

Fairfax County Public Schools

**School Improvement Plan
2006 – 2008**

Luther Jackson Middle School

Cluster II



Dr. Carol C. Robinson, Principal

Revised March 2007

Committee Members

Committee Chair: Gary Hinson

Principal: Dr. Carol C. Robinson

Name	Position	Name	Position
Patrick Bourjaily	Mathematics Teacher	Bruce McCall	Physical Education Teacher
Tamara Cislo	Guidance Counselor	Magnus Monson	ESOL Teacher
Gary Hinson	Assistant Principal	Edward Osborne	Social Studies Teacher
Bridget Joyce	Language Arts Teacher	Dr. Carol C. Robinson	Principal
Susan Karn	Instructional Coach	Suzanne Thornberg	Science Teacher
Alicia Martinez	Parent	Madeline Towle	Special Education Department Chair

- The planning committee (LJPC) meets monthly during the school year. Core academic areas, the PTA and other stakeholders are actively represented on the committee.
- LJPC members discuss meeting outcomes at PLC, department and team meetings, and actively seek input for modifications and revisions to the School Improvement Plan.
- Each year, every staff member receives a tabbed faculty notebook which includes a paper copy of the current School Improvement Plan. The notebook's contents are updated several times yearly.
- LJPC members make a presentation on the new School Improvement Plan at the January faculty meeting.
- For quick access by faculty and staff, the School Improvement Plan is posted and updated on *Principal's Corner* in *Outlook*. To ensure ready access by all stakeholders to the School Plan and the mission and vision of Luther Jackson Middle School, it will also henceforth be posted on the school's web site.

School Mission Statement

Virginia Board of Education Mission

The primary mission of Virginia’s public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

Fairfax County Public Schools Vision and Mission Statement:

The vision of Fairfax County Public Schools is “to provide a gifted-quality education to every child in an instructional setting appropriate for his or her need.” The vision is supported by a mission “to educate all students to meet high academic standards and to prepare all students to be responsible citizens in the 21st century.”

School Vision and Mission Statement:

Luther Jackson Middle School’s Mission

While “Building Futures Together,” the Luther Jackson Middle School community is committed to providing academic excellence in a safe, positive environment where diversity is respected and all students feel invited and expected to become active participants in their own academic, social and creative growth.

School Vision

Luther Jackson Middle School is dedicated to the implementation of the middle school philosophy, which embraces the importance of meeting the needs of the whole child: intellectually, physically, psychologically, socially, morally, and ethically. The components of the middle school philosophy – interdisciplinary teams, common team planning, block/flexible schedule, exploratory opportunities, counseling and advisory time, and physical education – are intrinsically woven within our Vision of Luther Jackson.

Instructional Programs

Luther Jackson Middle School will strive to become a learning community in which all members – students, teachers, parents, counselors, and administrators – are given the opportunity, time, and resources to learn and excel, and in which all can work collaboratively to ensure success. The instructional program at Jackson will present curriculum that is grounded in local, state, and national standards. Staff will select materials that present curriculum in ways that are relevant to adolescents so they will stay engaged in the learning process. Teachers will infuse technology into all facets of the instructional program. Administrators and teachers will actively search for programs and strategies to promote and enhance student achievement. Staff will continuously refine and update curriculum through in-services and turnaround teaching.

Success for each student is in large measure dependent on the abilities and expertise of their teachers. Jackson Middle School will strive to offer a supportive structure and environment in which teachers can work collaboratively to improve their own instructional skills, share freely their problems and successes, and enhance their knowledge of adolescent development. Teaching methods will reflect best practices and take into account the many learning styles of students.

Within each discipline, teachers will strive to cover the same course objectives and will develop and administer appropriate uniform assessments to evaluate the abilities and progress of their students. Early assessments, intervention, and feedback to teachers about how their classes are doing in comparison to the general school population are critical factors in ensuring success for teachers as well as for their students.

However, the failure of any student is not solely the responsibility of the teacher. Students, parents, counselors, and administrators must all bear responsibility. To this end, a pyramid of intervention must be established so that failure in school is less appetizing than success. At the first sign of failure, the student, parents, instructors, counselors, and administrators must all become involved in determining what must be done to right the situation. In the Jackson Middle School learning community, all participants will share the credit for successes and the blame for failures, and all will be given the opportunity, time, and resources to work collaboratively to minimize failure and ensure success.

Support Programs

While core classes are the focus of student achievement, students benefit greatly from additional activities and programs that extend and enrich their knowledge. Support activities complement their academic experiences through structured out-of-classroom programs and services that clarify personal values and individual identities, support intellectual growth, and contribute to sound interpersonal relationships. For these reasons, Luther Jackson envisions a school that offers co-curricular, extracurricular, and Saturday programs with the support of staff members, parents, and community resources.

Co-curricular activities are offered during the school day, and include enrichment, expansion, and remediation opportunities for students. We will actively look for ways to retain such programs as focused remediation and Read 180, for our at-risk students, and

AVID and Honors courses for our advanced students, while welcoming additional programs that support student academic achievement. We will include elective classes that enhance and develop student skills, citizenship and leadership in conjunction with academics. As we have enjoyed in the past, we will enlist the support of our local businesses to recognize students for their efforts in such areas as good citizenship and sportsmanship.

Extracurricular activities occur after school during the week when students can take late buses home after the activity. Tutoring and mentoring will be offered using community volunteers and business partners. Programs such as “Expanding Visions” and “Climbing Tigers” will continue to support students’ academic achievement through their after-school programs. We will welcome programs developed by FCPS that support student success with their SOL tests or progress into more advance programs, such as “SOL review and remediation” sessions and the “TJ Prep Course.” Each year a list of clubs will be developed based on the interests and abilities of the sponsors. We will actively pursue sponsors from among staff members, parents, and community members. We will pursue funding to support a sports intramural program after school, with consideration of offering different sports as “clubs.” We will encourage and support culminating activities of after-school programs, such as “International Night” and “Sports Night.”

Evening hours and Saturdays provide expanded time for learning. Funding will be sought each year to support teachers for the semi-monthly Saturday Academy while incorporating additional volunteer tutors from parents, community, and high school students. Saturdays will also be used to encourage students to be involved in community service projects such as food drives and Volunteer Fest.

Communication

Communication is valued by all members of the Luther Jackson community. We believe that all forms of communication provide a positive and supportive means to meet the academic achievement of students. Communication is a circular process between and among staff members, parents, students, and community. A staff member will serve as the school’s news liaison with FCPS and with local media.

With the advances of technology, we will explore ways to expand our communication using LJMS and FCPS websites, *Keep In Touch*, *School Messenger* and e-mail. In addition, teachers will use, either individually or by teams, such resources as Blackboard.com to post information and assignments.

We will continue to use the communication tools that have been successful in the past. The student planner will provide the organizational skills that students need to support their academic achievement as well as a place for parent notes. Monthly newsletters will be mailed home for parents and provided for other stakeholders in our school. Telephone contacts and conferences will facilitate timely discussions about student progress. Parents will support teachers in their efforts to provide regular communications to team families through brief newsletters that can be mailed, emailed, or displayed through the LJMS website.

Students will support communication efforts between home and school. They will responsibly take home information distributed by the school, such as informational flyers and quarterly interim reports. Students who exhibit a high level of technology expertise will be utilized in support of team web pages.

We will foster communications between and among educational colleagues. Activities such as “Learning from the Best” and the Colleague Mentor Program will encourage teachers to observe each other during instructional time. Outreach efforts will be made between feeder schools in support of vertical teaming.

A final form of communication involves consistency of school rules and policies, and the reinforcement of such. Communicating the importance of showing unity throughout the building – between teams and teachers - on the enforcement of rules deemed necessary to enable a smooth running of the school will help to insure that student, parents, and teachers alike understand the school rules. No one teacher or administrator will be viewed as the “enforcer” and the entire Jackson community will benefit from the consistency. As in society, when rules are understood and enforced, a sense of community is further communicated. The *Positive Behavior Support* (PBS) program, which LJMS adopted this school year, provides a structure for consistent enforcement of school rules and policies by staff members and emphasizes the need for communication.

All of these communication efforts and concerns reflect the desire of the Luther Jackson community to focus on the ability to transmit information freely and effectively for the good of the student population that Jackson serves.

Diversity

Luther Jackson values a student-centered learning environment that welcomes diversity and maximizes learning opportunities for everyone. We seek to increase our own awareness and knowledge about the many cultural, religious and linguistic groups in our school, and continue to implement strategies that best support learning about all our students.

We also value high levels of parental and community involvement and recognize the family as the primary educator of their children. We seek to have a staff, as well as a parent and community presence in our school which reflects the diverse geography of this area. We will continue to utilize translators, tutors, mentors, business partnerships and other support to maximize opportunities for every student.

We will continue to promote acceptance, respect, and other elements of character education among all members of our school community. As a staff, we seek to have an open-minded approach toward learning about our diverse student population and continually seek ways to meet their learning needs. This includes providing remediation in areas of need as well as challenging all students their areas of strength.

Luther Jackson is committed to creating a welcoming environment that values all students, recognizes the importance of parental involvement, and taps into the rich resources of expertise within our community. Partnerships with businesses, parents, and other volunteers will continue to be valued and utilized to enhance student learning and growth. All members of Luther Jackson, as well as guests and visitors, will demonstrate respect for others.

Staffing

Success for every student is in large measure dependent on the abilities and expertise of their teachers. Jackson Middle School will strive to offer a supportive structure and environment in which teachers can work collaboratively to improve instructional skills and enhance their knowledge of adolescent development. Within each discipline, teachers will be given the time and resources to work together to identify instructional problems and solutions. Teachers within a discipline will all cover the same course material; will develop and administer uniform assessments to evaluate the abilities and progress of their students; will have uniform grading policies so that an A in one teacher's class means the same as an A in another teacher's class; and will have the opportunity to share and exchange instructional techniques. Early assessments, intervention, and feedback to teachers about how their classes are doing in comparison to the general school population are critical factors in ensuring success for teachers as well as students.

Scheduling

Scheduling of classes is a critical, and often overlooked, factor in providing the structure and environment in which students and staff can excel. Block scheduling provides longer periods of time to prepare and present projects, view tapes, complete labs, and delve more deeply into the subject matter. Modular or rotating schedules will be examined along with year-round schooling to determine which combination works best for the given time and population. To foster and enhance the development of a professional learning community (PLC), time has been built into the schedule for department and team members to work collaboratively. Academic support and enhancement programs will be provided, and courses will be periodically examined to ensure that all courses offered are of value and that any courses that need to be offered are incorporated into the curriculum. Jackson Middle School will periodically assess its course offerings and schedules to ensure that they are flexible, comprehensive, and an asset, not an obstacle, to education.

Environment

Luther Jackson will provide a safe, clean welcoming environment that encourages learning, respects diversity, and maximizes utilization of space. Luther Jackson is committed to creating and managing a welcoming environment that values all its members and respects the wide range of diversity in our school. Care will be given to welcome all our families and to assure the potential of every student to succeed. Additionally, teachers and staff will recognize and utilize the learning opportunities available within our school's "world community."

The Luther Jackson community also values a comfortable, clean, and attractive learning environment that assures safety throughout its premises. This includes attention to the physical plant and grounds, as well as on-going updates to and communication about potential threats and crisis plans that ensure safety for all. The school values a support staff that works tirelessly to keep our school a safe, clean, and attractive learning environment.

Attention to the cleanliness of hallways, classrooms, and public areas such as the cafeteria, gymnasiums and restrooms remains a priority. Adults will teach and model practices that enhance the clean appearance of our school. Additionally, teachers and staff will continue to make their classrooms and offices attractive, conducive for student learning, instructionally stimulating, and supportive of

student achievement. Care will be given to acquiring and maximizing space to accommodate the growing student population and increasing needs of instructional programs.

Community Involvement

Luther Jackson will continue to involve community and businesses, members of the Parent Teacher Association (PTA), and other volunteers in the instructional and support programs of the school. In addition, we will seek other ways to involve parents in Saturday Academy, field trips, career education, and classrooms.

We will implement programs to educate our parents in the development of their middle school students. We will be particularly active in seeking to increase the involvement of fathers, male guardians and male role models in our instructional programs.

Summary of Previous Year Outcomes

The school achieved or exceeded a significant number of the academic improvement objectives that were delineated in our 2005-07 School Improvement Plan. We did have shortfalls in several sub-group areas, though. Our biggest area of concern is the decline in SOL test results achieved by Special Education students. To address that specific issue, Special Education team-taught classes have now been spread to all teams. Additionally, to reduce student-teacher ratios, we have hired more Special Education teachers. Our Professional Learning Communities (PLCs) have been reorganized to ensure that Special Education teachers can attend PLC meetings and actively participate. Our Special Education department is also conducting in-service staff development and training classes this year on improving effectiveness of team teaching.

Data has impacted several changes in instruction. LJMS underwent its first round of walkthrough observations in the 2005-2006 school year and its second round in Fall 2006. These walkthroughs have identified school strengths and weaknesses in instruction and have clearly delineated areas where change or improvement is needed. Results have focused new awareness on the need for differentiation of instruction. Other areas of emphasis for improvement include equity, student engagement, higher-level thinking and fuller integration of Marzano's strategies. To promote internalization of and derive maximum benefit from the walkthrough data, the principal facilitated full-day analysis and planning sessions with core department members, who presented results of their sessions to FCPS curriculum specialists. The entire faculty received an overview of the main themes from the data, and results continue to be a topic of discussion at department meetings. Walkthrough results have now been incorporated in to subject area work plans in this year's iteration of the School Improvement Plan.

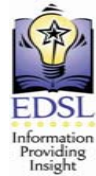
Department chairs have analyzed results of the ASCD Perception Survey data; an overview was presented at the December faculty meeting, with subsequent discussion planned at department meetings to correlate survey results with walkthrough data.

FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

**CLUSTER 2
JACKSON MIDDLE**

Category	June 2004		June 2005		June 2006	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	231	21.85	231	22.43	228	25.08
BLACK (NOT OF HISPANIC ORIGIN)	118	11.16	114	11.07	106	11.66
HISPANIC	276	26.11	296	28.74	276	30.36
WHITE (NOT OF HISPANIC ORIGIN)	387	36.61	336	32.62	262	28.82
OTHER	45	4.26	53	5.15	37	4.07
	1,057		1,030		909	
GENDER						
FEMALE	528	49.95	499	48.45	429	47.19
MALE	529	50.05	531	51.55	480	52.81
	1,057		1,030		909	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT	711	67.27	673	65.34	562	61.83
LIMITED ENGLISH	346	32.73	357	34.66	347	38.17
	1,057		1,030		909	
LIMITED ENGLISH LEVELS						
LA-DEVELOPING LITERACY SKILLS	9	2.60	10	2.80	10	2.88
A-BEGINNING ESOL-NOT PROF IN ENG	63	18.21	57	15.97	48	13.83
B1-INT ESOL - LIMITED PROF IN ENG	71	20.52	67	18.77	55	15.85
B2-ADV ESOL-LIMITED ENG RD/WRT SKL	100	28.90	103	28.85	112	32.28
B3-ACHIEVING ENGLISH PROFICIENCY	103	29.77	120	33.61	122	35.16
	346		357		347	
FEE WAIVER						
NO FEE WAIVER	645	61.02	607	58.93	530	58.31
FREE OR REDUCED FEES	412	38.98	423	41.07	379	41.69
	1,057		1,030		909	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	561	53.07	572	55.53	453	49.83
GIFTED SCHOOL-BASED	322	30.46	266	25.83	290	31.90
SPECIAL EDUCATION LEVEL 1	70	6.62	68	6.60	48	5.28
SPECIAL EDUCATION LEVEL 2	114	10.79	129	12.52	124	13.64
School Demographics						
SPECIAL EDUCATION SERVICE*						
ADAPTIVE PHYSICAL EDUCATION	0	0.00	1	0.51	0	0.00
AUTISM	1	0.54	1	0.51	2	1.16
DEAF/HARD OF HEARING	0	0.00	1	0.51	1	0.58
EMOTIONAL DISABILITIES	5	2.72	1	0.51	3	1.74
LEARNING DISABILITIES	169	91.85	186	94.42	161	93.60
MILD RETARDATION	4	2.17	3	1.52	3	1.74
PHYSICAL DISABILITIES	1	0.54	0	0.00	0	0.00
SPEECH/LANGUAGE IMPAIRMENT	4	2.17	4	2.03	2	1.16
	184		197		172	
MOBILITY						
MOBILITY RATE		23.58		21.19		20.14

*Information is provided from the Special Education Database, Department of Special Services and represents the primary service only.



Adequate Yearly Progress (AYP) Report

FAIRFAX COUNTY PUBLIC SCHOOLS

No Child Left Behind 2005-06 Adequate Yearly Progress Report by School Jackson Middle

Schoolwide AYP Status	Met Grad/ Attend	Mathematics Adequate Yearly Progress Indicators								English Adequate Yearly Progress Indicators							
		Partcp. %		Met Partcp.	Pass %				Met AMO	Partcp. %		Met Partcp.	Pass %				Met AMO
		3-Yr	Curr		3-Yr	Curr	~Curr	~Prev		3-Yr	Curr		3-Yr	Curr	~Curr	~Prev	
Did Not Make AYP	Yes	99	100	Yes	86	70	82	88	Yes	103	100	Yes	73	78	73	74	Yes
	Met Attend/ Science	Mathematics Adequate Yearly Progress Indicators								English Adequate Yearly Progress Indicators							
		Partcp. %		Met Partcp.	Pass %				Met AMO	Partcp. %		Met Partcp.	Pass %				Met AMO
		3-Yr	Curr		3-Yr	Curr	~Curr	~Prev		3-Yr	Curr		3-Yr	Curr	~Curr	~Prev	
LEP Students	Yes	100	100	Yes	74	56	66	80	3-Yr	109	100	Yes	58	64	55	62	No
Students with Disabilities	Yes	99	99	Yes	56	35	43	64	PP	102	98	Yes	47	53	48	47	No
Hispanic Students	Yes	99	100	Yes	73	57	69	78	3-Yr	107	100	Yes	60	67	56	64	No
White Students	Yes	99	100	Yes	93	78	87	94	Yes	100	99	Yes	87	88	88	85	Yes
Black Students	Yes	98	99	Yes	66	60	71	68	No	100	99	Yes	50	65	57	53	No
Econ. Disadvantaged	Yes	100	100	Yes	74	56	69	77	3-Yr	104	97	Yes	61	65	55	62	No

Legend:

3-Yr = 3, 5, 8 and/or end of course tests for the last three years
 Curr = 3 through 8 and/or end of course tests for 2005-06
 ~Curr = 3, 5, 8 and/or end of course tests for 2005-06
 ~Prev = 3, 5, 8 and/or end of course tests for 2004-05

AYP = Adequate Yearly Progress
 AMO = Annual Measurable Objectives
 LEP = Limited English Proficient
 Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.
 Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.
 Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO, NA = Not Applicable (applies to high schools).
 Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).
 Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.
 Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).
 Met AMO: Yes = Met the achievement criteria for AYP (67% in Mathematics or 69% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (17% in Mathematics or 14% in English) was added; 3-Yr = Met the achievement criteria for AYP (67% in Mathematics or 69% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (67% in Mathematics or 69% in English); NA = Not Applicable.

Divisionwide Strategic Goals 2006-2007

The Fairfax County School Board is committed to increasing the academic achievement of all students, including the achievement of students with disabilities, and reducing the gap between students who are Black, Hispanic, or economically disadvantaged and the total student population.

STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.			
Target #	Divisionwide Strategic Target	Target Measure #	2006-2007 Measure
1	All students will be reading at or above grade level by the end of second grade.	1.1	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.2	55 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.3	52 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.4	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.
2	All schools will meet Virginia accreditation and No Child Left Behind Adequate Yearly Progress standards.	2.1	96 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.
		2.2	65 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.
		2.3	55 percent of Title I schools will meet Adequate Yearly Progress.
		2.4	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 3,000 teachers and staff.
4	All grade 11 students will have the required verified credits for graduation by the end of 11th grade.	4.1	92 percent of the class of 2007 will have the required verified credits for graduation by the end of 11th grade.
8	The reading and mathematics Standards of Learning (SOL) scores for all grade eight students will increase.	8.1	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.
		8.2	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.
		8.3	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.
		8.4	All subgroup mathematics scores at or above the FCPS SOL average mathematics score will increase by 1 percent.
10	All schools will increase their ability to serve students with disabilities in general education classrooms.	10.1	85 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.2	100 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.3	85 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.

STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.			
Target #	Divisionwide Strategic Target	Target Measure #	2006-2007 Measure
3	The participation and performance of juniors and seniors in Advanced Placement and International Baccalaureate courses will increase.	3.1	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.
		3.2	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.
		3.3	All subgroups below the FCPS average participation rate will increase participation by 5 percent.
		3.4	All subgroups above the FCPS average participation rate will increase participation by 1 percent.
5	The achievement of all students taking the SAT in their senior year will increase.	5.1	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.
		5.2	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.
6	The participation of Black, Hispanic, and economically disadvantaged students in gifted and talented programs will increase.	6.1	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.
		6.2	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.
7	The percent of students in professional technical courses who pass the corresponding industry certification tests will increase.	7.1	The number of students in professional technical studies courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.
STRATEGIC GOAL 3: The climate in all FCPS facilities will be safe and secure.			
Target #	Divisionwide Strategic Target	Target Measure #	2006-2007 Measure
9	All schools will be safe and secure.	9.1	Achieve a divisionwide secondary suspension rate no higher than 8.5 percent.
		9.2	Achieve a divisionwide suspension rate for Black and Hispanic students no higher than 9.5 percent.
		9.3	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.

Special Programs

The following special programs are being implemented at Luther Jackson Middle School:

AVID

Positive Behavior Support (PBS)

College Partnership Program

Read 180

Algebra Readiness Initiative (ARI)

Expanding Visions (EV)

Honors: English 7 & 8, Mathematics 7, Algebra I, Science 7 & 8, Social Studies 7 & 8

Focused Remediation

After-School Programs

Positive Activities With Students (PAWS) continues as part of the school's involvement in PLC. Once a month, core teachers on each team identify their students who are achieving academically (earning an *A*, *B* or *C* and completing homework). These students then select and participate in an enrichment activity for an hour during 5th period on *PAWS* day. Students not achieving academically (earning a *D* or *F*) meet with a core teacher to receive extra assistance, complete work or participate in remediation.

GLOBAL INFORMATION
Information common to more than one objective

Objective: Students will strengthen reading comprehension / non-fiction writing skills/ academic achievement in all content areas.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
G1. Analyze and use a variety of data to guide and differentiate instruction and facilitate improvement in student learning.	SOL and SRI data, quarterly grade distribution results, ASCD Perception Survey	Teachers, Department Chairs, Team Facilitators, Guidance, Administrators	In-services as needed on SOL data analysis. Quarterly discussions with administrators and team facilitators on grade distribution.	None	Ongoing from Sept. – June each year	Ongoing from Sept. – June each year	None
G2. Directly teach varied reading strategies, to be practiced by students throughout the year.	SOL, BART, SRI, classroom assessments	Teachers	Sharing at PLC and dept meetings	None	Throughout the school year	Throughout the school year	Parent signatures where needed
G3. Implement strategies for vocabulary development.	SOL data and teacher assessments	Dept Chair, teachers	Resources: English and reading teachers	<u>Building Background Knowledge</u> (Marzano)	Throughout the school year	Throughout the school year	Suggestions for practice sent home with students
G4. Complete one non-fiction writing assignment each quarter which uses all of the steps of the writing process. Submit samples to Principal 3 rd quarter.	SOL Grade 5 and 8 scores Baseline writing prompt scores	Each teacher Administrators	Provide in-services on trait scoring, writing process	Writing folders	Sept-June each year; share student work at PLC meetings	Keep rubrics from year to year.	None
G5. Implement strategies: identifying similarities and differences; summarizing and note taking; nonlinguistic representation; processing and reflection; higher level questioning	SOL data	Team facilitators, Administrators All teachers	Staff training throughout year: August, December, February, April, etc.	Substitute days as appropriate <u>Classroom Instruction That Works</u> (Marzano)	Teams share strategies at Facilitator meetings; Reinforce via TPEP		None

Objective: Students will strengthen reading comprehension / non-fiction writing skills/ academic achievement in all content areas.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
G6. Meet quarterly – team and ESOL teachers – to discuss academic performance issues, accommodations, and strategies for ESOL students.	SOL and ESOL test data, teacher recommendations	ESOL and team teachers	None	To be determined	Ongoing from Sept. – June each year	Ongoing from Sept. – June each year	None
G7. Create and utilize interactive notebooks to support content learning.	Walkthroughs	Teachers and instructional coach	Training on interactive notebooks		June-May	June-May	Parents sign notebooks as needed
G8. Use technology to support instruction and keep parents informed of classroom and after-school events.	Feedback from <i>Blackboard.com</i> <i>Keep in Touch</i> LJMS web site, BART data	Teachers SBTS Vanguard Team Administrators	Training as needed on Blackboard, BART, United Streaming, Interwrite Pad and Audio Enhancement System	Multi-media stations and Audio Enhancement System for each classroom	Throughout the school year.	Throughout the school year.	Parents informed through LJMS web page, monthly LJ newsletter and Blackboard.com
G9. Address needs of students in the area of test taking skills.	Test results; teacher observations	Instructional Coach	Instructional materials	Test taking practice materials, as needed.	Throughout school year	Throughout school year	Provide suggestions in parent newsletter.
G10. Plan and execute lessons in accordance with effective team teaching models.	Walkthroughs	SPED dept chair	Team teaching training	Substitute days	Throughout school year	Throughout school year	

ENGLISH

Objective: Students will improve achievement in English.

Indicators of Achievement:

English Indicators	If this indicator supports a division target, state which target.
The percent of students passing the SOL Reading Test in grade 8 will increase from <u>78%</u> to <u>80%</u> in Spring 2007 and <u>82%</u> in Spring 2008.	2, 8
The percent of students passing the SOL Writing Test in grade 8 will increase from <u>90%</u> to <u>92%</u> in Spring 2007 and <u>94%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Reading Test in grade 8 will increase from <u>63%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of Black students passing the SOL Reading Test in grade 8 will increase from <u>67%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of LEP students passing the SOL Reading Test in grade 8 will increase from <u>60%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of students with disabilities (SWD) passing the SOL Reading Test in grade 8 will increase from <u>43%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Reading Test in grade 8 will increase from <u>53%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of students passing the SOL Reading Test in grade 7 will increase from <u>85%</u> to <u>87%</u> in Spring 2007 and <u>89%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Reading Test in grade 7 will increase from <u>81%</u> to <u>83%</u> in Spring 2007 and <u>85%</u> in Spring 2008.	2, 8
The percent of Black students passing the SOL Reading Test in grade 7 will increase from <u>72%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8
The percent of LEP students passing the SOL Reading Test in grade 7 will increase from <u>76%</u> to <u>78%</u> in Spring 2007 and <u>80%</u> in Spring 2008.	2, 8
The percent of students with disabilities (SWD) passing the SOL Reading Test in grade 7 will increase from <u>62%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Reading Test in grade 7 will increase from <u>77%</u> to <u>79%</u> in Spring 2007 and <u>81%</u> in Spring 2008.	2, 8

Areas of Focus:

Analysis of Spring 2006 Grade 7 and 8 English SOL Test results and BART results indicate the following areas of focus:

Writing:

Spelling, punctuation, verb tense, pronoun reference, subject-verb agreement, determining strategies to generate and organize ideas.

Reading:

Analyzing text to determine author's intended impact on reader, identifying literary category, identifying word choice that demonstrates the author's attitude, summarizing a narrative text, identifying sources used to locate information. (Gr. 7).

Analyzing a variety of narrative forms, analyzing details for relevance and accuracy, distinguishing between fact and opinion, identifying the inferred main idea, interpreting figurative language, using context clues to define a word. (Gr. 8).

ENGLISH WORK PLAN

Objective: Students will improve achievement in English.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
E1. Analyze data (SOL, BART, SRI, DRP, Writing Assessments) and use it to provide in-class differentiation for targeted NCLB subgroups.	SOL results BART SRI	English teachers	Teacher-designed strategies to support needed areas, shared in PLC; after school special training	None	September-October	September-October	Remediation courses, PAWS, after school programs
E2. Include ESOL teachers in English PLC meetings to provide better transition and skills access for LEP students.	SOL and ESOL data	Dept Chairs	Department meetings PLC meetings	None	September	September	None
E3. Teach literature concepts of <i>tone, theme, and point of view</i> . Use <i>inference, summarizing and finding supporting details</i> in literature lessons.	SOL data	English teachers	Sharing at dept meetings	None	Sept-April	Sept-April	None
E4. Utilize skill practices to review word parts, use context clues, identify types of figurative language, practice vocabulary attack, analyze supporting details, practice spelling, practice punctuation, and reinforce double negative rules.	SOL data and BART tests	English teachers, Administrators	Sharing of practice activities during PLC and monthly department meetings	None	Nov-May	Nov-May	None
E5. Model use of context clues to define words in either pre or post reading discussion of each literature selection that is taught.	SOL data	English teachers	Sharing at PLC and department meetings	None	Oct-May	Oct-May	None

Objective: Students will improve achievement in English.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2006-07 2007-08		Will parents or the community be involved? If so, how?
E6. As part of an extensive poetry unit, teachers will directly teach the types of figurative language included in our POS. Concepts will be reinforced by identifying figures in other contexts. Teachers will insure that each figure is reinforced at least three times after the initial unit.	SOL data, classroom assessments	English teachers	Sharing at PLC and department meetings	None	Sept -April	Sept -April	PTA newsletter activities
E7. Provide remediation for students who have not achieved promotion benchmarks.	Promotion Benchmark checklists	English and focused remediation teachers	Strategies shared at PLC and department meetings and at county-wide in-services	Benchmark Units	Nov-May	Nov-May	Remediation courses, PAWS, after school programs

HISTORY AND SOCIAL SCIENCE

Objective: Students will improve achievement in history and social science.

Indicators of Achievement:

History and Social Science Indicators	If this indicator supports a division target, state which target.
The percent of students passing the SOL History and Social Science Test in grade 7 will increase from <u>85%</u> to <u>87%</u> in Spring 2007 and <u>89%</u> in Spring 2008.	2
The percent of Students with Disabilities (SWD) passing the SOL History and Social Science Test in grade 7 will increase from <u>72%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2
The percent of students passing the SOL Civics and Economics Test in grade 8 will increase from <u>84%</u> to <u>86%</u> in Spring 2007 and <u>88%</u> in Spring 2008.	2
The percent of Black students passing the SOL Civics and Economics Test in grade 8 will increase from <u>80%</u> to <u>82%</u> in Spring 2007 and <u>84%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Civics and Economics Test in grade 8 will increase from <u>69%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8
The percent of Limited English Proficiency students passing the SOL Civics and Economics Test in grade 8 will increase from <u>64%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8
The percent of Students with Disabilities (SWD) passing the SOL Civics and Economics Test in grade 8 will increase from <u>54%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Civics and Economics Test in grade 8 will increase from <u>71%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8

Areas of Focus:

Analysis of *Spring 2006 Grade 7 US History SOL test Category Results and Student Performance by Question School Report* indicate the following areas of focus:

- Explain the importance of a given United States constitutional amendment
- Identify historic figures in the period from 1877 to Early 1900s
- Identify artists, musicians, and writers of the 1920s & 30s
- Describe how United States society changed as a result of WWII
- Use a map to identify regions of the United States
- Identify cities in a region
- Explain how people adapted to challenging environments

Analysis of *Spring 2006 Grade8 Civics SOL test Category Results* and *Student Performance by Question School Report* indicate the following areas of focus:

- Explain the importance of a given constitutional amendment
- Interpret a primary source document
- Identify an example of checks and balances
- Explain how economic behavior is influenced
- Describe the characteristics of private financial institutions
- Describe the US money supply policy

HISTORY AND SOCIAL SCIENCE WORK PLAN

Objective: Students will improve achievement in history and social science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
SS1. Provide a variety of assignments, assessments, and additional assistance (remediation and PAWS) to targeted NCLB subgroups and other students, including a pre-SOL ‘midway’ assessment (similar to BART)	SOL data results Student Performance by Question School Report	History 7 and Civics 8 teachers	Meet with curriculum specialist to discuss and collaborate on strategies in test-taking and creation of midway assessment	Flanagan question banks, Coach books, graphic organizers, <i>Mapmaker’s Tool Kit</i> , atlas.	October – May Jan 2007 (midway assessment)	September-May	Correspondence with parents thru <i>Blackboard.com</i> , newsletters and email regarding content, assessment and projects.
SS2. Develop or revise lesson plans based on the LEARN model and new textbooks. Expand use of the <i>Reflective</i> portion of the LEARN model.	New texts this year	History 7 and Civics 8 teachers	Collaboration time with curriculum specialist. Sharing of resources at department meetings.	Graphic organizers, teacher resource materials, quarterly benchmark assessments representing SOL strands	Ongoing (September-June)	Revise as needed during the year.	None
SS3. Plan units and lessons using state- provided teacher resource guide.	POS/SOL Objectives	History 7 and Civics 8 teachers	Department meeting with presentation by reading specialist. Collaboration with grade level teachers.	Political cartoons, <i>History Alive</i> , review games, content- related websites, summarizing, note-taking and test-taking strategies, Interactive Notebooks, <i>Blackboard.com</i> , primary and secondary source documents, and <i>United Streaming</i> .	Ongoing (September-June)	Ongoing (Sept-Jun)	PTA Presentation Business partnership with Washington Post and Washington Times to acquire newspapers. Back-to-School night and Mini-conference night

Objective: Students will improve achievement in history and social science.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
SS4. Incorporate maps, charts and tables into lessons as appropriate and place greater emphasis on data analysis	POS/SOL Objectives	History 7 and Civics 8 teachers	Department collaboration on software usage	<i>Mapmaker's Tool Kit</i> , <i>Inspiration</i> , <i>Atlas</i> , <i>Blackboard.com</i> , <i>Interwrite</i>	September-June	September-June	Parent assistance with homework and related projects
SS5. Make personal connections supported by background knowledge and historical content.	SOL data	History 7 and Civics 8 teachers and students	No additional training needed.	<i>Upfront, Jr. Scholastic, Cobblestone, Focus</i> , political and editorial cartoons, SOL Coach books, <i>Inspiration</i> , current events articles.	Ongoing (September-June)	Ongoing (September-June)	First person speakers, Career Day speakers and PTA newsletter
SS6. Select students to visit the Fairfax Circuit Court and present experiences to classes about the Virginia Court system. Conduct mock trials and use graphic organizers (Marzano) to show structure of the courts.	SOL data, classroom assessments and observations	Civics 8 teachers	No additional staff development needed	Field trip funding	October - May	October - May	None
SS7. Create activities for students to learn about the three branches of government, three levels of government and the system of checks and balances.	SOL and POS	Civics 8 teachers	No additional staff development needed	No new materials needed	November-February	November-February	Identify guest speakers
SS8. Analyze gubernatorial/congressional elections and how media influences the political systems. Analyze the electoral college and presidential elections.	SOL data, classroom assessments and observations	Civics 8 teachers	No additional staff development needed	C-span maps; C-SPAN Classroom	October	October	Identify guest speakers
SS9. Identify characteristics of major economic systems using specific projects and activities.	SOL data, assessments and observations	Civics 8 teachers	No additional staff development needed	Internet access, auction, lemonade stand game	March- April	March-April	None

Objective: Students will improve achievement in history and social science.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
					2006-07	2007-08	
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
SS10. Use projects, games and cartoons for students to identify the role the government plays in the US economy.	SOL data, classroom assessments and observations	Civics 8 teachers	No additional staff development needed	Internet access, current newspapers	March- April	March- April	None
SS11. Identify historical figures from 1877 to Early 1900s as well as artists, musicians, and writers of the 20s & 30s through warm-ups, graphic organizers, review games, non-fiction writing and discussion.	SOL data, classroom assessments and observations	History 7 teachers	Share strategies and materials monthly grade level department meetings.	No additional materials needed	September - May	September - May	Parent assistance with homework and related projects
SS12. Use mind maps to chart pre-World War II U.S. foreign policy. Find similarities and differences with recent historical events; conduct simulations and non-fiction writing activities.	SOL data, classroom assessments and observations, walkthroughs	History 7 teachers	Share strategies and materials monthly grade level department meetings.	No additional materials needed	December - January	December - January	None
SS13. Use cause and effect strategies to compare and contrast how people and government adapted to challenging environments.	SOL data, classroom assessments and observations	History 7 teachers	Share strategies and materials monthly grade level department meetings.	No additional materials needed	November- May	November- May	PTA Newsletter Activity
SS14. Use map skills to correlate regions, cities and geography with historical content.	SOL data, classroom assessments and observations	History 7 teachers	Share strategies and materials monthly grade level department meetings.	Maps, atlas, <i>Mapmakers Tool Kit</i> , matching and Jeopardy review games	November- May	November- May	PTA Newsletter Activity
SS15. Use community resources such as presentations and video clips to reinforce and enrich concepts studied in class.	SOL data, classroom assessments and observations	History 7 teachers	Share strategies and materials monthly grade level department meetings.	No additional materials needed	February, April-May	February, April-May	Seek community members to give presentations

MATHEMATICS

Objective: Students will improve achievement in mathematics.

Indicators of Achievement:

Mathematics Indicators	If this indicator supports a division target, state which target.
The percent of students passing the SOL Mathematics Test in grade 8 will increase from <u>89%</u> to <u>91%</u> in Spring 2007 and <u>93%</u> in Spring 2008.	2, 8
The percent of Black students passing the SOL Mathematics Test in grade 8 will increase from <u>85%</u> to <u>87%</u> in Spring 2007 and <u>89%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Mathematics Test in grade 8 will increase from <u>84%</u> to <u>86%</u> in Spring 2007 and <u>88%</u> in Spring 2008.	2, 8
The percent of Limited English Proficiency students passing the SOL Mathematics Test in grade 8 will increase from <u>79%</u> to <u>81%</u> in Spring 2007 and <u>83%</u> in Spring 2008.	2, 8
The percent of Students with Disabilities (SWD) passing the SOL Mathematics Test in grade 8 will increase from <u>67%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Mathematics Test in grade 8 will increase from <u>85%</u> to <u>87%</u> in Spring 2007 and <u>89%</u> in Spring 2008.	2, 8
The percent of students passing the SOL Mathematics Test in grade 7 will increase from <u>57%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Black students passing the SOL Mathematics Test in grade 7 will increase from <u>53%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Mathematics Test in grade 7 will increase from <u>55%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Limited English Proficiency students passing the SOL Mathematics Test in grade 7 will increase from <u>51%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Students with Disabilities (SWD) passing the SOL Mathematics Test in grade 7 will increase from <u>25%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Mathematics Test in grade 7 will increase from <u>49%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8

Areas of Focus:

- Determine the ratio of two numbers.
- Identify a 3-D figure given the top, front, and side views.
- Determine the number of times a specified simple event will occur.
- Determine the theoretical probability of a simple event occurring.
- Identify the function defined by a table of values.
- Identify the non-equivalent element in a set of four values.
- Identify least common multiple.
- Solve a scale drawing problem.
- Identify a polygon.
- Solve a problem with data from a stem-and-leaf plot; identify the stem-and-leaf plot that correctly displays a set of data.
- Identify the equation that represents the data in a table; solve a one-step equation.
- Analyze and interpret data from graphs and make predictions.
- Solve proportions given a part, whole or percent.
- Find perimeter, area and volume of two- and three-dimensional objects.
- Identify and classify transformations of figures on a graph.
- Practice computations and number sense with and without calculators, adhering to Bloom's Taxonomy
- Share mathematics vocabulary during team meetings and teach/reinforce vocabulary in multiple content areas.

MATHEMATICS WORK PLAN

Objective: Students will improve achievement in mathematics.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
M.1 Monitor performance of students in NCLB subgroups. Provide additional assistance after school, in ARI, Power Math and Power Math & Science, SOL practice during PAWS, and class remediation during the Active Learning phase of L.E.A.R.N. Identify students for placement in self- contained classrooms when appropriate. Add a remedial math class for students where needed.	SOL Performance by Question Report, Plain English test, class progress charts, BART, IGPro, common assessments	7 th and 8 th grade mathematics general, special education and ESOL teachers. Administrators	Student self assessment rubrics for tests and report cards. 30 item inventory improvement recognition BART training	<u>Instructional Strategies That Work</u> (Marzano)	Throughout the year; LEARN model will be utilized from September – June	Throughout the year; LEARN model will be utilized from September – June	Communicate with parents concerning student progress using phone calls, grade printouts and planner correspondence. Blackboard.com and BART activities. Parent conferences. Classroom visits.
M2. Conduct peer observations (“Learning From The Best”)	Walkthrough data	Math Department personnel	Walkthrough training Train during department meetings		Begin 2 nd Quarter; at least once per quarter	At least once per quarter for each teacher	
M3. Focus more on Computation and Estimation components of SOL preparation.	SOL scores and BART data	Math teachers and Curriculum Specialist	Time in PLCs to develop appropriate lessons.	Top Score, Great Expectations, BART	September – June	September – June	Use of Blackboard and BART activities Communication with parents about student performance on class assessments

Objective: Students will improve achievement in mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
M4. Focus on Stem-and-Leaf plots, using models, graphing calculators and real world data	SOL Performance by Question Report for Math 8 and Plain English Math 8.	Gen. Ed., Special Ed. and ESOL teachers.	Share lessons for data collection and display of plots on the graphing calculator during department and PLC meetings. Use graphic organizers for similarities and differences.	Graphing calculator lessons to create plots.	2006-07 May and June, per curriculum map	2007-08 May and June, per curriculum map	Utilize appropriate BART activities.
M5. Conduct vertical articulation meetings with 6 th grade feeder math teachers. Discuss ways to improve the SOL scores of all students. Focus will be on subgroups- Black, Hispanic, Special Ed. and ESOL students.	SOL data from individual feeder schools and teacher observations.	Math Chair	Substitute funds for teacher collaboration with focus groups of teachers working with ESOL and special education students.	<u>Building Background Knowledge</u> (Marzano)	During 3 rd and 4 th quarters	During 3 rd and 4 th quarters	
M6. Conduct SOL practice drills that focus on determining the ratio of two numbers, identifying perfect squares, non-equivalent elements in a set of four values, common multiples and solving scale drawing problems.	SOL Student Performance by School Question Report, Math 8 and Math 8 Plain English	Math teachers; Instructional Coach	Cost of substitute funds for training. Training on optimal use of the student voting “clickers” for projected questions.	Workbooks: Top Score, SOL Coach. Great Expectations TA: Math content reading materials that focus on vocabulary and word problem reading.	September-June, based on curriculum map	September-June, based on curriculum map	Utilize appropriate BART activities.

Objective: Students will improve achievement in mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
M7. Develop activities that help students identify a 3-D figure from the top, front, and side views, and polygons. Differentiated student activities will include manipulatives, computer software, content reading, written summaries of solutions, and identifying similarities and differences of polygons.	SOL data, teacher assessment and observation.	Math teachers	Collaboration and discussion of student writing at PLC and Dept. meetings	Replenishment of math manipulatives; updates to <i>Geometry Sketchpad</i> and <i>Larson Learning</i> software on math lab computers as needed.	April and May, per curriculum map	April and May, per curriculum map	Utilize appropriate BART activities.
M8. Focus on simple events, determining the number of times an event will occur based on theoretical probability. Students will develop their understanding by reading the text, articles on probability, writing summaries of real experiments and answering SOL practice questions.	SOL Student Performance by School Question Report Math 8.	Math teachers	Collaboration and discussion of student explanations of probability events during PLC/Dept. Mtgs.	Probability content articles. SOL Coach workbooks for 7 th and 8 th grades.	September – May, with focus on SOL review during May	September – May, with focus on SOL review during May	Utilize appropriate BART activities.

SCIENCE

Objective: Students will improve achievement in science.

Indicators of Achievement:

Science Indicators	If this indicator supports a division target, state which target.
The percent of students passing the SOL Science Test in grade 8 will increase from <u>86%</u> to <u>88%</u> in Spring 2007 and <u>90%</u> in Spring 2008	2
The percent of Black students passing the SOL Science Test in grade 8 will increase from <u>73%</u> to <u>75%</u> in Spring 2007 and <u>77%</u> in Spring 2008.	2, 8
The percent of Hispanic students passing the SOL Science Test in grade 8 will increase from <u>72%</u> to <u>74%</u> in Spring 2007 and <u>76%</u> in Spring 2008.	2, 8
The percent of Limited English Proficiency students passing the SOL Science Test in grade 8 will increase from <u>71%</u> to <u>73%</u> in Spring 2007 and <u>75%</u> in Spring 2008.	2, 8
The percent of Students with Disabilities (SWD) passing the SOL Science Test in grade 8 will increase from <u>59%</u> to <u>71%</u> in Spring 2007 and <u>73%</u> in Spring 2008.	2, 8
The percent of Economically Disadvantaged students passing the SOL Science Test in grade 8 will increase from <u>74%</u> to <u>76%</u> in Spring 2007 and <u>78%</u> in Spring 2008.	2, 8

Areas of Focus:

Scientific Investigation- table, graph and diagram analyses

Force, Motion, Energy, and Matter- simple machines, identify forms and uses of energy

Life Systems- plant/animal adaptations and responses

Ecosystems- organization and factors affecting an ecosystem (including human activities)

Earth and Space Systems – factors relating to gravitational attraction.

SCIENCE WORK PLAN

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
S1. Analyze data from a variety of assessment formats (teacher-made checklists, <i>Abacus</i> -generated quizzes and common assessments) to verify student learning on SOLs and benchmarks with reteaching as necessary.	Classroom assessments and observations	Science teachers Administrators	<i>Abacus</i> training for new staff members.	No additional materials are needed.	Throughout the work plan.	Throughout the work plan.	Parents will be kept appraised of and involved in student progress through Blackboard.com, interims, and quarterly grades.
S2. Interpret and draw conclusions from diagrams, graphs and tables. Incorporate into classwork, homework, tests/quizzes. Students will create their own diagrams, graphs and tables from data collected in laboratories as well as interpreting the graphs creating during probeware usage in the laboratory.	2006 Grade 8 Science SOL Performance by Question Data	Science teachers Administrators	Collaboration time during department meetings and PLC	No additional materials are needed.	Throughout the work plan.	Throughout the work plan.	PTA newsletter activities
S3. Utilize revised FCPS curriculum (<i>Physical Properties of Elements, Heat, Experimental Design & Scientific Method</i> and <i>Ecosystems</i>), new 8 th grade textbooks and SOL review books.	2006 Grade 8 Science SOL Performance by Question Data	Science teachers Administrators	Collaboration time during department meetings and PLC	Additional probeware is required. <i>Minds of Our Own</i> video for teachers to view regarding student misconceptions.	Throughout the work plan.	Throughout the work plan.	ExxonMobil tutors and guest presentations. Assignments in which students are asked to teach their parents the curriculum.

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2006 – 2008		Parent and/or Community Involvement
What will you do to achieve the objective? Indicate if strategy is schoolwide, grade level, or department specific.	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2006-07	2007-08	
S4. Familiarize students with the multiple forms of energy.	2006 Grade 8 Science SOL Performance by Question Data	8 th grade science teachers	PLC time to properly assimilate and pace materials.	No additional materials are needed.	Throughout the work plan.	Throughout the work plan.	
S5. Classify biotic/abiotic factors; include how they are organized and interact with one another and their environment.	2006 Grade 8 Science SOL Performance by Question Data	7 th grade science teachers	PLC time to unify 7 th grade teachers' biotic/abiotic lessons.	<u>Building Background Knowledge</u> (Marzano)	Throughout the work plan.	Throughout the work plan.	ExxonMobil guest presentations
S6. Conduct peer observations ("Learning from the Best)	Walkthrough data	Science Department personnel	Walkthrough training Train during department meetings.		Begin 2 nd Quarter; at least once per quarter	At least once per quarter for each teacher	