

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Robinson Secondary School

Cluster *VI*

Dan Meier, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position
Dan Meier	Principal
Rick Mondloch	Committee Chair, Associate Principal
Deb Duncan	Committee Member, Assistant Principal, Sub School 10
Sharon Newcome	Committee Member, Assistant Principal, Sub School 8
Debra David	Committee Member, Special Education Teacher
Sheri Masich	Assessment Coach
Randi Adleberg	Department Chair - HS English
Carol Bartus	Department Chair- MS Special Education
Judy Cosgriff	Department Chair - HS Math
Ramon Lee	Department Chair – MS Math
Jill Mahoney	Department Chair – HS Science
Eileen Noonan	Department Chair – HS Social Studies
Susan Leyden	Head Librarian
Karen Baxter	Parent and past PTSA president

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

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

We Believe in Our Teachers

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

We Believe in Our Public Education System

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

We Believe in Our Community

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

SCHOOL—VISION STATEMENT

Robinson Secondary School is committed to building an environment where academic, social, and ethical growth is expected and where students share in and accept the responsibility for their learning.

SCHOOL—MISSION STATEMENT

The mission of Robinson Secondary School is to create a culture of confidence in which all students are empowered with the academic, social and ethical knowledge and skills to be well-rounded citizens ready for life beyond high school.

SCHOOL—CORE VALUES/BELIEFS

Robinson Secondary School believes that:

- a culture of confidence is built by developing positive relationships, mutual respect, and a variety of learning and assessment opportunities for students to demonstrate mastery and achievement.
- frequent and on-going assessment including opportunities to reflect on learning is essential for student success.
- success is attained when we welcome, celebrate, and respect our individual differences.
- open communication among all stakeholders is critical to accomplishing our mission.
- teachers, administrators, parents, students, and community share the responsibility for advancing our mission.

SPECIAL PROGRAMS

Student Achievement Goal—Academics

All MS teachers offer at least one day of afterschool assistance
American Mathematics Competition
Art Honor Society
College Partnership Program
Distributive Education Clubs of America (DECA)
Early Identification Program
English Honor Society
ESOL Tutoring partners
Family and Early Childhood Education Program (FECEP)
Foreign Language Immersion Program
Future Business Leaders of America (FBLA)
GOAL: MS peer tutoring
History Honor Society
Homework Club, Grade 7 & 8
HS and MS Reading Clubs
International Baccalaureate Program
Junior Math League
Math Counts Academic Competition
Math Zone: MS teachers and trained HS tutors
Mindscapes Literary Magazine
Model Judiciary
Mu Alpha Theta (Math Honor Society)
National Junior Honor Society
Odyssey of the Mind
Office of Student Achievement After School Program (Quest)
Peer tutoring
Science Club
Science Olympiad
SOL “prep camp” /Cluster VI initiative

Spanish Club
Spanish Honor Society Tutoring Program
Summer Numeracy Intervention
Teacher Cadet Program
Technology Club

Student Achievement Goal—Essential Life Skills

American Red Cross Babysitters
Builders Club
Family, Career and Community Leaders of America (FCCLA)
Functional Fitness for Kids
Future Business Leaders of America (FBLA)
Get Involved Running and Loving Your Self
Odyssey of the Mind
Partners Club
Peer Mediation/helpers
Student Government Association
Variety of sports related afterschool/intramural/clinics

Student Achievement Goal—Responsibility to the Community

Creativity, Action Service (CAS)
Environmental Club
Civics and SGA service opportunities
Model United Nations
Political service hours
Young Democrats
Young Republicans

**STUDENT ACHIEVEMENT GOAL—
ACADEMICS**

Check all that apply to this school improvement plan objective.

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

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 1.1.1 English language arts
 - 1.1.2 Mathematics
 - 1.1.3 Science
 - 1.1.4 Social studies
- 1.2 Communicate in at least two languages
- 1.3 Explore, understand, and value the fine and practical arts.
- 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

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

Student achievement in mathematics will improve by creating a culture of confidence in the classroom setting. This culture will be predicated on student mastery through corrective instruction and second chance assessments. Faculty will use instructional and assessment best practices to teach, assess and reflect on student learning. Emphasis will be placed on the use of assessment data to measure student performance and drive instructional decision-making, specifically in the areas of Math 7, Math 8, Algebra 1 and Geometry. At-risk students, those performing below, or marginally above, passing level on assessments will be provided corrective instruction.

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

Data Sources: In the area of mathematics, Robinson Secondary School did not meet AYP requirements for 2007-08. Performance within the black subgroup was 73%. Although other subgroups met AYP requirements, only marginal progress was achieved. As a result, it is imperative that we closely monitor black, special education and economically disadvantaged subgroups.

3 Yr AYP Comparison - Math

	2005-06	2005-06 target	2006-07	2006-07 target	2007-08	2007-08 target	2008-09 target
All Students	86	67	89	71	90	75	79
Black	71	67	73	71	73	75	79
Hispanic	73	67	76	71	81	75	79
White	88	67	91	71	92	75	79
Special Education	56	67	61	71	65	75	79
Economically Disadvantaged	69	67	75	71	77	75	79
Limited English Proficiency	73	67	80	71	81	75	79

3-Year AYP Comparison: Math SOL Pass Rates

	Math 7 2006	Math 7 2007	Math 7 2008	Math 8 2006	Math 8 2007	Math 8 2008	Alg 1 2006	Alg 1 2007	Alg 1 2008	Geometry 2006	Geometry 2007	Geometry 2008
All	60	69	70	83	83	84	96	95	98	93	95	93
Black	39	44	48	92	67	45	85	84	94	71	71	73
Hispanic	36	54	52	72	59	72	90	89	97	89	89	86
White	63	74	76	87	86	88	97	96	99	96	97	95
Spec Ed	9	33	36	45	45	56	81	73	91	72	73	58
Econ Dis	37	44	46	61	61	79	89	85	95	77	85	79
LEP	42	55	53	65	71	75	94	92	95	85	91	91

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths of the math program at both the middle and high school levels include the use of research-based instructional and assessment best practices, technology to enhance instructional practices, and data to make informed instructional decisions. Recent SOL results indicate the need for faculty to further disaggregate data to identify trends in student performance. Unwrapping state standards and outlining student performance by content category and subgroup achievement must be forefront.

Best Practice Research:

Best practice research shows that providing students with a variety of ongoing assessments to demonstrate mastery will increase overall student achievement within a culture of confidence. Student performance data must be used to drive instructional practice. “Only when we know where we are can begin to determine where we need to go.” (Suzanne Smith. *Breaking ranks in the middle: Strategies for Leading Middle Level Reform*; p. 31)

Guskey states that “...to become an integral part of the instructional process, assessments cannot be a one shot, “do or die” experience for students. Instead, assessments must be part of an ongoing effort to help students learn. If teachers follow assessments with high quality corrective instruction, then students should have a second chance to demonstrate their new level of competence and understanding.” (Chapter title *Ahead of the Curve*, pg. 22-23)

Collaboratively analyzing data for the purpose of targeting and implementing instructional best practice strategies will improve student performance. Ainsworth says that “Grade level or department data teams (including special education and special area educators) plan how to deliver interventions (or) accelerated learning to meet diverse needs of their students...” (*Ahead of the Curve*, p. 89) “Finally, to support learning, assessments must move beyond merely informing the instructional decisions of school leaders to informing decisions made by students AND teacher, too.” (Stiggins, *Ahead of the Curve workbook*, p. 134)

DuFour, DuFour, Eaker and Many focus on the four questions that drive the work of a collaborative team.

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?
(*Learning by Doing*, p.91)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	<p style="text-align: center;">Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i></p>
1.1	<p>Student performance on math SOL tests will meet AYP.</p>
1.1.2	<p>The black subgroup of students will pass the Spring Math SOL tests at an 80% pass rate.</p>
1.1.2	<p>At-risk students will improve performance in ongoing assessments.</p>

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will improve by creating a culture of confidence. Faculty will use instructional and assessment best practices to teach, assess and reflect on student learning. Emphasis will be placed on the use of assessment data to measure student performance and drive instructional decision-making, specifically in the areas of Math 7, Math 8, Algebra 1 and Geometry. Students performing below or marginally above passing level on assessments will be provided corrective instruction.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
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. Use data to identify at-risk students	Math teachers, Administrative supervisors, Departments Teams Guidance Assessment coach	Past and current SOL scores, interim / quarterly report card data, classroom assessment, eCart	X	X	X	X	Formative and summative assessments. Standardized testing data.
2. Expand corrective instruction/intervention (during and after the school day)	Teachers Administration	Hourly wages (afterschool) .17 teacher (MS)	X	X	X	X	Formative, summative and standardized testing data.
3. Provide opportunities for staff to share effective instructional practices (e.g., second chance assessments, Kagan/cooperative learning, vocabulary) resulting in student success	Departments chairs Team leaders, Administrators		X	X	X	X	Solicit feedback from ShareFair, staff development session evaluation, meeting minutes
4. Expanded use of assessment for learning strategies	Teachers	Use existing collaboration time (team and department meetings)	X	X	X	X	Anecdotal records. Interim / quarterly grades
5. Provide second chance assessment professional development for additional teachers	Administration	Staff developmental funds		X			Anecdotal records.
6. Provide opportunity for vertical articulation, grades 7-12 and with feeder elementary schools.	Math department chairs Administration				X	X	Anecdotal records

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Student achievement in mathematics will improve by creating a culture of confidence. Faculty will use instructional and assessment best practices to teach, assess and reflect on student learning. Emphasis will be placed on the use of assessment data to measure student performance and drive instructional decision-making, specifically in the areas of Math 7, Math 8, Algebra 1 and Geometry. Students performing below or marginally above passing level on assessments will be provided corrective instruction.

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.	
7. Continue the 2007-08 focus on vocabulary	Teachers	Assessment, word walls, interactive notebooks, games, sorting activities.	X	X	X	X	Teacher observation of student progress in using activities. Pre and post assessments.
8. Increase parent communication regarding student progress	Teachers, guidance, administration		X	X	X	X	Touching Bases feedback, IgPro progress report, email, telephone logs, record of number of parent conferences etc.
9. Provide opportunities for representative staff to research and visit FCPS schools with embedded intervention programs, and teacher common planning time.	Representative Committee Administration	Administrative leave, mileage, meals.		X	X	X	Input/feedback provided by committee

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" 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 type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

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

By continued implementation of the Positive Behavior Support Program (PBS), the number of student discipline referrals in the area of disrespect and classroom disruption will decrease when compared with baseline data collected during the 2007-08 school year.

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

Data Sources:

Individual teacher and team collected data and behavioral reports generated by SASI will be utilized to drive behavioral decision-making. Monthly PBS reports will be disseminated to teams to provide an opportunity for data review.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

At Robinson Middle School, we welcome and celebrate all learners. We continually pursue the commitment to academic, social and ethical growth. Students are motivated to work and perform to their fullest potential and to celebrate behavioral successes. Staff and students identify and embrace the three target areas of respect, honor and spirit. Staff members consistently recognize desirable behaviors and issue acknowledgement cards. Weekly reward drawings are held.

Robinson Middle School obtained an overall score of 80% on the School-wide Evaluation Tool (SET) conducted in June of 2008. This result indicates a Stage 3 level in only the second year of implementation. Staff and students continue to see the positive effects of the PBS program.

An area of focus for 2008-09 is to share and disaggregate discipline data with the middle school faculty, teams and student leadership organizations. Data collected will be used to make behavioral management decisions collaboratively.

Best Practice Research:

George Sugai informs us that “positive, respectful, predictable and a trusting school environment is important for all students.” *School-wide Positive Behavior Support, What is it?* Identifying and rewarding positive behavioral choices in target areas (e.g., respect, honor, and responsibility) results in students assuming ownership of their behavioral choices. Expectations can be easily reinforced in daily interactions. Marzano, Pickering & Pollock point out that “reinforcing (and rewarding) effort can help teach students one of the most valuable lessons they can learn—the harder you try, the more successful you are. In addition, providing recognition for attainment of specific goals not only enhances achievement...but stimulates motivation.” *Classroom Instruction That Works! Research Based Strategies for Increasing Student Achievement.*

Recognizing and celebrating students who exemplify respect, honor and spirit contribute to our positive and confident learning community. “Student responsibility and behavior are an integral part of growth and development. They dramatically affect the climate of a school.” (Blasé 1986, McPherson 1972, Lecona 1991, Schmoker 2000).

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>
2.1	By the end of the 2008-09 school year, the number of discipline referrals in the area of disrespect and classroom disruption will decrease by 50% compared to baseline data of 2007-08.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: By continued implementation of the Positive Behavior Support Program (PBS), the number of student discipline referrals in the area of disrespect, defiance and classroom disruption will decrease when compared with baseline data collected during the 2007-08 school year.							
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. Review data to determine behavioral trends.	PBS Committee Teams TLT Departments	SASI discipline data Teacher anecdotal data	X	X	X	X	Monthly review of data
2. Develop and implement a personalized discipline referral form to include possible motivation for student negative behavior	PBS Team Teams TLT Faculty	Referral template Post referral on “P drive”	X	X	X	X	SASI data
3. Increase parent contacts regarding positive student behavior	Teachers Administrators	N/A	X	X	X	X	Review meeting minutes and contact logs.
4. Reduce undesirable behaviors by developing and implementing behavior plans for repeated infractions in the areas of disrespect and classroom disruption.	PBS Team Teams Departments Guidance	Post plan template on “P” drive	X	X	X	X	Team review of student performance

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

Faculty will increase student awareness of civic rights and responsibilities while providing opportunities for students to become active members of the Robinson community. As a result, membership and participation in co-curricular and extracurricular organizations will increase. Service hours accrued will be applied toward earning the Civic Seal on the RBSS diploma. This will move RBSS from a Stage 2 to a Stage 3 on the FCPS Service Learning Continuum.

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

Data Sources:

In 2007, seventy students were awarded the Civic Seal on their diplomas. In 2008, eight students received the Civic Seal on their diplomas. Robinson Secondary, in order to increase the number of students receiving the Civic Seal on their diploma, will begin to encourage, monitor and require service hours. In 2008, the freshmen class will be the area of focus to lay the foundation for accruing and continuing service learning throughout high school years.

According to the FCPS Service Learning Continuum, it was determined that RBSS is currently functioning at a Stage 2 implementation level for the overall, general population. In the area specific to CAS requirements, performance is determined to be at a Stage 3 implementation level.

Knowledge of Programmatic / Strengths and Weaknesses

The Robinson teaching community encourages active participation in co-curricular and extracurricular activities. As noted in the extensive Special Program list at the beginning of this document, Robinson Secondary has an infrastructure which allows it to support a variety of organizations and opportunities.

Experiential learning at all grade levels has long been a part of the Government, Social Studies and Civics curriculum. At the middle school level, students are required to perform 15 hours of community service. At Robinson, a written reflection indentifying benefactors and impact of service on self and others is also required. High school students must participate in at least five hours of political volunteer service and then complete a reflection on what they have learned.

The Student Government Association (SGA) regularly provides opportunities for service learning at all levels in this secondary shared facility. Both middle level and high school sponsor a variety of service projects. At the high school level, 32 projects are planned and executed by the SGA class of 65 students organized into 8 different committees. All committees organize a service learning project each quarter. Service projects support the immediate Robinson Community, greater Fairfax and Virginia, national or international communities. Students must conduct research, apply research and reflect on project outcomes, including personal gain

The International Baccalaureate Diploma Program requires 150 hours of creativity, action and service (CAS). The IB candidate maintains a record as well as a reflective self-evaluation of each activity. On average, seventy to ninety RBSS students meet the diploma requirements.

An area of focus for 2008-09 will be to increase the number of students awarded the Civic Seal. In 2007-08, only eight students out of a graduating class of 615 were recognized with the Civic Seal, a noted decrease from previous years.

Best Practice Research:

Service-learning is defined by the National Commission on Service Learning as combining "... service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

The National Youth Leadership Council, whose mission is to "Serve. Learn. Change the World" (NYLC website), promotes service learning in schools and communities across the United States. NYLC research has identified eight standards of quality service-learning practices. These are

- Meaningful Service
 - Link to Curriculum
 - Reflection
 - Diversity
 - Youth Voice
 - Partnerships
 - Progress Monitoring
 - Duration and Intensity
- (NYLC website)

FCPS has developed a service learning continuum on which Robinson is working to progress from Stage 1 to Stage 2.

Community.....SERVICE.....Learning



1

Authenticity
No need identified

Intentionality
No evidence of pre-planning

Curricular Connections
No evidence of curricular connections

Opportunities for Reflection
No opportunities for reflection

Impact
No evidence provided of impact

Application
No evidence of future application of skills learned

2

Authenticity
Meets an identified need, but relevance to the community is unclear

Intentionality
Evidence of minimal or short-term planning (reaction to an emergency or catastrophe)

Curricular Connections
Evidence of indirect curricular connections

Opportunities for Reflection
Evidence of one-time student self-reflection (culminating activity, report, or project)

Impact
Evidence provided of impact on stakeholders

Application
Evidence of application to issues within the school community

3

Authenticity
Meets an authentic community need where relevant stakeholders are identified

Intentionality
Evidence of student research and collaboration with relevant stakeholders

Curricular Connections
Evidence of curricular connections to FCPS Program of Studies and Virginia Standards of Learning

Opportunities for Reflection
Evidence provided of on-going student reflection via use of journals, discussion groups, or electronic communities

Impact
Evidence of impact on stakeholders and student

Application
Evidence of application to issues within the greater community

4

Authenticity
Meets an authentic community through use of a needs assessment with relevant stakeholders

Intentionality
Evidence of extensive planning and collaboration with relevant stakeholders

Curricular Connections
Evidence of curricular connections with special emphasis on the Virginia Board of Education Diploma Seal for Excellence in Civics Education

Opportunities for Reflection
Evidence provided of student reflection where implications of student service are addressed, along with root cause analysis of the issue(s)

Impact
Evidence of impact on stakeholders and student where analysis of, and possible solutions to issues are addressed

Application
Evidence of application to future service opportunities

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	All 9 th grade students will participate in at least two service learning projects and/or accrue 10 hours of service learning through involvement in school-sponsored activities by June 2008.
3.2	In 2008-09, an individual student record of service learning hours will be created, maintained for freshman.
3.2	All 8 th grade students will participate in a common reflection activity pertaining to their Service Learning requirement of 15 hours.
3.2	High School Student Government Association committees will sponsor six service learning projects each quarter

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty will provide several opportunities for students to perform service learning projects.							
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 professional development regarding FCPS Service Learning Continuum	Administration	FCPS Central Office Staff		X			Training feedback and anecdotal records
2. Increase student awareness of service learning opportunities and projects	Social Studies department Teachers Students Student organizations	Student media venues throughout the school (MIM, GMR, classroom announcements, newspaper, electronic announcement boards, 24-7)		X	X	X	Lists of potential opportunities
3. Individual service record will be developed and maintained for freshmen.	Teachers Social Studies department Supervising Admin	24-7, file folders, filing cabinets	X	X	X	X	Records review
4. Create Blackboard communities for each grade level in the high school	Social Studies department Tech team EDP operator	24-7; list of students in each grade with student id number	X				Records review

RESULTS AND REFLECTION

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective:</p> <p>Faculty will use various methods of introducing, teaching and assessing vocabulary to improve academic literacy. Emphasis will be placed on student performance in math and science, specifically Algebra I, Chemistry and Chemistry Technology with a focus on the target population/subgroup of special education.</p>	<p>Math:</p> <p>Anecdotal evidence demonstrates that generating 50 essential words as a focus was effective.</p> <p>A significant increase in understanding of vocabulary was noted.</p> <p>Special education students passed algebra 1 at a 91% pass rate, significantly higher than the prior year.</p> <p>Chemistry:</p> <p>Results of pre-and post-assessment of background vocabulary comprehension showed an insignificant gain in comprehension.</p>	<p>Supported:</p> <p>Math: Pre-testing was useful in creating a baseline for measuring progress. Discussion on vocabulary and instructional best practices was beneficial.</p> <p>Chemistry: Effective background vocabulary activities were created.</p> <p>Inhibited:</p> <p>Math: It was difficult to accurately assess long-term vocabulary acquisition</p> <p>Chemistry: Use of Scantron machine to grade the vocabulary assessments was overly time consuming</p>	<p>Chemistry: Suggest using eCart Aspire assessment and using immediate feedback technology such as Turning Point, a student response system, to provide a quick, paperless, formative assessment.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Essential Life Skills</p> <p>Objective:</p> <p>Faculty will utilize various methods of introducing, teaching and assessing to improve essential life skills of students including:</p> <ul style="list-style-type: none"> • Working on group activities (2.2) • Developing conflict management and resolution skills (2.4) • Identifying personal goals and strategies to achieve them (2.6) • Developing practical life skills in the areas of Work Habits & Ethics, Financial Competency, Self-sufficiency, and Time Management (2.7.2, 2.7.3, 2.7.4, and 2.7.5) <ul style="list-style-type: none"> ○ 2.7.3 Faculty will develop, model and instruct financial literacy skills to all students to support the Virginia Department of Education graduation requirement. 	<p>2.2: On a random sample of 75 students, 93% of the students achieved grades higher than C. Teacher’s anecdotal reports indicate that in large and small group activities 90% or more of their students contributed effectively to the seminar, discussion or presentations.</p> <p>2.2 / 2.3 / 2.7.2: 93% of ninth graders responded that the group work for <u>The Odyssey</u> was “the best part of the year.” The AP English teacher reported that “All students agreed they understand more of the novel” after discussing it in small groups.</p>	<p>Factors that supported success: Students achieved better grades when they perceive the work as a fun challenge. Freshmen involved in creating and performing scripts for stories from <i>The Odyssey</i> attributed their success to the fact that “working in a group made it fun!”</p> <p>Factors that inhibited success: Groups that did not use time wisely, during the planning stages, felt they could have achieved higher grades. Some groups that were not satisfied with their grades attributed their poor performance to weak communication among group members.</p> <p>Reflections: When students have the opportunity to figure things out by working in peer groups, they not only enjoy the task, but also find they develop deeper understanding of, and appreciation for, the topic.</p> <p>Reflections: When teachers create student learning groups, they must be sure to balance the groups in terms of weak and strong students. (See Johnson and Johnson Student Learning Teams)</p>	<p>Teachers must organize cooperative groups so that the student personalities blend amicably with each student contributing equally. Teachers must constantly monitor the groups through their planning stages.</p> <p>Teachers should offer ample classroom opportunities for student collaboration.</p> <p>Groups are successful when the teacher carefully monitors each group’s daily progress.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="195 175 474 245">Responsibility to the Community</p> <p data-bbox="128 285 275 318">Objective:</p> <p data-bbox="128 355 495 748">The faculty will promote greater student awareness of their civic rights, responsibilities, and also promote opportunities for students to become active members of the community through membership and participation in co-curricular and extracurricular organizations and activities.</p>	<p data-bbox="569 285 947 423">In reviewing the 8 different Social Studies goals, Robinson enjoyed success on 6 of the 8 goals.</p> <p data-bbox="569 472 915 602">Limited success on student awareness of how to attain and receive Civic Seal was noted.</p>	<p data-bbox="984 175 1140 207">Supported:</p> <p data-bbox="984 285 1493 570">A dedicated, reflective staff encouraged student success and achieved: the goals for voter registration; participation in Model Congress and completion in financial literacy unit, attendance at the candidate forum, completion of service projects and promotion of community awareness.</p> <p data-bbox="984 618 1119 651">Inhibited:</p> <p data-bbox="984 691 1451 756">The separate citizenship test was not administered due to lack of time.</p> <p data-bbox="984 797 1503 967">Student awareness was not able to be accurately measured student specific to the understanding and participation in Civic Seal despite concerted efforts in media venues and classroom instruction.</p>	<p data-bbox="1543 285 1955 496">Maintaining a data base to monitor and record hours will assist in helping students to self-monitor and advance plan to meet requirements for Civic Seal, beginning in the 9th grade.</p> <p data-bbox="1543 545 1955 789">The administration of a separate, isolated citizenship test should be abandoned. Key themes on citizenship will be incorporated into instruction throughout the year and be part of the typical ongoing assessments.</p>