

Fairfax County Public Schools

**School Improvement Plan
2009 – 2010**

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 11 |
| Sharon Newcome | Committee Member, Assistant Principal, Sub School 8 |
| Kanwal Sachdeva | Committee Member, Chemistry Teacher |
| Sheri Masich | Assessment Coach |
| Randi Adleberg | Department Chair - HS English |
| 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 |
| Linda Greenberg | Department Chair- HS Special Ed |
| Carol Bartus | Department Chair- MS Special Ed |
| Cory Kapelski | MS Reading Specialist |
| 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 assessments, including opportunities to **reflect on learning**, are essential for student success.
- **Open communication among all stakeholders** is critical to accomplishing our mission
- Success is attained when we **welcome, celebrate, and respect our individual differences**.
- Teachers, administrators, parents, students, and community (**all stakeholders**) **share the responsibility for advancing our mission**.

RBSS builds a culture of confidence by:

- Differentiating academic offerings from special education self-contained to advanced classes
- Expanding remedial/corrective instructional offerings (additional staffing provided)
 - MS: Power Math, Self-contained Math 7 and Math 8, teamed algebra
 - HS: Blocked Algebra I, Self-contained Geometry
- Providing internally embedded PLC collaboration time and/or vertical articulation (Grades 7-12)
- Offering a daily intervention and enrichment period- RAISE (RAMS Academic Intervention and Support for Everyone)
- Using common, formative and summative assessments to drive instructional decisions
- Offering Second Chance Assessments
- Continued use of research based instructional strategies, including the use of manipulatives (e.g, word walls, interactive note books, etc.)
- Utilizing a variety of technological support(s) in classrooms, including web based Math software
- Providing challenging academic offerings (IB diploma and AP courses)
- Maintaining open enrollment philosophy for advanced classes
- Balancing instructional teaching load so that majority of instructors teach both on level and advanced courses

RBSS reflects on learning by:

- Providing an embedded PLC collaboration time for data disaggregation to identify intervention and enrichment needs
- Daily intervention and enrichment period- RAISE (RAM Academic Intervention and Support for Everyone)
- Use of common, formative and summative assessment data, to drive instructional decisions
- Second Chance Assessments Opportunities
- Test corrections/re-learning opportunities
- Using rubrics to develop and encourage student self-evaluation of the effectiveness of their actions.
- Peer tutoring
- Incorporating cooperative learning strategies and best practices
- Applying instructional best practices regarding student demonstration of mastery and to guide instructional decision-making e.g., Exit tickets

RBSS maintains open communication with all stakeholders through:

- Back to School Night
- Touching Bases
- FCPS 24/7
- IgPro-Electronic progress reports
- RamGram (PTSA newsletter), KIT messages, surveys, IB newsletter and weekly MS Ramblasts
- Grade level Parent Coffees
- Parent orientation programs
- Electronic Message Boards
- Robbie announcement cork strips
- Good Morning Robinson and Mondays in the Middle
- Career Center
- Directional signs in the hallways
- Visibility of administration/school counseling staff
- Ensuring a well maintained facility
- Expanded After school programs/offerings
- An open invitation for parents to visit the school, share compliments and concerns
- Providing a safe and secure environment through Safety and security protocols such as Security check-in/check-out procedures

RBSS welcomes and celebrates individual differences through:

- Positive Behavior Support (PBS) program recognition
- Partners Club and Building Bridges programs
- Student services (Guidance) classroom lessons
- Student Government Association
- Combating Intolerance classes
- People's Choice Awards
- Student/Teacher of the Quarter Awards
- Peer Helping/Peer Mediation Programs
- Sportsmanship Awards
- Quarterly academic and team recognitions
- International and cultural programs to celebrate diversity
- Minority Achievement Club

RBSS stakeholders advance our mission through:

- Forging business partnerships (Fairfax INOVA, GMU)
- Embracing the College Partnership Program
- PTSA volunteer partnership and special program funding
- Celebrations such as People's Choice Awards
- The MS After School Program
- Inviting and encouraging community/parent involvement in various programs (Science fair, Science Olympiad, etc)
- Service Learning opportunities

SPECIAL PROGRAMS

Student Achievement Goal—Academics

All MS teachers offer at least one day of afterschool assistance
All teachers participate in RAISE (daily intervention)
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)
History Honor Society
Homework Club, Grade 7 & 8
HS and MS Reading Clubs
International Baccalaureate Program
Jump Start (MS summer academic intervention)
Junior Math League
Math Counts Academic Competition
Math Zone: MS teachers and trained HS tutors
Mindscapes Literary Magazine
Model Judiciary
Mondays Academics only (afterschool, MS)
Mu Alpha Theta (Math Honor Society)
National Junior Honor Society
Odyssey of the Mind
Peer tutoring
RAMBO (MS: Reading Activities for Men and Boys Only)
Science Club
Science Olympiad
SOL “prep camp” /Cluster VI initiative
Spanish Club
Spanish Honor Society Tutoring Program
Study Island (MS Math intervention)

Summer Literacy/Numeracy Intervention
Teacher Cadet Program
Technology Club

Student Achievement Goal—Essential Life Skills

American Red Cross Babysitters
Bridges Club
Builders Club
Family, Career and Community Leaders of America (FCCLA)
Functional Fitness for Kids
Future Business Leaders of America (FBLA)
Girls Leadership Group (GEMS)
Odyssey of the Mind
Partners Club
Peer Mediation/helpers
PBS (Respect, Honor, Spirit)
Student Government Association
Variety of sports related
afterschool/intramural/clinics

Student Achievement Goal—Responsibility to the Community

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

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

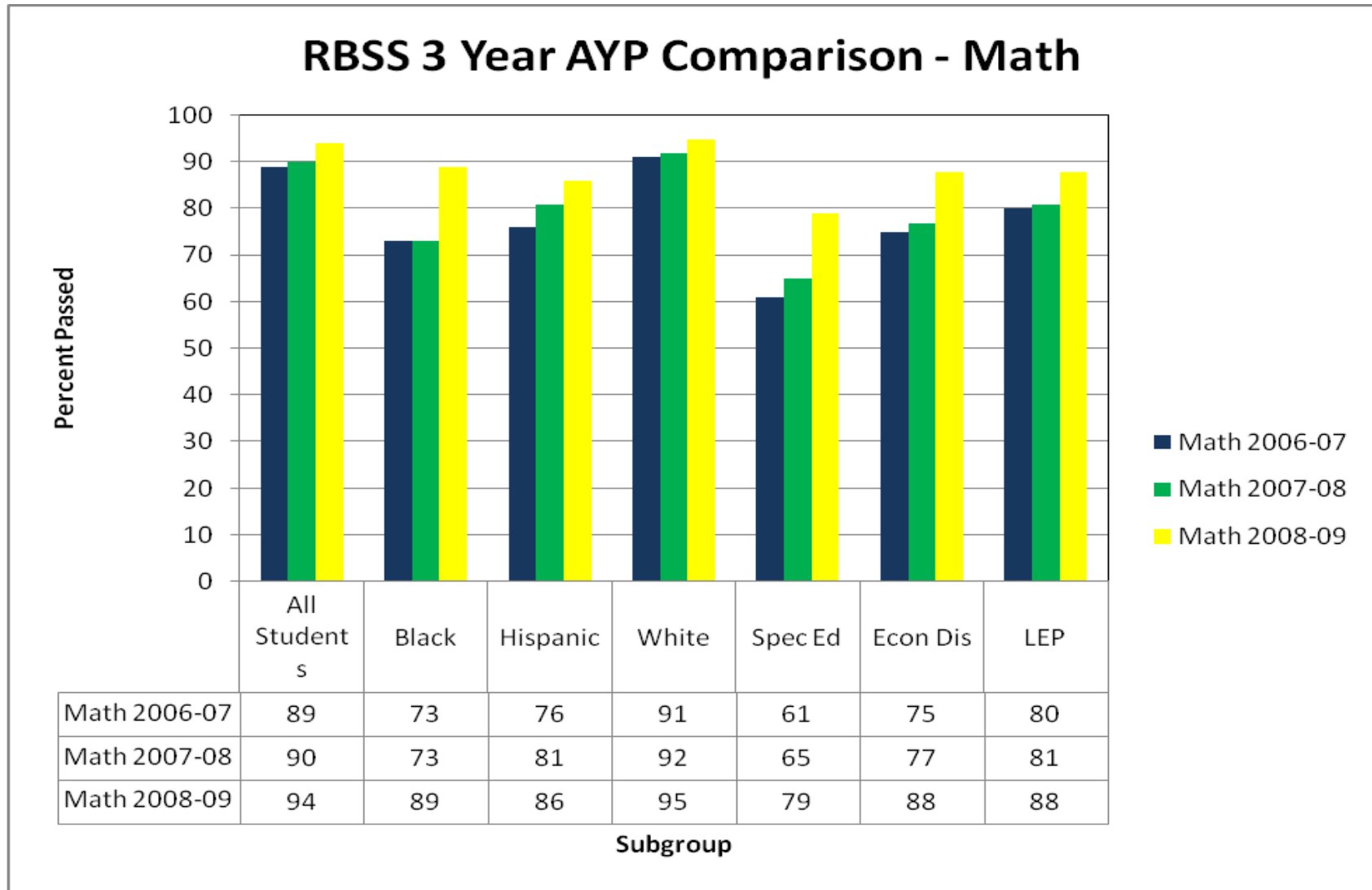
SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

We will improve student achievement in mathematics by fostering a culture of confidence in the classroom, 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, 8 and Geometry. At-risk students, those performing below or marginally above passing level on assessments, will receive corrective instruction.

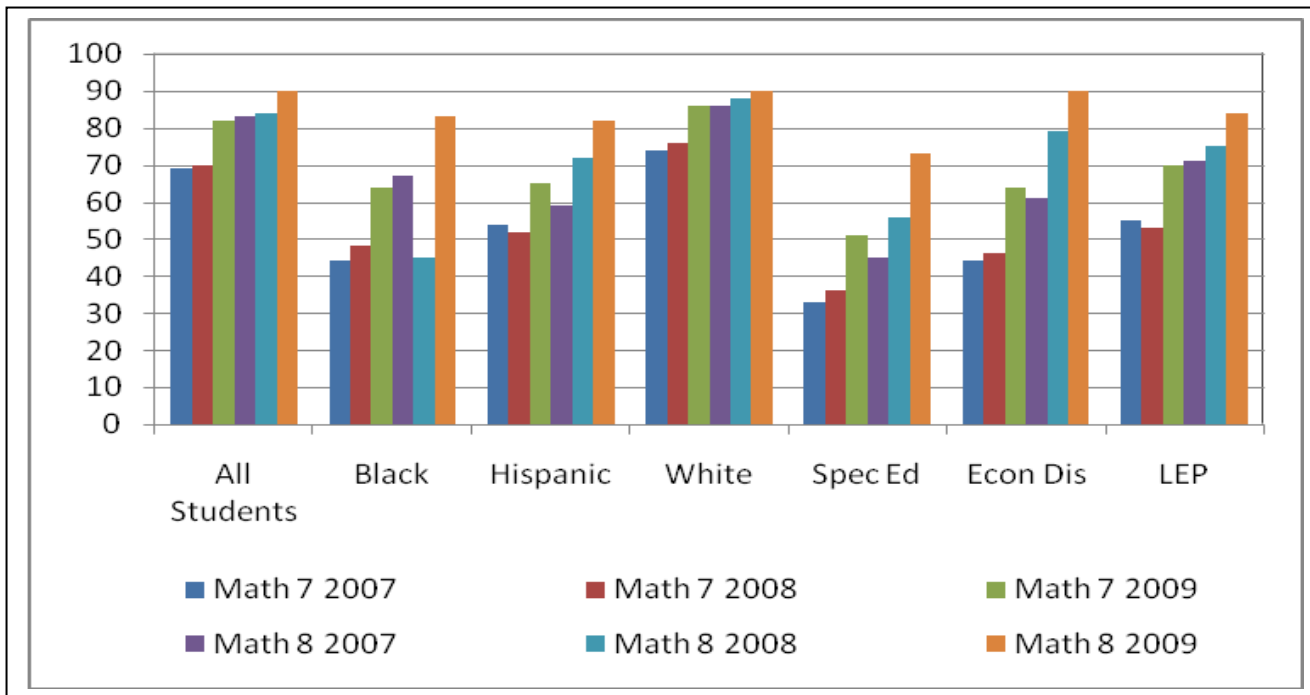
RATIONALE FOR OBJECTIVE: (student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)

Data Sources:

In the area of Mathematics, Robinson Secondary School met AYP for 2008-09. Although all subgroups met AYP requirements, it is imperative that we closely monitor black, hispanic, special education, and economically disadvantaged subgroups.



| Robinson Secondary School Middle School Math 3 Yr Comparison - SOL Scores | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| | Math 7 2007 | Math 7 2008 | Math 7 2009 | Math 8 2007 | Math 8 2008 | Math 8 2009 |
| All Students | 69 | 70 | 82 | 83 | 84 | 90 |
| Black | 44 | 48 | 64 | 67 | 45 | 83 |
| Hispanic | 54 | 52 | 65 | 59 | 72 | 82 |
| White | 74 | 76 | 86 | 86 | 88 | 90 |
| Spec Ed | 33 | 36 | 51 | 45 | 56 | 73 |
| Econ Dis | 44 | 46 | 64 | 61 | 79 | 90 |
| LEP | 55 | 53 | 70 | 71 | 75 | 84 |



| Robinson Secondary School - High School Math 3 Yr Comparison - SOL Scores | | | | | | | | | |
|--|-------------------|-------------------|-------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| | Algebra 1 2007 | Algebra 1 2008 | Algebra 1 2009 | Geometry 2007 | Geometry 2008 | Geometry 2009 | Algebra 2 2007 | Algebra 2 2008 | Algebra 2 2009 |
| All Students | 95 | 98 | 99 | 95 | 93 | 97 | 94 | 95 | 97 |
| Black | 84 | 94 | 100 | 71 | 73 | 94 | 84 | 86 | 100 |
| Hispanic | 89 | 97 | 94 | 89 | 86 | 93 | 91 | 90 | 96 |
| White | 96 | 99 | 100 | 97 | 95 | 98 | 94 | 96 | 97 |
| Spec Ed | 73 | 91 | 96 | 73 | 58 | 79 | 84 | 83 | 98 |
| Econ Dis | 85 | 95 | 100 | 85 | 79 | 92 | 93 | 93 | 89 |
| LEP | 92 | 95 | 97 | 91 | 91 | 94 | 98 | 93 | 96 |

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 best practices for instruction and assessment, technology to enhance instructional practices, and data to make informed instructional decisions. Recent SOL results indicate the need to further disaggregate data to identify trends in student performance.

Teachers will continue to work on unwrapping state standards and outlining student performance objectives by content category in order to clarify learning goals for students.

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 | 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 | Student performance on math SOL tests will increase from 94% to 95%. |
| 1.1.2 | Special Education students' scores will increase in Math 7 (from 51%), Math 8 (from 73%), and Geometry (from 79%) to an 83% pass rate. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will improve student achievement in mathematics by fostering a culture of confidence in the classroom, 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, 8 and Geometry. At-risk students, those performing below or marginally above passing level on assessments, will receive 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 assessment data to identify at-risk students. | Math teachers, Administrative supervisors, Departments Teams, Student Services, Assessment coach | Past and current SOL scores, interim/quarter grades, eCart/common assessments | X | X | X | X | Formative and summative assessments, standardized testing data. Use eCart assignments to measure mastery by standards |
| 2. Offer additional remediation/ corrective instruction/during the day and after school. | Math Administrator, Math department chairs, Directors of Student Services, Teachers | Additional staffing for: Power Math, Self contained Math 7, Self contained Math 8, Teamed Algebra 1 (MS), Blocked Algebra 1 (HS), Self contained Geometry, Hourly wages(after school) | X | X | X | X | Formative and summative assessments, standardized test data, RAISE Analyzing eCart data in the PLC teams to drive instructional decisions |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will improve student achievement in mathematics by fostering a culture of confidence in the classroom, 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, 8 and Geometry. At-risk students, those performing below or marginally above passing level on assessments, will receive 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. | |
| 3. Institute RAISE intervention period and teacher collaboration time to allow staff to share effective instructional practices and analyze common assessment data. | Math Administrator, Math department chairs, Teachers, Assessment coach | Outside speaker to train teachers for teacher leadership roles | X | X | X | X | RAISE on Wednesdays will provide opportunities for math teacher collaboration. |
| 4. Continue to use formative assessment as an instructional tool. | Teachers | Use PLC collaboration time | X | X | X | X | Anecdotal records. Interim/quarterly grade |
| 5. Provide professional development so that additional teachers can be trained to use 2 nd Chance Assessments effectively. | In-house teacher leaders | In-house presentations by teacher leaders | X | X | X | X | Anecdotal records, PLC Meeting minutes, Interim and Quarter grades |
| 6. Provide opportunity for vertical articulation between MS and HS, grades 7-12. | Math Administrator, Math department chairs | | X | X | X | X | Department meeting agendas |
| 7. Continue to focus on math vocabulary development. | Teachers. MS Reading Specialist | Assessment, word walls, interactive notebooks, games, sorting activities. | X | X | X | X | Teacher observation of student progress in using activities, Pre and post assessments. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: We will improve student achievement in mathematics by fostering a culture of confidence in the classroom, 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, 8 and Geometry. At-risk students, those performing below or marginally above passing level on assessments, will receive 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. | |
| 8. Maintain timely communication with parents regarding student progress. | Teachers | | X | X | X | X | Touching Bases feedback, IgPro progress report, email, telephone logs, record of number of parent conferences, FCPS24/7, etc. |
| 9. Department and PLC collaboration and training for VGLA binders. | MS VGLA committee, County resources | Substitute coverage | X | X | X | X | PLC and Department meeting minutes (time lines). |
| 10. Peer tutoring for at risk students during RAISE or afterschool. | Math Honors Society members & sponsors | | X | X | X | X | Interim and quarterly grades |
| 11. Continued use of web based Math SOL software for at risk students. | Math Department | Costs of individual student on-line accounts (approximately \$510) Hourly wages for after school | | X | X | X | Interim, Quarterly, SOL data |

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 and maintenance 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 2008-09 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 gathered from new office referral (2009) 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. Staff and students continue to see the positive effects of the PBS program.

Robinson Middle School obtained an overall score of 93% on the School-wide Evaluation Tool (SET) conducted in June of 2009. This result indicates a Stage 4: Maintenance level in only the third year of implementation. The system for responding to behavioral violations was updated during the 4th quarter of 2008-09 by the collaborative efforts of the entire middle school staff. An electronic referral form was designed and implemented to match the disciplinary referral process and to provide staff the opportunity to identify possible behavior motivators. Disrespect and classroom disruption are clearly defined on the referral. As full staff collaboration was necessary to develop and implement the referral, additional time is needed to compare base-line results with new data collection system. In the area of disrespect, a decrease from 82 reported incidents in 2007-08 to 30 incidents in 2008-09 was noted. In the area of classroom disruption, a decrease from 74 recorded incidents in 2007-08 to 65 recorded incidents in 2008-09 was noted.

The area of focus for 2009-2010 is to share and analyze/disaggregate discipline data with the middle school faculty, teams and student leadership organizations. Data will be used to collaboratively analyze the findings and to identify the levels of intervention (e.g., universal, targeted-group, individual) warranted.

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 2009-2010 school year, the number of discipline referrals recorded (per the newly developed electronic referral form) in the area of disrespect and classroom disruption will decrease by 50% compared to baseline data of 2008-09. |

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. | | | | |
| | | | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Review data to determine behavioral and possible motivational trends. | PBS Committee Teams TLT Departments | SASI discipline data Teacher anecdotal data | X | X | X | X | Monthly review of data |
| 2. Increase parent contacts regarding positive student behavior | Teachers Administrators | N/A | X | X | X | X | Review meeting minutes “success stories” and contact logs. |
| 3. Reduce undesirable behaviors by developing and implementing behavior plans and/or other interventions (e.g., check in/checkout) for repeated infractions in the areas of disrespect and classroom disruption. | Teachers Teams Administrators School counselors PBS Committee | SASI discipline data Teacher anecdotal data Plan/intervention access for all teachers | X | X | X | X | Review of student performance by disaggregation of data PBS agenda item on Team meeting minutes |
| 4. Review of office discipline referral to determine if it is meeting current population needs | PBS Committee Teams Teachers Administrators | SASI discipline data Teacher anecdotal data | X | X | X | X | Review of student performance by disaggregation of data Staff survey |

PBS Committee

| | |
|--------------------|------------------------------------|
| Amos, Danielle | Behavior Intervention Teacher |
| Bartus, Carol | Special Education, Committee Chair |
| DeGuzman, Jeanette | School Psychologist |
| Hanson, Raegan | English, Grade 7 and 8 |
| Hicok, Shannon | Science , grades 7 and 8 |
| Lesko, Jeannie | Special Education, Grade 7 |
| Newcome, Sharon | SS 7 Principal |
| Newton, Kathleen | Health/PE |
| Periello, John | US History, Grade 7 |
| Reader, Gretchen | Teacher, electives |
| Smith, Dotty | Social Worker |
| Willison, Alison | Bus driver |
| Woodring, Anne | Science, Grade 8 |

*Gilma Argueta DelCid was our custodial staff liaison.

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. Service hours accrued will be applied toward earning the Civic Seal on the RBSS diploma. This will continue to help 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 2008, eight students received the Civic Seal on their diplomas. In 2009, however, 61 students received the Civic Seal, reflecting an increase by almost eight-fold over the 2007-2008 school year. In an effort to increase the number of students receiving the Civic Seal on their diploma, Robinson Secondary Social Studies teachers encouraged students to organize and track their service hours. In 2008, the freshmen class was the area of focus for laying the structural foundation for organizing service hours so that students could readily ascertain whether they will be eligible for the Civic Seal by completion of their high school academic career.

According to the FCPS Service Learning Continuum, it was determined that RBSS was functioning at a Stage 2 implementation level for the overall, general population. RBSS continues to function primarily at the Stage 2 level, however, some development was made as teachers were more aware of the program's strengths and weaknesses due to a November, 2008 training. In the area specific to IB's creativity, action and service (CAS) requirements, performance was determined to be at a Stage 3 implementation level.

Knowledge of Programmatic/Instructional 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 identifying 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. Many students participate in honor societies, as well, that require service hours to maintain membership.

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 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 2009-2010 will be to continue to increase the number of students awarded the Civic Seal. Last year (2008-2009) 61 students earned the Civic Seal, reflecting a noted increase over the previous year's number of awardees (8). We would like to increase this number to approximately 1/9 of the graduating class (instead of approximately 1/10).

Best Practice Research:

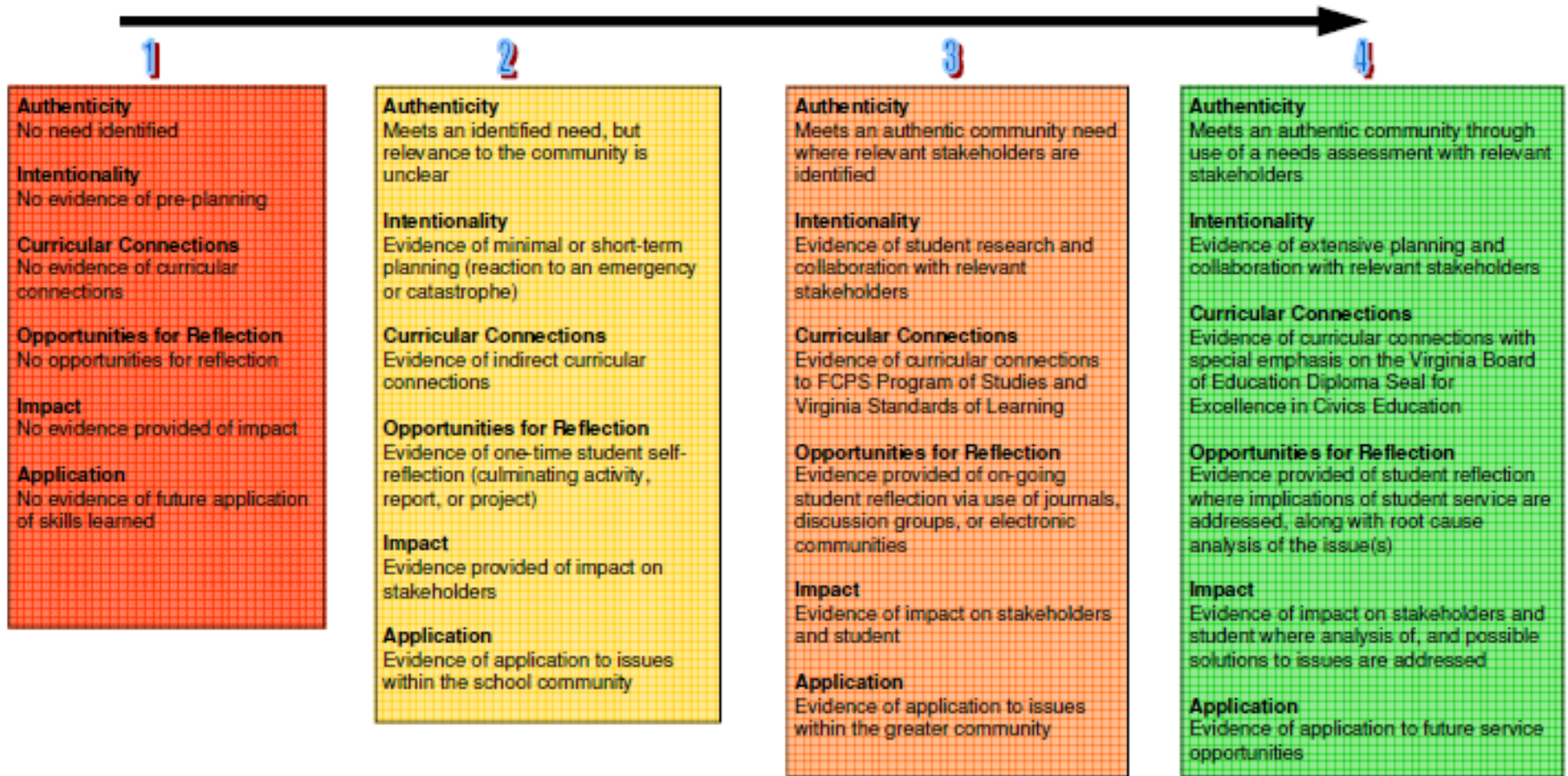
Service-learning is defined by the National Commission on Service Learning as combining "... service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities 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

1. Meaningful Service
2. Link to Curriculum
3. Reflection
4. Diversity
5. Youth Voice
6. Partnerships
7. Progress Monitoring
8. Duration and Intensity (NYLC website)

FCPS has developed a service learning continuum on which Robinson is working to progress from Stage 2 to Stage 3.

Community...SERVICE...Learning



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 | Ninth and tenth 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 2010. This will be measured as a 10% increase over the number of ninth grade students who submitted service learning records during the 2008-2009 school year. |
| 3.2 | In 2009-2010 an individual student record of service learning hours will be created and maintained for freshmen. |
| 3.2 | In 2009-2010 an individual student record of service learning hours will be maintained for sophomores. |
| 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 at least 8 service learning projects each semester. |
| 3.2 | In 2009-2010, there will be a 10% increase (from 61 students to 68) in the number of students who earn the Civic Seal. |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty will increase student awareness of civic rights and responsibilities while providing opportunities for students to become active members of the Robinson community. Service hours accrued will be applied toward earning the Civic Seal on the RBSS diploma. This will continue to help move RBSS from a Stage 2 to a Stage 3 on the FCPS Service Learning Continuum. | | | | | | | |
|---|---|--|---|----------------------|----------------------|----------------------|---|
| 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. Provide updated professional development regarding FCPS Service Learning Continuum. | Administration & Department Chair | FCPS Central Office Staff | | X | | | Training feedback and anecdotal records |
| 2. Increase student awareness of service learning opportunities and projects based upon the FCPS Service Learning Continuum. | Social Studies Department Teachers Students Student Organizations | Student media venues throughout the school (MIM, GMR, classroom announcements, electronic message boards, 24-7, newspaper) | X | X | X | X | Lists of potential opportunities |
| 3. Individual service record will be developed and maintained for freshmen. | Grade-level administrator Supervising Administrator Social Studies Department | 24-7, file folders, filing cabinets | X | X | X | X | Records review |
| 4. Individual service records will be maintained for sophomores. | Grade-level administrator Social Studies Department | 24-7, file folders, filing cabinets | X | X | X | X | Records review |
| 5. Establishment of a permanent Service Learning Committee that will oversee the maintenance of school records as well as a method of recognizing those who earn the Civic Seal. | Social Studies Department subcommittee; Guidance staff & Career Center specialist | Certificates as well as possible pins/cords for graduation | | | X | X | Meeting agendas/minutes; List of recipients |

RESULTS AND REFLECTION ON THE 2008-2009 SIP 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>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. At-risk students, those performing below, or marginally above, passing level on assessments will be provided corrective instruction.</p> | <p><u>Performance Indicator:</u></p> <p>Student performance on math SOL tests met AYP.</p> <p>The black subgroup of students passed the Spring Math SOL tests at an 89% pass rate.</p> <p><u>Quantitative/Qualitative Data:</u></p> <p>Our overall Math pass rate was 94% (4% increase).</p> <p>The Algebra 1 pass rate was 99%. No subgroup scored below 94%</p> <p>Geometry pass rate was 97%. No subgroup scored below 79%.</p> <p>Math 7 pass rate was 82% (12% increase) and Math 8 was 90% (6% increase).</p> <p>The Algebra 1 black subgroup pass rate was 100%.</p> <p>The Geometry black subgroup pass rate was 94%</p> <p>At-risk students were tracked throughout the year, looking at the numbers and types of interventions.</p> <p>Special Education subgroup math result was 79 % (14% increase) and economically</p> | <p><u>Supported:</u></p> <p>Teachers identified at-risk students and provided corrective instruction.</p> <p>The RAISE pilot provided time to work with students prior to SOL tests.</p> <p>Teacher collaboration provided opportunities for sharing instructional strategies and knowledge.</p> <p>Resources and additional staffing were provided to ensure successful implementation of middle school programs.</p> <p><u>Inhibited:</u></p> <p>Scheduling was an issue in creating true common assessments and collaboration.</p> | <p>Teachers will take a more active role in identifying and tracking at-risk students. They will work with the assessment coach, as needed.</p> <p>Teachers will create class lists of at-risk students by the end of 1st quarter based on interim and 1st quarter grades, eCart assessments and/or team created common assessments.</p> <p>Teachers will evaluate and monitor at risk students until the end of the year, looking at quarter grades, SOL tests and final exams.</p> <p>Teacher teams will collaborate, during designated RAISE department time.</p> <p>Middle school teachers and Math remediation teachers will continue to communicate and collaborate to provide support and feedback for at risk students.</p> <p>There will be opportunities for additional vertical articulation between MS and HS.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|--|---|---|
| <p>Essential Life Skills</p> <p>Objective:</p> <p>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 2008-09 school year.</p> | <p><u>Performance Indicator:</u></p> <p>By the end of the 2009-10 school year, the number of discipline referrals in the area of disrespect and classroom disruption will decrease by 50% compared to baseline data of 2008-09.</p> <p><u>Quantitative/Qualitative Data:</u></p> <p>In the area of disrespect, a decrease from 82 reported incidents in 2007-08 to 30 incidents in 2008-09 was noted. In the area of classroom disruption, a decrease from 74 recorded incidents in 2007-08 to 65 recorded incidents in 2008-09 was noted.</p> | <p><u>Supported:</u></p> <p>The continued dedication of the staff to acknowledgement positive behaviors of respect, honor and spirit has resulted in a decrease in undesirable behaviors.</p> <p>The development of a new office referral which clearly delineates what the targeted areas (disrespect DC1 classroom disruption DC 5) look like and the possible behavioral motivators resulted in consistency of reporting.</p> <p>100% staff agreement of what is office managed versus classroom managed</p> <p><u>Inhibited:</u></p> <p>Involving full staff in decision-making/design of the office referral was very time intensive. Implementation of this piece was not complete until 4th quarter, thus data gathered may not be a true reflection due to lack of consistency in quarters 1, 2 and 3.</p> | <p>Maintaining a 4:1 ratio of positives to negatives can be difficult to achieve, (especially with a large staff and student population), thus keeping the positive momentum must be a continued goal/focus.</p> <p>Dependent upon data gathered, continued re-vamping of referral to include other problematic areas or possible motivators may be necessary.</p> <p>A sub-committee may need to be established to assist with the use of data to identify the level of intervention (e.g., universal, targeted-group, individual or intensive) warranted.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|---|--|---|---|
| <p>Responsibility to the Community</p> <p>Objective: 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.</p> | <p><u>Performance Indicator:</u></p> <p>Greater numbers of students earning the Civic Seal reflect a renewed interest in this recognition as well as a greater achievement of the requisite GPA and completed service hours. The 2008-2009 freshmen class also demonstrated interest in service learning as charted by the completion of service learning logs (filed and maintained by the grade-level administrator).</p> <p><u>Quantitative/Qualitative Data:</u></p> <p>Robinson Secondary had 61 students earn the Civic Seal in June, 2009; this is indicative of greater student awareness as well as interest.</p> | <p><u>Supported:</u></p> <p>The entire social studies department made a concerted effort to make our students aware of the Civic Seal. We also had great support from the central office that provided department training. Finally, necessary partners in this effort were the students as they completed the necessary paperwork.</p> <p><u>Inhibited:</u></p> <p>It is difficult to motivate students to complete additional paperwork, especially as they near the end of their senior years. Other issues are the filing of the service learning logs; due to the required signature verifications, electronic filing is much more difficult. Finally, it proved extremely difficult to try to chart how many students were involved in extracurricular activities due to the fluid nature of most student organizations. Many students were also members of a group without remaining active.</p> | <p>The entire department will need regular updates on how many students are participating in service learning. A list of FAQs should be created so that all members of the department, if not the high school, can be aware of the steps that are being taken to instill service learning within our students.</p> <p>A better electronic filing system should be investigated, as well, so as to eliminate the need for paper filing.</p> <p>Finally, creating a stronger partnership with the community, perhaps through the PTSA or other organization, will help our students find meaningful service learning opportunities.</p> |