2009, all Longfellow students, who will be taking the SOL, will take common formative assessments, one per unit, to demonstrate mastery or the need for intervention strategies in order to raise overall SOL history scores from 97.41% to 100% pass rate, and overall SOL civics and economics scores from 96.3% to 100% with particular focus to increase social studies SOL scores for black students from 88.46% to 100% pass rate, economically disadvantaged students from 87.50% to 100% pass rate, students with disabilities from 87.39% to 100% pass rate, LEP students from 90.41% to 100% pass rate, and Hispanic students from 96.96% to 100% pass rate.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Social studies teachers will build and provide formative assessments	PLC facilitators Kayne Miller (7) and Stephanie Haley (8)	N/A	X	X	X	X	PLCs will utilize the Aspire program to access formative assessment scores and reflect on results for intervention plans. Formative assessments will allow us to monitor student progress in all subgroups and intervene/re-teach as needed.

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.

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

Encourage involvement and completion of the service learning activity for students, empowering them to take the first small steps into active citizenship in the local and global community.

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

Data Sources: FCPS is moving from a community service model to a service learning model in an effort to provide a more meaningful experience for the students and to give benefit to the community.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The strength of Service Learning is applied citizenship instead of theoretical citizenship often taught in the classroom.

Best Practice Research: Service learning produces actively involved citizens. It is a ‘real world’ display of the responsibilities of a citizen. The requirements of documentation and reflection push students to think critically and showcase responsible behavior and is in line with the FCPS School Board missions and goals.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2.1	All 8 th grade students will provide documentation of five hours service learning each quarter 2008-2009 school year.
3.2.2	100% of 8 th grade students will submit reflections demonstrating active participation in citizenship work and the impact of that participation on the student and the community.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. Civics teachers will require written documentation of service hours completed	Civic Teachers Kayne Miller	Copy of blank document for student use	X	X	X	X	Documentation of five hours per quarter per student.
2. Reflections activity	Social Studies Teachers Kayne Miller	Copy of blank document	X	X	X	X	Student written reflections.
3. Alert students to potential service learning opportunities in the community	Social Studies Instructors of Longfellow Middle School	N/A	X	X	X	X	Verbal and written documentation; i.e., flyers, announcements, in class, and LMS website.

MATHEMATICS 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.

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| <p><input checked="" type="checkbox"/> 1.1 Achieve their full academic potential in the core disciplines of:</p> <ul style="list-style-type: none"><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 <p><input type="checkbox"/> 1.2 Communicate in at least two languages</p> | <p><input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.</p> <p><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.</p> <p><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.</p> |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

The Math Department will use a variety of instructional strategies to help students develop critical thinking and problem solving skills.

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

Data Sources:

The National Math Advisory Panel’s Final Report indicates a need for considerable improvement in conceptual understanding and basic skills for the purposes of succeeding in Algebra and beyond.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Based on 2007-2008 Math SOL results, specific strands, particularly computation/estimation, indicate a need to improve basic skills. Focused intervention programs will target individual learners in the following SOL subgroup test results: Black students (65%), Hispanic students (83%), Economically Disadvantaged students (73%) and Students with Disabilities (63%).

Best Practice Research: The National Math Advisory Panel research indicates that student’s effort is the key to motivation and accomplishment. Synthesizing direct teaching with cooperative learning will lead to increased conceptual understanding and subsequently will enhance critical thinking skills and analytical reasoning.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2.1	The combined 7/8 Math SOL scores will increase in the following subgroups: Black students by 15% (65 to 79%), Hispanic students by 4% (83-87%), Economically Disadvantaged students by 6% (73 to 79%), and Students with Disabilities by 16% (63 to 79%).

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.	
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
1. eCart Training and creating online assessments beginning second quarter.	Turn around training, Marie Pelosi, Barbara Benton, Heather Postlethwait	Computers Labs & laptops	X	X	X	X	eCart lessons/assessments for instruction as viewed in teacher's eCart program (training completed in September).	
2. Develop lesson and assessments in PLC's that utilize Bloom's Taxonomy.	All math teachers in Math 7 & 8; Marie Pelosi	All math teachers	X	X	X	X	PLCs will develop lessons and/or assessments for specified strands will include eCart resourcing.	
3. Daily targeted interventions via tutorial sessions. Core teachers inform tutorial teachers of student's weaknesses according to results from weekly formative assessments and classwork.	Selected staff: Vern Williams, Desmond Reid, and Susan Anthony	Math 7 & 8 teachers	X	X	X	X	Tutorial Math 7 & 8 teachers target lessons 100% for specified strands indicated as areas of need. Tutorial teachers email core teachers of struggling student's success with understanding of essential knowledge of specific content.	

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) 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.

- | | |
|---|---|
| <p><input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> 1.1.1 English language arts<input type="checkbox"/> 1.1.2 Mathematics<input type="checkbox"/> 1.1.3 Science<input type="checkbox"/> 1.1.4 Social studies <p><input type="checkbox"/> 1.2 Communicate in at least two languages</p> | <p><input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.</p> <p><input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.</p> <p><input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.</p> |
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

All ESOL teachers will explicitly teach SOL vocabulary and especially test-taking verbs in all our classes and model higher order questioning and thinking skills in ESOL classes.

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

Data Sources: ESOL students' SOL/VGLA scores (2007-08 English AYP LEP sub group 93%; 2007-08 English AYP Econ. disadvantage sub group 92%; 2007-08 LEP VGLA 100%; 2007-08 LEP Math (Plain English) 7th grade 56%; 2007-08 LEP Math (Plain English) 8th grade 79%), teachers' assessments and FCPS ESOL assessments.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: Weakness: Students taking Plain English Math are not performing as well, so the focus in ESOL is on vocabulary to improve comprehension.

Best Practice Research: Best practices research for reading instruction and vocabulary shows that students need to be explicitly taught vocabulary and higher order questioning and thinking skills (Beers, Kylene. When Kids Can't Read: What Teachers Can Do? Heinemann, 2003. Freeman, Yvonne S. and David E. Freeman with Sandra Mercuri. Closing the Achievement Gap. Heinemann, 2002. Tovani, Chris. I Read, But I Don't Get It: Comprehension Strategies For Adolescent Readers. Stenhouse, 2000). Using a variety of tools and strategies from Janet Allen's Tools for Teaching Content Literacy, the teachers will be able to reflect upon their own practices and introduce these methods into their own content programs.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1.1	LEP students will increase their passing rate on the Reading SOL from 93% to 95%; LEP/economically disadvantaged students will increase their passing rate on the Reading SOL from 92% to 95%; LEP students will increase their passing rate on the Math (Plain English) 7th grade SOL from 56% to 65%; LEP students will increase their passing rate on the Math (Plain English) 8th grade SOL from 79% to 84%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. ESOL will implement Janet Allen’s <u>Tools for Teaching Content Literacy</u> strategies on vocabulary and higher order and thinking.	All ESOL teachers and Linda Benham	None	X	X	X	X	Teacher created lessons and assessments in PLC.
2. Teachers will use Bloom’s Taxonomy in lessons and assessment.	All ESOL teachers And Linda Benham	None	X	X	X	X	Teacher created lessons and assessments in PLC.
3. Assessments will include SOL/VGLA vocabulary and test-taking verbs when applicable to the topic area.	All ESOL teachers and Linda Benham	None	X	X	X	X	Teacher created assessments in PLC.
4. Teachers will model time management and organizational skills.	All ESOL teachers and Linda Benham	None	X	X	X	X	Teacher created lessons and assessments in PLC

SCIENCE
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.

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|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input checked="" type="checkbox"/> 1.1.3 Science | |
| <input 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)*

To implement intervention and enrichment strategies which ensure mastery of grade level skills, problem solving, critical thinking, and/or analytical reasoning.

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

Data Sources:

The 2007-2008 SOL data indicates that LMS students perform well in science: overall pass rate = 97.8%. Additionally, the pass advance rate is 78.6%. This indicates that a majority of our students are working at an advanced level in science. Moreover, the sub-groups are performing above the county level with at least an 85% pass rate (Black = 85%, Hispanic 100%, ESOL, 96%, free and reduced lunch 92%, and Special Ed 91%). The 7th grade pre-assessment shows the following percentages; GT / Honors – high 70’s/ low 80’s, general education high 60’s /low 70’s, ESOL – 50% , Special Education 64% (given in September).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Science teachers utilize the scope and sequence provided by the county science specialists. Additionally, several of the teachers are involved in curriculum and formative assessment development. Seventh grade teachers plan and collaborate, not only assessments, but also strategies and learning opportunities for students.

Best Practice Research:

The research by DuFour, Allison, Garmston, Wellman, Killion and Joyce indicate the following are essential for increased student learning and thus student achievement: Collective focus on student learning, collaboration, reflective dialogue, and deprivatized practice. The science department members will use the skill intervention model, by DuFour, to collectively focus on student learning.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.3.1	The average 7 th grade student achievement will increase by 10% from the pre-assessment given to September to the post assessment given in June 2009. (GT/Honors 80-90%, general education 70-80%, ESOL – 50-60%, Special Education 64-74%)
1.1.3.2	The average 8 th grade student achievement will increase from 2008 to the 2009 SOL by the following percentages: overall pass rate 97.8-99%. (Blacks 85-88%; Hispanics 100-100%, ESOL 96-98%, FRL 92-94%, and Special Education 91-94%)

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.	
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
1. 7 th grade targeted skill intervention (after school sessions)	7 th PLC team and Carol Dinion	Developed within dept.	X	X	X	X	PLC evaluation of targeted intervention sessions for each student.	
2. 8 th grade targeted skill intervention (review book and after school sessions)	Jim Bradford	Developed within dept.	X	X	X	X	PLC evaluation of targeted intervention sessions for each student.	

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.

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

Provide viable opportunities for students to actively engage in a closer relationship with the local and global community.

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

Data Sources: After school specialist and science Olympiad sponsors and attendance numbers.

Students at Longfellow actively participate in after school club and activities as shown by the abundance of late busses and club offerings (25). Of these 25 clubs, 1/3 of them are science related. The number of students interested in Science Olympiad is far greater (over 100 students) than the capacity of the program (2 teams of 15 = 30 total).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Many teachers at Longfellow are masters at the clubs they provide and sponsor as indicated by the award winning after school math and science programs (ex. NVCTM, rocketry, and Science Olympiad). Many teachers and parents are involved in these afterschool programs (ex. Science Olympiad is over 10 parents and 3 staff members).

Best Practice Research:

School-based interventions can mediate (Marzano, 2003) many student-level factors in student achievement. Schools can build background knowledge (which accounts for up to 80% of the variance) by providing mentor and after school programs. Sipe (1999) concluded the direct approach of intervention means providing varied quality out-of-class experiences.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	100% of the student body will be encouraged to attend science related after school activities and meet a goal towards 10% student body participation.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Educate all students about afterschool science activities	Club sponsors and Carol Dinion		X	X	X	X	Club attendance and in PLC reflection.

FOREIGN LANGUAGE STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Students will demonstrate the ability to communicate knowledge and ideas to a myriad of audiences using the target language. Overall goals: Effective communication, enhanced cultural understanding, expanded access to information, increased global perspective.

Check all that applies to this school improvement plan objective.

- | | |
|--|---|
| <input type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input type="checkbox"/> 1.1.1 English language arts
<input type="checkbox"/> 1.1.2 Mathematics
<input type="checkbox"/> 1.1.3 Science
<input type="checkbox"/> 1.1.4 Social studies | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.

<input type="checkbox"/> 1.4 Understand the inter-relationship 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. |
| <input checked="" type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness):* Foreign Language Teachers will focus on the Program of Studies (POS), five C's of the National Standards for Foreign Languages: Communication, Cultures, Connections, and Comparisons & Communities in order for students to meet expectations on the end-of-year Performance Assessment in Language Study (PALS) summative assessments.

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

Data Sources:

82.5% of foreign language students at Longfellow Middle School met/exceeded expectations on the end of year PALS summative assessments in 2007-2008.

2007 – 2008 Middle School end-of-year PALS results for Longfellow Middle School:

Speaking	DNM	AM	ME	EE
German	3.8%	11.5%	46.2%	38.5%
Spanish	1.9%	14.8%	48.8%	34.6%
French	3.8%	13.5%	50.0%	32.7%

Writing	DNM	AM	ME	EE
German	3.8%	11.5%	34.6%	50.0%
Spanish	0.6%	16.7%	41.4%	41.4%
French	9.6%	13.5%	34.6%	42.3%

Data not available for French Immersion

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths 82.5% of Foreign Language students at Longfellow Middle School met and/or exceeded expectations on the end of year PALS assessment in 2007-2008.

Weaknesses: No data recorded for the French Immersion students.

Best Practice Research:

Kramsch, Claire, “Context and Culture in Language Teaching”, Oxford UP, 1993: Second language acquisition researcher Claire Kramsch suggests that language learners are uniquely able to engage in cross-cultural communication through dissent, dialogue and comparison, particularly through instruction which embeds culture in authentic activities. As such, language learners create a “third culture” in which they learn more about themselves through this shared communication. The cultural and communicative approach espoused by Kramsch fits our goals of effective communication, enhanced cultural understanding expanded access to information and increased global perspective.

Bloom’s Taxonomy identifies the way students learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain further divides into categories that are arranged progressively from the lowest level of thinking, simple recall, to the highest, creating new ideas.

According to Anne Davies, “Ahead of the curve” research shows that when students are involved in the assessment process and understanding of the criteria by which they are assessed, and receiving feedback and reflecting on their strengths and needs, they learn more, achieve at higher levels and are more motivated. Specific, descriptive feedback is needed during and after the learning. This type of formative student work is compared to criteria, and particularly in the foreign language learning, the PALS - domain. Students will relate to areas of successful foreign language performance and to areas where perhaps more learning and improvement of foreign language production is indicated. Student learning that “feeds forward” propels the learning forward and enables foreign language learners a more successful and positive learning experience.

According to Krashen, Stephen D. (1981) Principles and Practice in Second Language Acquisition. English Language Teaching Series, London: Prentice-Hall International (UK) Ltd.: Acquisition-Learning Hypothesis/Input Hypothesis: students acquire, rather than learn, a second language through meaningful input (provided by the teacher and various media) and interacting in the language.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.2.1	All foreign language students enrolled in a high school level course will take six formative assessments in PALS prior to June 1, 2009 in order to assess mastery or indicate the need for intervention, and 85% of those student will meet or exceed expectations (ME) (EE) on PALS summative assessments in June, 2009.

***Note:** Students in the 1B level of learning will be required to participate I one formative assessment during the course and typically that assessment will be at the end of the school year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Foreign language teachers will utilize FCPS Foreign Language Database, to plan common lessons and assessments.	Foreign Language Teachers	None	X	X	X	X	Reflected in Foreign Language meetings/agenda and documentation of strategies/assessments
2. Foreign language teachers will provide PALS rubric and domains for students, practice opportunities for students and suggestions for improving performance on PALS	Foreign Language Teachers	None	X	X	X	X	Varied assessments 24/7 online curriculum database for PALS formative assessments.
3. Foreign language teachers will employ a variety of activities (small group/larger groups) in order to keep the pace and smooth transition from one activity to the next in order to elicit responses and engage students in the communicative process.	Foreign Language Teachers	None	X	X	X	X	Varied assessments – PLC lessons as per POS/SOL by language. Agenda documentation of communicative strategies.

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.

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

Foreign Language activities, lessons and other students will participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

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

Data Sources:

Global Mission for Foreign Language Studies

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students actively participate in foreign language programs and develop an understanding of the diverse cultures within each language.

Best Practice Research:

Foreign Language SOL & POS

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2.1	All foreign language students will demonstrate an understanding of the perspectives, practices, and products of the target language and how they are interrelated in at least one assignment per student per semester.
3.2.2	All foreign language students will apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes once a week.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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.	
Locate and use target language resources and target language speaking cultures evident in and through media, entertainment, and technology.	Foreign Language teacher	internet, TV, video, magazines, newspapers	X	X	X	X	Classroom discussions, interactions, and assessments in the target language and assessed in PLC agenda notes.

ENGLISH
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 | |

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

English teachers will use Mazlow’s Hierarchy and the 7 Reading Strategies with our multicultural and other literature studies to improve critical thinking and problem solving skills.

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

Data Sources:

Mazlow’s Hierarchy, Janet Allen, and Central Office for Reading and Language Arts target these methods as improving student achievement.

Information from English AYP 2007-2008 indicate the following pass percentage rates for these sub groups: Black students 96%; Hispanic students 91%; LEP Students 93%; Economically Disadvantage students 92%; Students with Disabilities 89%; White students 99%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The teachers’ self study in Read & Meet was developed to improve multiculturalism and differentiation to meet the needs of our neediest students. We are just now beginning to develop the LEARN lessons to support the multicultural literature.

Best Practice Research: Mazlow and Marzano

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1.1	Students will master skills on the Reading and Language Arts Catalog Tests with at least 85% accuracy.
1.1.1.2	AYP English scores will increase as: Black students 96% to increase to 98% Hispanic students 91% to increase to 92% LEP Students 93% to increase to 95% Economically Disadvantage students 92% increase to 94% Students with Disabilities 89% increase to 91% White students 99% to 100%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will use LEARN lessons that reflect Mazlow and 7 Reading Strategies.	Sylvia Maldonado	None	X	X	X	X	LEARN lessons will be developed in the 7 th and 8 th grade PLC along with the common assessments.
2. 100% of the teachers will reflect on each student in PLC to target those needing tutorial support and refer to tutorial services.	All English Teachers and Sylvia Maldonado	None	X	X	X	X	
3. Teachers will identify students needing tutorial services	All English Teachers and Sylvia Maldonado	None	X	X	X	X	PLC and department meeting agendas reflecting notes on targeting tutorial students using data from eCART, SOLs, Catalog Tests, and etc.

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

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

English department will identify students for Positive Behavior Support positive rewards.

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

Data Sources:

PBS is a successful national and FCPS supported program.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The PBS focus on rewarding positive behaviors is a strength.

Best Practice Research:

Marzano, Mulligan, PBS, FCPS, and Longfellow Middle School PBS program.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.1	Students will be identified for PBS incentive opportunities 100% of time offered.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
English teachers will identify and target positive behaviors to promote with PBS	All English teachers and Sylvia Maldonado	None	X	X	X	X	PLC, PBS reports, and Department meetings. Individual teachers will keep track of identified students for PBS.

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.

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

English teachers will provide opportunities for students to develop projects for community outreach.

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

Data Sources:

FCPS School Board mission and goals.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The English department needs to assist students in developing broader and a more global sense of community.

Best Practice Research:

Marzano, School Board, FCPS, and Safe Community Coalition (SCC)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Students will develop one project or assignment each semester and/or through various clubs, activities, and other school wide initiatives.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line		In-Process Measures		
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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.
English department will develop and collaborate to find projects and opportunities for teachers to provide service work for students	Meredith Bullard and Sylvia Maldonado	\$50		X		X	Evidence of student's projects will be posted, presented, or mailed.

**PERFORMING ARTS
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 type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input type="checkbox"/> 1.1.1 English language arts
<input type="checkbox"/> 1.1.2 Mathematics
<input type="checkbox"/> 1.1.3 Science
<input type="checkbox"/> 1.1.4 Social studies | <input checked="" type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | <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. |

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

The performing arts department will provide varied enrichment opportunities for students to develop critical thinking skills and problem solving.

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

Data Sources:

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students need to develop more critical thinking and problem solving skills.

Best Practice Research:

What Works In Schools: Translating Research into Action, Robert J. Marzano; Alternative Strings: The New Curriculum, Lulie Lyonn Liebermann; Shaping Sound Musicians: An Innovative Approach to Teaching Comprehensive Musicianship through Performance, Patricia O'Toole

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.3.1	One performance drill or skill per quarter will reflect the student's development of critical thinking or problem solving skills.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Initiate semester performances to assess & demonstrate basic skills	Susan Kervick, Richard Sanger, and William Lambert	Sheet music \$11,500 Textbooks \$3,050 Uniforms \$49-54 each Accompanist fees \$500 Honorariums \$1,000 Sectional coaches \$ Registration fees \$3-50 Transport \$19,800	X	X	X	X	Individual diagnostic testing, excerpt testing, sectionals, dress rehearsals, concert performance, videotaped assessments, student self-evaluation, anecdotal information from parents, written & taped feedback from professional adjudicators (competitions), student reflections, peer assessments, private lessons/tutorials; graphic organizers; invitations to perform; program billets.

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

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

The performing arts department will provide lessons to develop to develop habits of responsibility.

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

Data Sources:

Fairfax County Public Schools mission & vision statements

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

To function effectively as an individual, and within a group dynamic, students will need to understand both their rights and their responsibilities, and demonstrate appropriate rehearsal habits.

Best Practice Research:

What Works In Schools: Translating Research into Action, Robert J. Marzano

Shaping Sound Musicians: An Innovative Approach to Teaching Comprehensive Musicianship through Performance, Patricia O'Toole

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.7.1	Students will turn in practice records indicating consistency of practice, understanding of process and application of problem solving strategies at least 80% of the time.
2.7.2	Students will complete self-assessments and concert performance evaluations analyzing progress towards benchmarks once per semester.
2.7.3	Students will demonstrate effective rehearsal skills & classroom procedures as reflected in their daily classroom performance, and track weaknesses/needs through the use of rehearsal deduction forms. By the 4 th quarter, students will reduce their number of 1 st quarter rehearsal deductions by 50%.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Directors will present lessons and model clear expectations and strategies for students & parents.	Susan Kervick, Richard Sanger, and William Lambert	\$0 - Welcome packet (class policies and procedures) \$0 - Classroom signs (Lancer Code, SR&R, class procedures, behavioral & procedural reminders)	X	X	X	X	Weekly practice records Rehearsal deduction forms Blackboard
2. Students will receive instruction & prompt feedback regarding their performance both individually and as a group.	Susan Kervick, Richard Sanger, and William Lambert	\$0 - Practice records \$0 - blackboard \$0 - Assessment forms \$0 - Handouts \$20 - Rewards/Incentives	X	X	X	X	Weekly practice records Rehearsal deduction forms Quizzes & Essays

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.

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

Directors will provide opportunities for students to perform for the community in order to strengthen ties to the community.

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

Data Sources:

There is no current data on involvement in community per se. In following with the School Board's missions and goals it follows that Student Achievement Goal 3 - Responsibility to the Community: 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

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Student must begin to model and practice their citizenship skills in a broader setting than the classroom. The wealth of talent, for which Longfellow is known, is an asset that should be shared with the community and enjoin with the FCPS School Board goal for service to community.

Best Practice Research:

The arts learning experience itself and its companion, the arts teacher experience...agree that the compendium studies suggest that well-crafted arts experiences produce positive academic and social effects..." Deasy, R. J. (2000). Themes and Variations: Future Directions for Arts Education Research and Practice.

What Works In Schools: Translating Research into Action, Robert J. Marzano

How to Design & Teach a Successful School String & Orchestra Program, Jacquelyn A. Dillon & Casimer B. Kriechbaum, Jr.
Music Advocacy & Student Leadership, Tim Lautzenheiser

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	Students will perform for the community once per quarter.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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.	
Directors will provide opportunities for students to perform.	MusicTheatre directors	(\$250) Performance literature (\$0) Transportation (\$25) Programs	X	X	X	X	Printed programs Invitations/thank you notes Contracts Recordings Photographs Longfellow Events Calendar

SPECIAL EDUCATION
STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: To implement intervention and enrichment strategies which ensure mastery of grade level skills, problem solving, critical thinking, and/or analytical reasoning.

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 checked="" 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. |
|---|--|

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

Special Education teachers will ask analytical and evaluative questions in daily lessons.

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

Teachers will ask a variety of questions, including more analytical and evaluative questions.

Data Sources:

AYP Special Education scores for 2007-08 are Math 63% and English 89% for Special Education students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

There is a connection between directing student thinking and how they process information independently. Students need to be taught how to analyze information. Special Education teachers limit student thinking when simple questions are asked.

Best Practice Research:

Various Marzano literature and research, Antonetti's cube, and Blooms Taxonomy.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	100% of Special Education students will respond to analytical and evaluative questions each day in lessons and/or on tests or quizzes.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will develop and share analytical and evaluative types of questions for lessons.	Lori Smith	None	X	X	X	X	Notes at department meetings & PLCs lessons and assessments.
2. Teachers will utilize a variety of types of questions that reflect Antonetti's cube and Blooms taxonomy.	Lori Smith	None	X	X	X	X	Notes at department meetings & PLCs lessons and assessments.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: To implement intervention and enrichment strategies which ensure mastery of grade level skills, problem solving, critical thinking, and/or analytical reasoning.

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 type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

The Special Education staff will adopt revised strategies for gathering data for portfolios to pass Math VGLA.

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

Data Sources:

The 2007-2008 SOL/VGLA data.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Data indicate that out of the LMS students receiving special education services had an overall pass rate of 63%. Within that reporting category, the Hispanic subgroup had a pass rate of 67% and the Black pass rate was 17%. These scores were due in large part to the failing VGLA scores. The 2008-09 SOL pass rate for students receiving special education is 79% and 100% of the students failed VGLA.

Best Practice Research:

Not all students can be assessed by the SOL test. Some special education students can better demonstrate their achievement of the Standards of Learning using a variety of evidence and examples.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2.1	In April 2009, 100% of our VGLA students will present portfolios of work that show evidence of achievement of the strands of the SOL.
1.1.2.2	AYP Math pass rate for special education students will increase from 63% to 79%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teachers will develop assessments to document achievement of each strand on the Math 7 & 8 SOLs.	Lori Smith		X	X	X	X	Common lessons and assessments with Special Education and Math PLCs.
2. Teachers will collect documentation of achievement in accordance with the FCPS Math 7 & 8 pacing guide for VGLA portfolios.	Lori Smith	None	X	X	X	X	Individual student portfolios.

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

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

Teachers will ensure that students come to class on time and prepared for learning.

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

Data Sources:

A review of identified needs from current IEPs indicates a lack of preparedness on the part of students.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students are less prepared for class when they do not have materials and are not on time. Students come to class without homework, writing implement and agenda book. There is a correlation between how well students perform and behave in class and how prepared they are.

Best Practice Research:

According to Malcolm, Palatajko, & Simmons, organizational skills are one of the most problematic areas and impede success in the classroom.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.7	100% of the students will bring the proper materials with them 85% of the time.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Special Education teachers will log whether students bring the appropriate materials to class	Lori Smith	None	X	X	X	X	Daily checks on students' preparedness; IEP progress, logs and Special Education PLC data collection and discussion.
2. Special Education teachers will record whether students are on time to class.	Lori Smith	None	X	X	X	X	Attendance Reports.
3. All teachers will teach organizational skills and time management.	Lori Smith	None	X	X	X	X	Record log of non-prepared students and IEP progress reports and Special Education and core subject PLCs.