

Fairfax County Public Schools

School Improvement Plan 2011 – 2012

Mount Vernon High School

Cluster 4



Nardos E. King, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



COMMITTEE MEMBERS

Name	Position	Name	Position
Nardos King	Principal	Mike Abrams	School Based Technology Specialist
Dennis Kayatt	SIP Committee Co- Chair Assessment Coach	Adam Cahuantzi	Comprehensive Services Center Department Chair
Jennifer Curry	SIP Committee Co- Chair Math Teacher/CLT Leader	Michael Feeney	Fine and Performing Arts Department Chair
Patricia Dutchie	Supervising Administrator Sub-school Principal 12th grade	Dan Coast	International Baccalaureate Coordinator
Esther Manns	Sub-school Principal 11th grade	Karen Hertel	International Baccalaureate Middle Years Program Coordinator
Johnny Pope	Sub-school Principal 10th grade	Colleen Hanrahan	School Counselor
Mark Sewell	Sub-school Principal 9th grade	Jane Harper	Literacies Teacher
Mary Beth Harrison- Cunningham	Sub-school Principal of CSS	William Dempkowski	Lead Mentor
Malicia Braxton	Director of Student Services	Gisele Gray	Parent Liaison
Robert Maxey	Director of Student Activities	Belzer, Judi	Chorus Teacher/CLT Leader
Berkeley McHugh	Career Technical Education Department Chair	Mary-Jo Chapman	Fort Belvoir Liaison
Marilyn Garber	Math Department Chair	Barbara Hunter	Parent
Allen Rushing	Social Studies Department Chair	Dean Norton	Parent
Charley Sabatier	Science Department Chair	Stacey Sangster	Parent
Glen Peppel	ESOL Department Chair	Patricia Wilson	Parent/ World Languages Teacher
Kristian Turner	Special Education Department Chair	Lanaya Butler	Student
CaSandra Davis Perrilliat	Physical Education Department Chair	Jinhee Lee	Student
Sandra Costa	World Language Department Chair	Callista Skaggs	Student
Rashida Johnson	English Department Chair	Shai West	Student
Col Walter DeHoust	ROTC Department Chair		
Anne McCracken	Media Center 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.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

MOUNT VERNON HIGH SCHOOL—VISION STATEMENT

MVHS students are prepared for the future through a rigorous course of study in a positive and supportive environment with high expectations for success. MVHS graduates are lifelong learners who are prepared to live in and contribute to a global society.

MOUNT VERNON HIGH SCHOOL—MISSION STATEMENT

MVHS inspires, enables and empowers students within a culture of excellence to meet high academic standards, lead ethical lives, and live as responsible citizens.

MOUNT VERNON HIGH SCHOOL—CORE VALUES/BELIEFS

We believe in academic excellence.

- Students reach their full academic potential by pursuing a rigorous academic program.
- Faculty and staff work collaboratively using best practices in an environment of trust to maximize the learning experiences of the students.
- The community is both recipient and contributor to the academic program and a strong partnership is essential to promote student learning.

We believe in building positive relationships.

- Students appreciate diversity and honor self and others through words and actions.
- Faculty and staff demonstrate fairness in judgments and actions with all students and with each other.
- Community members are involved and informed ambassadors for MVHS.

We believe in responsible citizenship and good character.

- Students learn, internalize, and practice skills and ethics necessary to become responsible citizens.
- Faculty and staff are role models of ethical behavior.
- A dynamic partnership among students, parents, teachers and staff members, and the community is critical in developing responsible citizens and future leaders.

SPECIAL PROGRAMS

Student Achievement Goal – Academics

International Baccalaureate Diploma Program
International Baccalaureate Middle Years Program
Special Education Services
English for Speakers of Other Languages (ESOL)
Early Identification Program (EIP)
College Partnership Program
Pathways to Baccalaureate
Project Discovery
JROTC – Marine Corps
Freshman Transition Program
30/30 Club
SOL Boot Camp
AVID (Advancement Via Individual Determination)

Student Achievement Goal – Essential Life Skills

Special Education Services
Mount Vernon Comprehensive Services Site
Major Time
Peer Remediation Program
Character Education Committee
Honor Court
Freshman Transition Program
30/30 Club
Major PRIDE
Men of Vision and Purpose

Student Achievement Goal – Responsibility to the Community

International Baccalaureate Diploma Program
International Baccalaureate Middle Years Program
National Honor Society
English Honor Society
French Honor Society
Future Educators Honor Society
German Honor Society

Math Honor Society
National Business Honor Society
National History Honor Society
National Music Honor Society
Science Honor Society
Spanish Honor Society
30/30 Club
Ecology Club
Key Club

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of:
<input type="checkbox"/> 1.1.1 English language arts
<input 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:

- 1) Increase student achievement and close the achievement gap in **Mathematics** through effective Collaborative Learning Teams.

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

Data Sources:

Overall Math Performance SOL 2010-2011	
Group	% Pass
All Students	81
Black	77
Hispanic	78
White	92
Economically Disadvantaged	76
Students with Disabilities	65
Limited English Proficient	73

MVHS SAT Data	
Year	Math
2008	498
2009	466
2010	487
2011	491

Strand Data for Math SOLs 2010-2011								
Algebra 1	% correct	% of test	Geometry	% correct	% of test	Algebra 2	% correct	% of test
Exp/Opns	61	24	Lines/Angles	74	24.44	Exp/Opns	71	20
Rel/Funct	55	24	Triangles/Logic	61	26.67	Rel/Funct	67	32
Eqn/Ineq	64	36	Polygon/Circle	60	22.22	Eqn/Ineq	62	20
Statistics	67	16	3D figures	59	13.33	Anal Geom	66	12
			Coor Rel/Trans	57	13.33	Syst Eqn/Ineq	57	16

Math SOL Pass Rates			
Subject	10-11	09-10	08-09
Alg 1	91	94	91
Geom	72	80	83
Alg 2	83	85	83

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Through our CLTs, teachers are developing common assessments and tracking each student's mastery of the standards. Teachers are using eCart and paper-pencil assessments. The data for mastery of the standards are now being collected through the creation of a spreadsheet in IGPro. Each teacher records which standard has been mastered with mastery being determined at 75%. Remediation through after school help and Major Time is required until each student masters each standard.

Within the CLT's, teachers look at the data by teacher and adjust teaching strategies for each student. The teachers use the program of study and the pacing guide from Fairfax County. Oftentimes, the teachers will deviate from the pacing guide in order to meet the needs of our students. This occurs when the majority of the students have not mastered the unit or when teachers take longer to teach a unit because of the prior knowledge of the student. In a few cases, the CLT may decide to not follow the pacing guide to the letter. That is, they may feel a particular strand may be taught at a different time. All strands will be taught during the school year. To meet the needs of individual students, teacher will employ different teaching strategies such as group work, working problems on the board, Kagan strategies and many other strategies. The AVID program is being implemented this year (2011-2012) and will strengthen the math program of instruction by the use of Cornell note-taking and helping students employ higher level thinking skills through questioning techniques.

Teachers are working with students through Major Time and after school for remediation and mastery of standards. Online programs are being developed to remediate students who will be taking the SOL in January 2012 as well as the Spring of 2012.

Best Practice Research:

- The math department is creating a student-centered learning environment. Teachers build relationships that promote a safe and positive environment in which students are responsible, collaborative, self-motivating, and self-evaluating. Teachers are not giving the students a grade for completion of work. Students must take the responsibility to do the work without being graded. The grades are awarded on formative and summative assessments.
- Each CLT has set learning goals and created a plan of assessment in alignment with the POS and SOL.
- Teachers have adapted their teaching based on data to meet the needs of the student. When a student does not master a standard, he will be given the opportunity to cycle back through the material and practice until the strand is mastered.
- Teachers use a variety of ways to measure what a student has learned. This information can be gained not only through summative assessments or formative assessments but by asking students questions, having students work problems on the board, having students tell how to solve the problem and so forth.
- Parents and students are kept aware of each student's progress. Every two weeks, progress reports are sent.
- Teachers use blackboard to communicate with parents and students. Assignments are posted daily on blackboard. Tests are given through blackboard. Lessons and material resources are easily accessible to students.
- Teachers use either mimio or smart boards which helps support learning.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

- 2) Increase student achievement in all classes and close the achievement gap in all subjects by focusing on **reading comprehension** through increased use of best practices in reading instruction in all content areas and through effective Collaborative Learning Teams.

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

Data Sources:

The 2010-2011 English SOL scores increased in all AYP subgroups from the 2009-2010 scores. With the exception of special education students (86% pass rate), all groups were 93% or higher in 2010-2011. Teacher observation of reading logs, reading responses, annotations, reading guides, and note-taking organizers indicate that all students need to acquire more academic vocabulary, develop greater reading fluency, and practice active reading strategies. Class assessments and anecdotal data from teacher observations and CLT meetings also show the need for a school wide literacy program that will help students in all disciplines. Observations and probing questions asked of students in class show their limited background knowledge in different subjects.

MVHS SAT Data	
Year	Reading
2008	491
2009	466
2010	486
2011	493

English Performance Data All Students	
Year	Pass %
2008-2009	94
2009-2010	91
2010-2011	96

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Teachers at MVHS use a variety of scaffolding methods and differentiation for various levels of student abilities. Teachers are teaching active reading strategies which help students read independently. The use of high interest leveled reading material increases student engagement and motivation. Consistent use of Sustained Silent Reading (SSR), read-alongs, read-alouds, partner reads and re-reading in courses helps students increase their reading comprehension along with continually spiraling instruction of concepts and skills. Teachers in all content areas are focusing on content-specific vocabulary necessary for student success of the course (ie: *variables* in mathematics, *soluble* in the sciences). Teachers make textbook adjustments based on the different reading levels of the students. Reading essential workbooks are provided for low achieving students. Notes and problems given in class are available to students on Blackboard through the use of Mimeo board technology. MVHS’s Expanding Literacy and Developing Literacy course really meets the needs of students who require more specialized instruction. Students use the online Princeton Review tutorial to practice reading comprehension problems that are similar to the English 11 SOL. Students read a variety of non-fiction sources to include newspapers, magazines, reference materials, technical documents, essays, and speeches.

Weaknesses: Although MVHS has instituted silent sustained reading during Major Time, it has been difficult to measure the effectiveness of the program. This year, 9th and 10th grade students will take a reading assessment to determine the reading level of those students. The CSS will initiate a reading initiative during silent sustained reading during the 2011-2012 school year to increase student engagement in the books being read. CSS students will read the same book as a class during Major Time and participate in group wide activities to increase engagement, comprehension, vocabulary acquisition, & social skills. The students will complete three books for the 2011-2012 school year. This focus group will give the administrative team data to determine if more teacher led activities are needed for students to benefit from silent sustained reading. Students have difficulty reading and understanding information in textbooks across subject area content. Teachers need to provide engaging activities, and have clear expectations for the purpose of the reading, to motivate students to read the textbook for each course. In working with students in all levels of classes (IB, general education, special education, and ESOL) teachers notice that students don’t make reading a priority and appear to put little effort into reading the required materials. FCPS ESOL and MVHS’s Media Center are continuing to increase the number of reading materials for lower level students.

Best Practice Research:

Professor David Willingham states in a September 28, 2009 BLOG titled “Reading is not a skill—and why this is a problem for the draft national standards” on *The Washington Post.com*, “The kids who score well on reading tests are ones who know a lot about the

world—they have a lot of prior knowledge about a wide range of things—and so that whatever they are asked to read about on the test, they likely know something about.” Pre-reading study guides can help activate prior knowledge in all students and provide some knowledge that will help lower level students increase their comprehension. Allowing read-alouds during the class period will also help lower-level students, though time should also be given to students to practice silent reading on their own. Research shows that low achieving readers perform better when they don’t have to take notes and listen to instruction at the same time. The use of graphic organizers will help students connect knowledge learned and to see the big picture. Janet Allen states in *Reading History: A Practical Guide to Improving Literacy* that “to be literate in content classrooms, students must learn how to use language processes to explore and construct meaning with texts. When students put language to work for them in the content classrooms, it helps them to discover, organize, retrieve, and elaborate on what they are learning.” Best practice research states that the content teacher who teaches reading skills and content at the same time will help students become better learners, improve their academic achievement, and improve their attitude toward learning (Canary, 2001). Reading comprehension directly correlates with the amount of recreational reading that students engage in on a consistent basis, particularly in non-fiction sources such as newspapers and newsmagazines. Therefore, sustained silent reading programs will increase student proficiency as it helps to increase a student’s knowledge of the world.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

- 3) Increase student **vocabulary acquisition** and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams.

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

Data Sources:

Teachers observe a misuse of context words in warm-ups, lab reports, assessments, papers, and explanations given in class. Get a Clue scores (a diagnostic vocabulary pre-test) in Expanding Literacy and Developing Literacy classes tend to be below average. Teachers observe that students do not fully comprehend the text they are reading at a particular level because they do not understand the vocabulary.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Direct instruction is delivered to help students learn/comprehend vocabulary in context. This direct instruction includes instruction of connotation, denotation, affixes, multiple meanings of words, etc. Students are able to apply the content vocabulary in projects, written assignments, and other content area assessments. Teachers use word walls and cooperative learning activities in vocabulary acquisition. Teachers also spiral instruction through repetition of concepts/vocabulary to increase vocabulary retention. Using hands on visual aids in science to solidify knowledge of terms, and having vocabulary focused materials in remediation classes

helps our lower achieving students. English teachers use the FCPS POS Glossary to teach content vocabulary (such as symbolism and personification). Vocabulary, such as “superfluous,” is mainly taught in context with the literature and concepts being studied.

Weaknesses: Teachers notice that students struggle with orally using the correct vocabulary in the different subject areas. Low prior knowledge of vocabulary words and reading skills contribute to the limited vocabulary abilities of our students. There is a great number of vocabulary words for students to learn and little time for reinforcement. Students have difficulty extrapolating important vocabulary terms essential to content courses. There is a need for a vocabulary instruction in all content areas.

Best Practice Research:

Janet Allen in her literature on literacy emphasizes the importance of linking new concepts/vocabulary to students’ prior knowledge, and Kate Kinsella, another literacy author, emphasizes the need to directly teach “academic” vocabulary as distinct from the communicative vocabulary used in everyday speech. Connecting vocabulary to the concept/idea being learned has been shown to help students learn and retain the vocabulary words. Constant reinforcing of the words with pictures, hands-on activities and in writing activities will also help the student in acquiring and retaining content vocabulary. Drawing pictures and diagrams as well as maintaining a vocabulary list contribute to students remembering vocabulary. Direct instruction of vocabulary words using models such as the Frayer model will help students in all content levels. Teaching vocabulary in context rather than isolation will help students better understand the terms. Knowledge of “test” words (such as analyze, summarize, etc.) helps students on standardized tests. Frequent repetition of vocabulary words also helps with acquisition. Robert Marzano says that students acquiring background knowledge will help them understand words when reading. A silent sustained reading program will help students gain background knowledge.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1	The Math SOL pass rate will increase to 83% which is 2% over the 81% pass rate from the 2010-2011 school year rates.
1.1	The SOL English performance rate will increase to at least 90% in all AYP subgroups.
1.1	The Social Studies and Science SOL pass rate will increase by 2% from the 2010-2011 school year rates of 79% and 83% respectively.
1.1	The overall critical reading and writing scores of the SAT will increase by 2% from May 2011.
1.1	10 th grade students earning a 3 or better on their IB MYP personal project will increase by 20% from the 2010-2011 school year.
1.1	The number of F's earned as a final grade for students will decrease by 5% from the 2010-2011 school year.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
<ol style="list-style-type: none"> 1) Increase student achievement and close the achievement gap in Mathematics through effective Collaborative Learning Teams. 2) Increase student achievement in all classes and close the achievement gap in all subjects by focusing on reading comprehension through increased use of best practices in reading instruction in all content areas and through effective Collaborative Learning Teams. 3) Increase student vocabulary acquisition and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams. 							
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. Assessment of 9 th and 10 th grade students to assess current reading level	Mary Beth Harrison-Cunningham	Approximately \$7,000	X				Data from the assessment
2. CSS Reading Initiative – CSS students will read the same book as a class during Major Time and participate in group wide activities to increase engagement, comprehension, vocabulary acquisition, & social skills	Mary Beth Harrison-Cunningham	TBD	X	X	X	X	Pre/Post test; data from Gates to determine reading level
3. Instruction of active reading strategies to students. Implement active reading strategies in all classes.	Department Chairs Assistant Principals CLT Leaders All Teachers	Regular classroom instructional materials to include textbooks, workbooks, etc.	X	X	X	X	Observation/Walkthrough, CLT agenda items (minutes; discussion), reading logs, reading responses, annotations, reading –guides, note-taking organizers, journals and essays derived from materials read in class.
4. Analyze reading and vocabulary strategies used in the classrooms during CLT meetings	Dept. Chairs CLT Team Leaders SS Principals	None needed	X	X	X	X	CLT notes; lesson plans

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

- 1) Increase student achievement and close the achievement gap in **Mathematics** through effective Collaborative Learning Teams.
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- 3) Increase student **vocabulary acquisition** and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams.

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.	
5. Spiraled instruction of concepts, skills and vocabulary	Department Chairs CLT Team Leaders	Regular classroom instructional materials to include textbooks, workbooks, etc.	X	X	X	X	Pre and Post assessments warm-ups, projects, CLT notes, observations
6. Provide SOL BOOTCAMP opportunity to all students in preparation for the May SOL exam in Science, Math, and Social Studies	Administration	Funds to pay teachers; copies of materials/SOL Roadmap Workbooks for selected students			X	X	Monitor student grades quarterly, keep attendance at SOL Boot camp, chart scores of Boot camp attendees and non-attendees
7. Provide assistance/remediation after school and during Major Time as needed	All Teachers	None needed	X	X	X	X	Teacher observation (completion of assignments), test performance, attendance records of students assigned to MT help.
8. All teachers will continue to participate in CLT's and plan lessons that include reading and vocabulary improvement	Administration Department Chairs CLT Leaders	Regular classroom instructional materials	X	X	X	X	CLT minutes
9. Provide on-going staff development to implement the MYP across the curriculum through CLT's and brown bag lunch meetings.	MYP Lead Teachers Dan Coast Karen Hertel	Training for new MYP teachers; strategizing and collaboration for returning MYP teachers	X	X	X	X	MYP Moderation and Feedback Attendance Rosters for Training
10. Focus class activities on activating essential prior content knowledge and content specific vocabulary	All teachers Administrators	Share warm-up ideas within team and across languages Post ideas and strategies shared on M drive No additional costs	X	X	X	X	Monitor pace of end of unit common assessments, review and monitor test results to determine next steps Teacher evaluation/Observations

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- 3) Increase student **vocabulary acquisition** and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams.

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.	
11. Vertical articulation between grade levels within MVHS and between MVHS and WMS	Administration Department Chairs and Lead Teachers	Teacher prepared materials and strategies; commercially prepared ancillaries; Attendance at County in-services and professional conferences	X	X	X	X	Monitor student achievement on assessments; Meeting agendas & emails; attendance rosters
12. PSAT/SAT/ACT prep materials provided during Major Time and outside of the school setting (TCA program). Friday SAT Prep class for math before scheduled SAT tests.	Students Services Marilyn Garber	Prep books for students signed up for the tests; prep materials for teachers; TCA Software Program	X	X	X	X	Test performance, Attendance roster from afterschool prep class. Student surveys post test on their experience either on paper or via Survey Monkey TCA usage report
13. Further develop high functioning CLT teams in using common assessments to increase student achievement	Administration CLT leaders Dept Chairs	eCart	X	X	X	X	CLT minutes; common assessments; assessment plans; administrator observation/presence at CLT meetings; data analysis protocol
14. Counselors will provide classroom guidance lessons to improve attendance & academic performance	Counselors	None	X	X	X	X	Pre/post tests; lesson plans
15. Develop and implement the AVID program at MVHS	Malicia Braxton James Senson	TBD	X	X	X	X	Minutes at monthly meetings; anecdotal data from the AVID elective class
16. Develop and implement Math Jump Start during the summer	Patricia Dutchie	Transportation, instructors, supplies, snacks				X	Pre/Post test; attendance sheets

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- 3) Increase student **vocabulary acquisition** and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams.

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.	
17. Make use of the new on-line textbooks options such as using the audio read aloud option, the highlighting of certain reading passages option, the “post it” notes while you read option. These will allow students to read and get a clearer understanding of the material being read. It will allow students to focus more specifically on the text.	Social Studies Teachers	Online Textbooks are purchased by FCPS.	X	X	X	X	Students will be given periodic common assessments.
18. Include more short reading segments on our common assessments this year. This will get the students in the habit of reading for comprehension of the material while assessing that skill at the same time.	Social Studies Teachers	Teacher Prepared Materials	X	X	X	X	Students will be given periodic common assessments.
19. Create warm ups that use SOL framework vocabulary so that the students are constantly exposed to terms that we have seen them struggle with in previous years.	Social Studies Teachers	Teacher Prepared Materials	X	X	X	X	Students will be given common assessments.

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- 3) Increase student **vocabulary acquisition** and close the achievement gap in content area subjects through school-wide use of best practices and direct vocabulary instruction and through effective Collaborative Learning Teams.

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.	
20. Provide Unit Vocabulary instruction. These lessons will highlight vocabulary terms for a specific unit and will be assessed throughout the Unit.	Social Studies Teachers	Teacher Prepared Materials	X	X	X	X	

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Work 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:

- 1) Further develop **Major Time** to increase positive relationship building with students, to increase student understanding of achieving academic success, and to provide opportunities for academic assistance and remediation.

RATIONALE FOR OBJECTIVE:

Data Sources:

Failure rates, retention rates, and SOL pass rates show the need for a mandatory intervention period at MVHS. Discipline and attendance records also show the need for teaching practical life skills. Teacher narratives and student self assessments also show this need. Student attendance after school for help and remediation is low. The number of students receiving a D or F in a subject is high.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Life skills to include nutrition, physiology, organizational skills, time-management skills, goal setting, financial literacy, team building, and ethics are taught throughout the content areas. During the 2010-2011 school year, SOAR (Students On Academic Rise) was implemented. SOAR is a mandatory school-wide initiative designed to address the achievement gap by decreasing the number of students receiving an “F” in one or more classes. This program meets during 3rd period, Major Time, after silent sustained reading, on designated days. During this time, students who received an “F” in a class on his/her interim or report card are assigned to the associated teacher for remediation. To ensure that students report to the class in which they are underperforming, student and teacher schedules are provided. This information is placed in teacher mailboxes prior to each SOAR cycle. The schedule indicates which teacher the student must report to for remediation and the specific dates. Also during the last school year, students participated

in Major Cup Fridays with events such as kickball, karaoke, and musical chairs. Midyear, the activities were academically based such as Major Time classes building the tallest structure with newspaper and masking tape; math relay race, and a social studies bee.

Weaknesses: During the 2010-2011 school year, the number of students receiving a failing was extremely high. Teachers had to use the cafeteria and other areas in order to accommodate the large numbers of students. Students not reporting were allowed to go to elective classes and other common areas so that teachers could work with students that needed individual help. Another area of concern are the students not receiving failing grades but still need the assistance of teachers to understand concepts taught in class.

Best Practice Research:

According to Rick and Becky DuFour in Learning by Doing, a mandatory intervention period embedded into the regular school day is necessary for underachieving students to obtain academic success. Using calendars and agenda books to manage activities and school work will help students to manage and prioritize their time. Working and communicating in small groups will help students develop their team building skills. Having one on one conferences with teachers to discuss and set goals will decrease anxiety for future planning. Research by Dr. James Comer, Annette Breaux, and Todd Whitaker finds that building and fostering personal relationships directly causes students to make significant gains in achievement.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

- 2) Develop **Major PRIDE**, an effective school-wide discipline plan designed to create learning environments that teach students to lead responsible, fulfilling and respectful lives by focusing on practices that actively teach and promote positive life skills.

RATIONALE FOR OBJECTIVE:

Data Sources:

Discipline Data from the 2010-2011 school year show the following data:

	Tardies	Truant	Attendance Totals	Behavior	Total Referrals
Grade 9	420	222	642	830	1,472
Grade 10	265	190	455	816	1,271
Grade 11	224	208	432	494	926
Grade 12	198	192	390	296	686
CSS	26	8	34	166	200
	1133	820	1,954	2,602	4,555

The highest three infractions other than attendance were defiance, dress code violations, and possession of cell phones during the school day.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

- The use of a common discipline grid used by administrators to assign consequences to infractions of the SR&R
- The use of a common attendance policy to address unexcused absences and tardies
- Grade level meetings for the presentation of the SR&R at the beginning and middle of the school year by grade level administrators.
- Using the morning announcements as a forum to discuss common/frequent infractions
- Communicating the expectations to parents and other stakeholders
- Monthly discipline meetings with administrators to discuss discipline issues and strategies
- Monthly meetings with school counselors to address attendance , behavior, and academic issues

Weaknesses:

- Very little input from teachers, parents, and students in regards to discipline consequences
- Very little positive prevention activities
- No formal committee to address chronic behavioral issues

Best Practice Research:

A Positive Behavioral Interventions and Supports (PBIS) approach works best to achieve effective school-wide discipline. This approach is based on behavioral theory and principles and focuses on prevention and instruction as a way to decrease the number of referrals and increase the number of desired behaviors. More positive reinforcement is needed and should be part of the plan in order to increase student success in a more preventive and proactive environment rather than a reactive environment. A 3 tiered system is needed to address universal interventions, targeted group interventions, and intensive individual interventions. Part of PBIS is to collect and use data for decision making and continuous improvement. PBIS is truly a plan for developing a social culture to support all students by teaching the behaviors and expectations needed for students to be successful on school and in society.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.7	The number of F's earned as a final grade will decrease by 5% from the 2010-2011 school year.
2.7	The number of overall discipline referrals will decrease by 15% from 4,555 in the 2010-2011 school year.
2.7	The percentage of seniors who have established post secondary plans as indicated by the Senior Survey (Naviance) will increase by 5% from the 2010-2011 school year.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
1) Further develop Major Time to increase positive relationship building with students, to increase student understanding of achieving academic success, and to provide opportunities for academic assistance and remediation. 2) Develop Major PRIDE , an effective school-wide discipline plan designed to create learning environments that teach students to lead responsible, fulfilling and respectful lives by focusing on practices that actively teach and promote positive life skills.							
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. Establish a representative team to lead Major PRIDE with regular meeting times.	Admin Team Sewell	No materials. Teacher salary to attend summer training.	X	X	X	X	Meeting minutes with team members from different stakeholder groups (attendance)
2. Establish the core values of Major PRIDE and create a matrix of expectations by location	PBIS Committee	none	X				Major PRIDE Matrix
3. Create short videos on each of the elements of Major PRIDE, to air each week and focusing on a different part of the PRIDE matrix.	Mark Sewell, Mike Welch, Charley Sabatier, and Melinda Bloomquist	TBD	X	X	X	X	Meeting notes, completion of videos
4. Design a Major PRIDE logo to be used for school posters and t-shirts	Charley Sabatier	TBD	X	X			Logo
5. Discuss and design an incentive plan and finalize it for roll out next school year.	PBIS Committee members	none				X	Action Plan
6. All teachers and counselors will help students prepare for post high school plans during Major Time.	Major Time teachers, Counselors, Career Center Specialist	No materials needed other than the software.	X	X	X	X	Attendance; Counselor's Office;
7. Post and model MVHS's Six Core Values of Character Education	All teachers and staff	Poster for every class and posters strategically placed in the hallways	X	X	X	X	Monitoring via observation

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

- 1) Further develop **Major Time** to increase positive relationship building with students, to increase student understanding of achieving academic success, and to provide opportunities for academic assistance and remediation.
- 2) Develop **Major PRIDE**, an effective school-wide discipline plan designed to create learning environments that teach students to lead responsible, fulfilling and respectful lives by focusing on practices that actively teach and promote positive life skills.

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.	
8. Mandatory remediation (SOAR) during MT for students receiving F's on interims and end of quarter reports. Teachers will continue to use MT passes on Monday-Thursday.	All teachers Student Services Administration Dennis Kayatt	MT Passes Remediation Schedule	X	X	X	X	Master Schedule, Observations by administrator Attendance data from teachers of student seeking MT help CLT minutes(intervention plan) Interim progress reports and report cards
9. Friday MT will be a no pass day. Students will remain with their MT teacher for team-building and enrichment activities.	Charlie Sabatier, Melinda Bloomquist MT teachers	Schedule to students and teachers of Major Cup Fridays,	X	X	X	X	Student feedback via surveys/votes by Major Time class representatives; class scores for Major Cup events
10. Further enhance the FCPS Freshman Transition program to equip 9 th students with social, emotional and academic skills necessary to be successful in high school.	Linda Romanchok Shannan Lamar Malicia Braxton	County Curriculum; The Real Game	X	X	X	X	Pre/Post tests; grades, attendance data, discipline data, retention rate
11. Provide SOL remediation on Mondays during Major Time and after school	Johnny Pope Dept Chairs Administration		X	X	X	X	Attendance, pass rates on SOL exams, CLT minutes

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Mount Vernon High School faculty and staff will seek and promote **service learning and character-building** opportunities for all students.

RATIONALE FOR OBJECTIVE:

Data Sources:

The 18-24 year old demographic group votes the least in the United States, and we want MVHS graduates to become model citizens in our democratic society. The lack of students nominated for character education awards indicate a need for service-learning opportunities. Anecdotal data suggest students are not exhibiting enough positive behaviors. The number and types of discipline referrals (defiance and disrespect) also indicate a need for service-learning opportunities. Certain sub-culture groups also promote negative characterization of young adults.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: The 12th grade Government students are involved in a volunteering project that allows students to experience the benefits of service to the community. Opportunities are also provided through sponsorship of various clubs such as honor societies, performance and visual arts competitions, tutoring, and community outreach activities. The MVHS Business Department addresses character building and service learning through ethics units, community service projects in conjunction with the Future Business Leaders of America. These are strengths in that this regular interaction promotes awareness of community and citizenship throughout the community. Some classes use coupons to reward good citizenship. The CAS component in the IB program contributes to service-learning.

Weaknesses: We don't reward students enough for exhibiting good citizenship and character. We need to provide opportunities for students who are not involved in school clubs or activities to be involved.

Best Practice Research:

Research has shown that students who are more involved in the community will have a higher rate of voting when they reach voting age. Through service learning, schools across the nation are creating approaches to character development that are formal, intentional, purposeful, and systematic. Character education is one way to help students develop the efficacy they will need to further the democratic ideals of our society by becoming caring and ethical adults. Numerous qualitative studies have shown that most students, including those who have records of disruptive behavior and poor academics, who are directly involved in all phases of the service-learning process, feel more empowered, develop more overt leadership skills, and tend to feel better about themselves as students. Evidence suggests that service-learning and character education, when implemented properly, improve student learning, increase family-school partnering, engage the community in positive ways with schools, and strengthen the virtue of future citizens (Lickona, 1992).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Membership in Interscholastic Sports and school sponsored clubs/activities will increase to at least 40 % of the school population of the 2010-2011 school year.
3.2	The number of students nominated for Character Education Awards will increase by 2% from the 2010-2011 school year.
3.2	All clubs and organizations will offer at least one opportunity for members to develop leadership skills and participate in service projects.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Mount Vernon High School faculty and staff will seek and promote service learning and character-building opportunities for all students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be 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. Provide school wide community service opportunities for students to volunteer their time (i.e. Fall and Spring Mulch Sale)	Patricia Dutchie Esther Manns Nardos King	none	X	X	X	X	Sign in sheets
2. Provide encouragement and outreach to target students who are not involved in sports and clubs.	All Staff	Morning announcements; flyers	X	X	X	X	Rosters
3. Sponsors and members of clubs and organizations will identify and advertise service opportunities and projects.	Sponsors	Fairfax County Service Organization Guide for the local area	X	X	X	X	Number of clubs participating in the CAS Fair; Meeting notes and club flyers
4. More students will be nominated for Character Education awards.	All Staff	Money for display cases to display winners	X	X	X	X	Committee will monitor percentage of students nominated each quarter.
5. MVHS will host a Community Service Fair through the IB programs.	Dan Coast	none			X		Number of Attendees
6. Provide service learning opportunities in the Alternate Instructional Assignment Room	Mark Sewell	none	X	X	X	X	Roster; Daily Schedule
7. Senior Government Service Learning requirement as part of course	Alan Rushing	none	X	X	X	X	Community Service Forms