

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

Carl Sandburg Middle School

Cluster *IV*

Terrence Yarborough, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Terrence Yarborough	Principal		
Aaron Faulx	Committee Co-Chair		
Drew Campbell	Committee Co-Chair		
Jane O'Hara	8 th Grade Administrator		
Tara Charity	7 th Grade Administrator, PBIS		
Jill Tucker	Director, Student Services		
Nadya Briggs	Instructional Coach		
Kim Wilborn	Assessment Coach		
Mohammed Zishhan	Chair, Life Skills Committee Counselor		
Elizabeth Malone	Chair, Responsibility to Community Committee Teacher		
Erin Arnold	Chair, ESOL Department		
Jane Stockdale	Chair, Special Needs Department		
Valerie McLean	Chair, Mathematics Department, Teacher		
Cheryl Fulghum	Chair, Science Department		
Michael Hart	Chair, Health and Physical Education		
Adrian Cleckley	After School Program Director		
Susan Genuario	PTA President		
Susan Bernstein	PTA, Vice President Student Activities/Enrichment		

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

Students will meet their full potential by becoming academic achievers, independent thinkers, and productive citizens.

We envision an active and respectful relationship among parents, students, school staff and the community at large who work collaboratively to provide an optimal school environment in which high academic success can be achieved.

SCHOOL—MISSION STATEMENT

Mission: Sandburg Middle School is committed to sustaining a safe, nurturing, and engaging school climate that will promote our students' development and well-being as we continue to close the achievement gap. We will accomplish this through commitment to community partnerships, high expectations, a rigorous curriculum, the collaborative process, data-driven decisions, mutual respect and shared responsibility

SCHOOL—CORE VALUES/BELIEFS

Through creativity, optimism, and collaboration, Sandburg staff ensure that all students reach their fullest potential academically and civically.

SPECIAL PROGRAMS

Student Achievement Goal- Academics

Action Literacy READ 180
After School Programs Spanish for Fluent Speakers
Algebra Readiness Spanish Immersion
AVID System 44
Scholastic Reading Inventory (SRI)
College Partnership Program Tutorial Learning
George Mason Early Identification Program Vertical Teaming
Geography Bee
GridIron and Great Books
International Night
Math Counts
Math Team
Music Program
Odyssey of the Mind
Read Across America Day
Reading is Fundamental (RIF)
Reading for Success Mentor Program
Sandburg Thinks! Reading Strategy
Scholastic Book Fair
Science Olympiad
Silent Sustained Reading (SSR)
Special Education Reading Course

Student Achievement Goal- Essential Life Skills

Peer Mediation
Positive Behavior Support (PBS)

Student Achievement Goal - Responsibility

Civics Service Learning Project
Find Your Inner Courtyard Project
National Junior Honor Society
Student Council Association (SCA)

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

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

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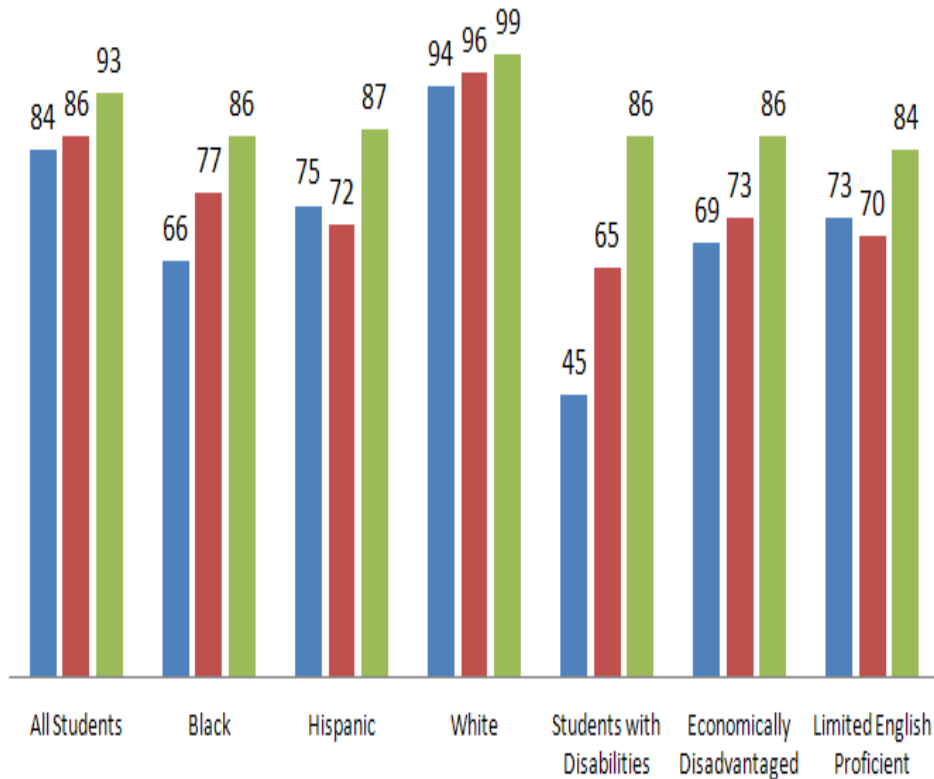
RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

The significance of continuing our efforts in the stated objective is underscored by the SOL data of the last three years. Data-driven instruction and intervention has led to spikes in achievement in the 2009-10 school year for math and the 2010-11 school year for reading. It is imperative that the work of departmental CLTs continue to use common assessments, data, and shared best practices to provide targeted intervention and enrichment for all students.

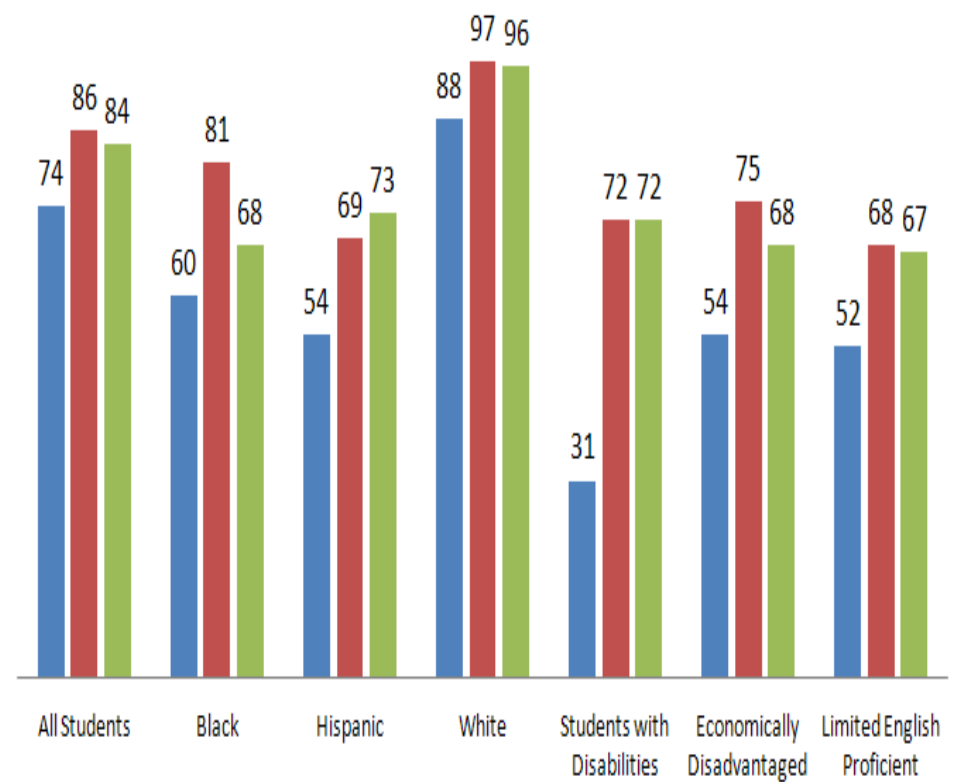
**Carl Sandburg Middle School
3 Year SOL Snapshot - Reading**

■ 2008-2009 Passed ■ 2009-2010 Passed ■ 2010-2011 Passed



**Carl Sandburg Middle School
3 Year SOL Snapshot - Math**

■ 2008-2009 Passed ■ 2009-2010 Passed ■ 2010-2011 Passed



Sandburg Achievement Data Worksheet

	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12
English		(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	(need 91% or 10% increase)	Eng. 7	(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	(need 91% or 10% increase)	Eng. 8	(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	(need 91% or 10% increase)
All	76	85	84	86	93	91	82	83	85	85	93	91	70	87	82	87	92	91
African Amer.	63	67	66	77	86	91	71	61	71	72	85	91	54	74	61	83	87	91
Hispanic	57	80	75	72	87	91	68	75	80	71	90	91	44	86	70	73	84	91
White	92	96	94	96	99	91	95	96	93	98	99	91	89	95	95	95	99	91
SWD	46	57	45	65	86	91	50	52	45	76	88	91	42	63	46	56	83	91
LEP	48	80	73	70	84	91	61	77	77	72	87	91	36	83	68	69	81	89
Econ. Disadv.	55	73	69	73	86	91	64	67	74	71	86	91	45	79	63	76	86	91

	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12
Math		(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	(need 90% or 10% increase)	Math 7	(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	(need 90% or 10% increase)	Math 8	(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	(need 90% or 10% increase)
All	65	70	74	86	84	90	45	43	51	67	66	73	68	75	74	88	81	89
African Amer.	43	47	60	81	68	75	26	28	47	65	60	66	52	55	62	86	63	69
Hispanic	39	47	54	69	73	80	32	24	35	53	61	67	42	61	62	75	72	79
White	87	89	88	97	96	90	72	70	69	89	79	87	90	91	86	97	96	90
SWD	36	40	31	72	72	79	30	22	21	64	68	75	38	55	33	75	72	79
LEP	37	47	52	68	67	74	29	26	36	58	57	63	42	57	62	71	69	76
Econ. Disadv.	43	46	54	75	68	75	30	27	38	63	59	65	52	56	61	78	67	74

Algebra I and Geometry have had a 100% pass rate for the past 3 years

	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12
Science		(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)							Writing					(aim for 91% or 10% increase)
All	84	90	82	83	90	70							75	86	85	86	88	91
African Amer.	72	78	64	75	83								56	72	68	79	82	90
Hispanic	69	84	66	61	81								55	85	73	69	74	81
White	95	98	95	98	99								90	95	95	98	98	91
SWD	56	71	48	53	72								39	54	44	42	66	73
LEP	65	79	62	55	77								51	76	69	65	70	77
Econ. Disadv.	67	78	59	66	81								52	76	67	71	77	85

	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12	06-07	07-08	08-09	09-10	10-11	11-12
History & Soc. Science		(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)	His. 7	(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)	Civics	(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)
All	81	90	86	87	86	70	81	93	91	92	88	70	84	86	79	82	85	70
African Amer.	86	80	71	80	75		64	86	84	84	79		76	72	58	76	72	
Hispanic	69	83	78	72	73		69	85	80	88	76		59	79	63	63	69	
White	94	97	96	96	97		94	99	98	98	98		95	96	93	94	99	
SWD	53	71	59	62	59		55	78	75	77	64		61	54	39	49	57	
LEP	68	79	70	68	70		64	86	77	82	73		58	71	52	57	68	
Econ. Disadv.	66	78	72	75	73		65	84	82	84	75		66	72	55	67	71	

Needs significant improvement
Needs close monitoring
Safe

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Teachers at Sandburg Middle School, from the start of the school year, work to identify at-risk students using standardized test results, class assessments, and one-on-one tutorials. We work hard to establish relationships with all students and provide a safe, secure environment both during school and in our comprehensive After-School Program. The Leadership Team works to put the teachers with the strongest instructional practices with those students who are identified with the highest need. Engagement strategies (e.g. Kagan Cooperative Learning) are used to connect with students instructionally, and organizational best practices (e.g. interactive notebooks and Advancement Via Individual Determination (AVID) binders) are a core part of social studies and English classroom teaching. The Virginia Grade Level Assessment (VGLA) and Virginia Alternative Assessment Program (VAAP) are utilized by students to ensure that everyone is accessing the material presented in the FCPS Program of Study. Finally, collaborative learning team (CLT) common planning time, to include both special education and English for Speakers of Other Languages teachers, has been built into the building's master schedule to empower departments to meet on a weekly basis to plan and analyze data.

Other key strengths include:

- Establishment of intervention time during the school day with a focus on students who had not passed the prior year's SOL
- Emerging CLTs whose mission centers on student achievement, data, and best practices
- The achievement in the aforementioned spike years was driven by individual student placement in academic support courses (i.e. Read 180, Power Math), a focus on assessment and use of data to meet the needs of struggling students, and CLT best practices.
- For the last 3 years, Algebra 1 and Geometry have had a 100% pass rate on their SOLs.
- The gains in the English department led to AYP-level success in all reporting categories for the 2010-11 school year.
- Double-block scheduling of at risk students in regular math class and Power Math class with the same teacher.
- The use of "Study Island" as an instructional tool.
- The use of a virtual classroom pilot program for struggling English students to receive after school help in high-impact benchmarks.

Weaknesses:

Unfortunately, our students have not yet achieved at their highest level largely due to challenge of many students entering middle school reading below grade level, and an inconsistency within the development of departmental CLTs. While some departments are regularly collaborating on common assessments, data analysis, intervention, and enrichment, in others there is variability in an emerging commitment to actively change instructional approach in meaningful ways that will meet the needs of our students as indicated by the best and most recent available data. This most directly affects struggling students who are not receiving appropriate and swift academic intervention, and gifted students, who are not being challenged with creative and exciting enrichment opportunities.

- Students transitioning to middle school who are reading below grade level and who struggle with math fundamentals
- Inconsistent collaboration within CLTs.
- Inconsistent analysis and application of data for intervention and enrichment in CLTs.
- Need for common instructional strategies that extend across multiple disciplines.
- Need for continuing development of teacher buy-in and commitment to revising instructional approach.
- Need for differentiation in classroom instruction.

Best Practice Research:

Current research studies denote that the fundamental purpose of our schools is to ensure that all students learn at high levels, and the future success of students depends on how effective we are in achieving that fundamental purpose. There must be no ambiguity or hedging regarding our commitment to learning, and we align all practices, procedures, and policies in light of this fundamental purpose. We recognize that a commitment to learning means we must work collaboratively to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure a student receives additional time, support for learning when he or she struggles, and extend and enrich learning when a student has demonstrated mastery of standards. We also recognize that if all students are to learn at high levels, the school staff must also be continually learning. Therefore, we must create structures to ensure all staff members engage in job-embedded learning as part of our routine work practices (*Raising the Bar and Closing the Gap-Whatever it Takes*, Dufour, Dufour, Eaker and Karhanek, 2009; "Components of Professional Learning and Impact," Joyce and Showers).

This will be achieved by incorporation of professional development opportunities embedded in CLT meeting time; the use of professional book study as a cornerstone of our CLTs; professional development during faculty meetings as needed; Adaptive Schools Training and Cognitive Coaching for several members of the Instructional Council; weekly technology training for our staff from the SBTS; and professional development days dedicated to unpacking standards, planning instruction, and developing enrichment and intervention opportunities.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1-1.1.4	<p>By the end of the school year, all reporting categories will: demonstrate an increase of 10% of last year’s SOL pass rate <u>or</u> to meet AMO for reporting categories that did not achieve AMO:</p> <ul style="list-style-type: none"> • In English, all reporting categories will achieve a pass rate of 91% on the 2012 Reading 7 and 8 SOLs. • In Math, the overall pass rate will increase from 84% to 90%; the African American pass rate will increase from 68% to 75%; the Hispanic pass rate will increase from 73% to 81%; the white pass rate will increase from 96% to 98%; the SWD pass rate will increase from 72% to 80%; the LEP pass rate will increase from 67% to 76%; and the economically disadvantaged pass rate will increase from 68% to 77% on the 2012 Math SOLs. • In Science, all reporting categories will increase from 70% to 75% pass rate on the 2012 Science SOL. • In History, all reporting categories will increase from 70% to 75% pass rate on the 2012 U.S. History and Civics SOLs. The SWD reporting category will increase from 59% to a 65% pass rate.

STUDENT ACHIEVEMENT GOAL—Academics WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

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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.	

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1. The school will continue to improve upon successful afterschool and intervention programs while focusing on the development of new programs aimed towards our at-risk student populations.	Instructional Council, Team Leaders, and Adrian Cleckley		X	X	X	X	
a. Gridiron and Great Books will be tasked with increasing participation and extend into another intramural activities.	Jane O'Hara Jason Gaudenzi Jennifer Olson Jamaal Carter	\$5-\$15,000		X	X	X	An after school program with a second intramural sport ready for the following school year.
b. We will ensure that our computer labs are staffed during Intervention periods and after school hours and make data based decisions to ensure that our most at risk students will have access to them.	Adrian Cleckley	\$300 - \$600 per week	X	X	X	X	Schedule will be created and departments will submit most at risk list of students in need to After School Specialist. Attendance will be taken during After School.

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2. PLC Authenticity. Weekly Department and Team CLT meetings will be attended by all teachers. Dialogues and discussions will focus on the four critical PLC questions. At these meetings, common assessment data will be analyzed, action plans will be created and followed, pacing will be adjusted as needed, best practice strategies and engagement strategies will be shared, and intervention and enrichment will be imbedded into planning.	Tara Charity Jane O’Hara Steve Kewer Nadya Briggs Kim Wilborn Valerie McLean Andrew Campbell Aaron Faulx Cheryl Fulgham	Access to FCPS 24/7, Horizon, EDSL eCART, best practice resources, professional development resources and common assessment data.	x	x	x	x	Agenda minutes will reflect a focus on the critical questions. Monthly data dialogues will occur in all CLTs. Action plans will be housed in department folders and noted in agenda minutes. Vetted collaborative resources will be housed in department folders. Data tracker will be updated by unit and utilized for data dialogues. ECart will be used to administer catalog tests, practice SOL tests, and department common assessments. Assessments and results will be available in Horizon reports and EDSL eCART.

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3. Collaborative Learning Visits a. A CLV Team will be assembled and receive professional development in CLV b. CLV Team will visit 5 classrooms twice this school year c. Principal will report on CLV to staff and faculty	Terence Yarborough Nadya Briggs	No cost		X		X	Principal report on CLV published to school two times this school year.
4. Sandburg will create and utilize a student achievement database sorted by student name, teachers, AYP subgroups, EL Levels, and Special Education. Teachers will maintain database including unit and quarterly assessment data in order to provide longitudinal data to inform teaching practices.	Kim Wilborn Tara Charity Jane O'Hara Steve Kewer Nadya Briggs Valerie McLean Andrew Campbell Aaron Faulx Cheryl Fulgham Ramon Lee	Man-hours; all data contained within EDSL, SASI, or student cumulative files	x	x	x	x	Data tracker will be housed in department folders and monitored by Administration and department Chairs. Data dialogue action plans will reflect analysis of data from the data tracker.

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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. Writing across the curriculum will be a focus for Social Studies through collaborative writing assignments with the English 7 and 8 CLTs.	Drew Campbell Aaron Faulx	No cost	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 checked="" 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 checked="" 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 checked="" 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)*

All staff members will actively participate in improving the school climate by implementing the essential features of Sandburg's PBS program, focusing on best practices for teaching and learning that will assist students in leading responsible, fulfilling, and respectful lives.

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

Data Sources:

The primary data sources for the Positive Behavior Support (PBS) program are the Benchmarks of Quality and the FCPS student data system, SASI.

Junior Achievement of Greater Washington has created Finance Park www.myja.org/financepark.

SMART goals using effective goal-setting strategies (Learning by Doing, 2006).

Knowledge of Programmatic/Instructional Strengths:

The PBS program at CSMS has been quite successful in the past, earning Sandburg recognition as a PBS Exemplar school during the 2005-2006 school year. In previous years, full staff buy-in and motivation to continually implement and maintain high expectations of students has been the key to the program's continued success. This momentum is created and maintained through monthly reporting of PBS data, consistent recognition of staff and students, regular PBS committee meetings, and full support for the program by the administrative team.

Participation in Finance Park has proven to be successful in developing career awareness and life skills from research. In addition, there have been positive responses from faculty and students who participate in the experience.

Knowledge of Programmatic/Instructional Weaknesses:

The PBS program for the previous school year was not a commitment by the faculty and staff during the usual allotted advisory time. The frequency and buy-in for the program diminished. In addition, to address the waning program, PBS also tested a less structured format to deliver lessons to students which may have given an inconsistent message among students and staff. More organized initiatives, more involvement, and visibility by PBS members would result in more consistency. The previous year's disciplinary data revealed a few of the high areas of needs where positive support could supplement consequences and punishment, which in turn would result in a lower amount of instructional time lost.

Best Practice Research:

PBS is a comprehensive program that focuses on applying positive behavioral interventions and other proven techniques to help students learn proper ways to socialize and make appropriate decisions (FCPS PBS Program Handbook, 2006). It was developed by a team that set goals and teaches appropriate decision-making skills to the student over time. It recognizes that there are reasons for behavior problems such as, deficient skills; seeks to correct problems and teach proper socialization. In addition, it is important for

teachers to create student-centered learning environments and build relationships that promote a safe and positive environment in which students are responsible, collaborative, self motivating and self-evaluating.

Junior Achievement of Greater Washington has created Finance Park as it is committed to providing students with a real-world perspective of finance - one that is current, practical, and easy to understand. Junior Achievement is at the forefront of an exciting opportunity to further strengthen its commitment to area students by creating an experiential financial literacy center in the region. www.myja.org/financepark.

SMART goals use effective goal-setting strategies to help students get on the pathway to career success and personal development. (Learning by Doing, 2006)

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	Sandburg students will demonstrate sound moral character and ethical judgment evidence by a 5% school-wide decrease in the number of out-of-school suspensions assigned and a 5% decrease in the number of class tardies, class cuts, and classroom disruptions for the 2011-2012 school year.
2.4	Sandburg students will practice strategies learned from character education lessons and utilize skills necessary to manage and resolve conflicts that arise in their daily lives. There will be a 5% decrease in minor physical altercations, and fights. Peer mediation use will increase by 20% from 2010-2011 school year to resolve conflicts.
2.6	By the end of the 2011-2012 school year, 100% of 7 th grade AVID students will develop a personal SMART Goal through the AVID team.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

All staff members will actively participate in improving the school climate by implementing the essential features of Sandburg’s PBS program, focusing on best practices for teaching and learning that will assist students in leading responsible, fulfilling, and respectful lives.

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. We will develop a formal plan for instructing 7 th grade AVID students on how to develop personal SMART goals; students will publish and monitor their goals.	AVID Counseling and 7 th Grade AVID Team	No cost		X	X		100% of 7 th grade AVID students will have documented personal SMART goal.
2. Peer Mediation	Counseling Department	\$400	X	X	X	X	Use of Peer Mediation Services will increase by 20%.
3. PBS goals will be understood through faculty meeting professional development and training provided for new AVID team members in an onsite workshop.	Tara Charity and Julie Uy Derek Steele Janel Mainor AVID Team teachers	Four substitutes for one day workshop provided by AVID department.	X	X	X		Professional Development during faculty meeting, and professional development in-school workshop through district level AVID services.
4. A Student of the Quarter Advisory Board will be created.	Principal and Counseling Department	\$50		X	X	X	Board will meet with the Principal for advisory each quarter after Student of the Quarter has been announced. Meet three times.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

All staff members will actively participate in improving the school climate by implementing the essential features of Sandburg’s PBS program, focusing on best practices for teaching and learning that will assist students in leading responsible, fulfilling, and respectful lives.

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. Team Based Competitions and Celebrations	Mike Hart and Team Leaders	\$300	X	X	X	X	At least four competitions/celebrations during the school year will be conducted by each team.

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)*

Teachers will model and provide instruction to assist students in being respectful and contributing participants in their school and community. Students will demonstrate knowledge and practice the duties, responsibilities, and rights of citizenship in a democratic society through a variety of service learning opportunities.

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

Data Sources:

Through Civics classes, eighth grade students in FCPS are required to complete a service learning project, inclusive of community service hours. At Sandburg, eighth grade students are required to complete a service learning project that includes a minimum of 15 hours completed throughout the school year. These hours, and related reflections on the service experience, are meant to connect classroom instruction to meaningful community service so that students see the value of civic responsibility/involvement. This year we plan on extending the community service requirement to the 7th grade introducing the students to the concept of community service with a five hour commitment to be completed by the end of the second semester of the 2011-2012 school year.

Our focus in 2011-2012 is to enhance our After-School Program and collect baseline data. We see documentation to suggest this program is of great utility for connecting students, particularly minorities, with service learning opportunities as well as for Interventions and Enrichment opportunities along with clubs and other student need driven programs. We also will develop more service learning opportunities on site for the upcoming school year. This year, we will focus on merging students' interest in after-school activities with additional opportunities for meaningful service participation. After-school time extends learning and engages students in different ways. Sandburg will collect baseline data during the first quarter using a new database system that will measure student participation in the After School program.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programmatic/Instructional Strengths

Sandburg stresses the importance of youth taking an active role in their community and school. Our After-School program has shown improved logistics and participation over the past two years. The artistic components of the program have been identified as strength because of teacher and student participation. An English department initiative dealing with reading and athletic participation entitled Gridiron and Great Books also garnered much student participation as well. Some other programmatic strengths of After School program were the implementation of a county based intervention program called Illuminate that assisted some of our struggling learners with computer based tutoring assistance from teachers across the county.

Sandburg continued its development of a relationship with the National Park Service with a field trip for all 7th grade students to the George Washington Memorial Parkway's Dyke Marsh. This field trip introduced the students to their surrounding environment with a focus on conservation. The school also started a "Go Green" initiative to improve recycling within the school community.

Programmatic/Instructional Weaknesses

During the 2010-2011 school year, Sandburg was unsuccessful but will now improve upon our communication with students and parents in regards to the After School program by offering more representation from our best educators and a consistent approach by the four core subject areas. We also want to improve our data collection with analysis concerning students participating in the program. We need to do a better job of ensuring our students are attending programs to address areas of need to ensure that remediation and enrichment opportunities are occurring effectively.

Another identified area of need at Sandburg has been the lack of providing service learning opportunities within the actual school itself because over 45% of our students are challenged by socioeconomics. The students need to have more on-site opportunities for service learning. We also need to focus on increasing staff participation and creating these opportunities.

Best Practice Research:

Sandburg recognizes that high-quality service-learning programs include: articulated and authentic learning goals, response to genuine community needs, students making decisions and analytical reflection. Proponents of service learning believe that for students, involvement in service influences career preparation, stimulates academic performance, increases awareness of community problems, encourages students to become involved in the social problems facing their communities and heightens the connection of theory to practice (Bringle & Kremer, 1993; Cohen & Kinsey, 1994; Giles & Schmiede, 1996; Furco & Billig, 2002; Gray, Ondatje, & Zakaras, 1999; Hesser, 1995).

Service learning can help teens develop the assets needed for a productive future (Byers, Griffin-Wiesner, & Nelson, 2000). Service-learning activities not only respond to students' interests and personalities, but it further enhances their sensitivity to and interest and engagement in community, society, and world issues (Passow, 1998, 1989). Finally, best practice research indicates that the most successful service-learning projects are guided by youth and include a strong reflection component (Eyler, 2002; Fredericks, Kaplan & Zeisler, 2001; Scales, Blyth, Berkas, & Kielmeier, 2000).

After school programs allow young people to engage in active learning experiences. All youth can benefit from such learning opportunities, but those who are high need and at risk can gain the most experience from such activities. These program strategies can empower young people as agents of their own learning in a way that traditional school pedagogies rarely succeed in doing. Whether involved in the arts, sports, or academic activities, students will have the chance after school to build important skills that will allow them to be more successful in school and help prepare them for their future lives.

Miller, Beth, (2003), *Critical Hours: Afterschool Programs and Educational Success*. A report commissioned by the Nellie Mae Education Foundation.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.1	By the end of October, Sandburg will hold school wide, team based elections for the office of student council.
3.2	By the end of the school year, 100% of the 8 th graders will participate in 15 hours of a school specified service learning project.
3.2	By the end of the school year, 100% of the 7 th graders will participate in 5 hours of a school specified service learning project.
3.2	The After school program will develop an increase after school attendance by 5% from the 2010-2011 school year.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will model and provide instruction to assist students in being respectful and contributing participants in their school, community, country, and world. Students will demonstrate knowledge and practice the duties, responsibilities, and rights of citizenship in a democratic society through a variety of service learning opportunities.

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. School Wide Elections	Social Studies Department	No cost			X		A panel of elected student body members will be announced in November school Panther Prints newsletter.
2. Go Green Extension	Science Department	\$150	X	X	X	X	Twenty bags of recyclables will be bagged.
3. The Sandburg Buddy System	Scott Doucette	\$750		X	X	X	Greater than 20 students will be paired with a “Buddy”
4. Peer Tutoring	Mohammed Zishhan	No cost.	X	X	X	X	Peer mediators will be trained and conduct peer mediation sessions as needed. Referrals will be submitted by faculty, staff, counselors, and administrators
5. Conduct After School information sessions, post and advertise clubs and programs through SAM6 and bulletin boards, and announcements.	Adrian Cleckley	\$0	X	X	X	X	After School attendance sheets

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

Teachers will model and provide instruction to assist students in being respectful and contributing participants in their school, community, country, and world. Students will demonstrate knowledge and practice the duties, responsibilities, and rights of citizenship in a democratic society through a variety of service learning opportunities.

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.	
6. In School Service Opportunities through Civics teachers and After School opportunities	Civics teachers Adrian Cleckley	Various teacher costs for teachers through the After School Program	X	X	X	X	

RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement

	05-06	06-07	07-08	08-09	09-10	10-11	05-06	06-07	07-08	08-09	09-10	10-11	05-06	06-07	07-08	08-09	09-10	10-11	
English			(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	Reading 7		(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	Reading 8		(need 77% or 10% increase)	(need 81% or 10% increase)	(need 81% or 10% increase)	(need 86% or 10% increase)	
All	76	76	85	84	86	93	81	82	83	85	85	93	70	70	87	82	87	92	
African Amer.	61	63	67	66	77	86	72	71	61	71	72	85	51	54	74	61	83	87	
Hispanic	55	57	80	75	72	87	64	68	75	80	71	90	45	44	86	70	73	84	
White	91	92	96	94	96	99	93	95	96	93	98	99	89	89	95	95	95	99	
SWD	57	46	57	45	65	86	65	50	52	45	76	88	47	42	63	46	56	83	
LEP	51	48	80	73	70	84	57	61	77	77	72	87	45	36	83	68	69	81	
Econ. Disadv.	58	55	73	69	73	86	66	64	67	74	71	86	49	45	79	63	76	86	
Math			(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	Math 7		(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	Math 8		(need 75% or 10% increase)	(need 79% or 10% increase)	(need 79% or 10% increase)	(need 85% or 10% increase)	
All	65	65	70	74	86	84	42	45	43	51	67	66	71	68	75	74	88	81	
African Amer.	42	43	47	60	81	68	24	26	28	47	65	60	50	52	55	62	86	63	
Hispanic	43	39	47	54	69	73	28	32	24	35	53	61	53	42	61	62	75	72	
White	85	87	89	88	97	96	63	72	70	69	89	79	90	90	91	86	97	96	
SWD	35	36	40	31	72	72	29	30	22	21	64	68	43	38	55	33	75	72	
LEP	40	37	47	52	68	67	25	29	26	36	58	57	51	42	57	62	71	69	
Econ. Disadv.	40	43	46	54	75	68	26	30	27	38	63	59	50	52	56	61	78	67	
Algebra I and Geometry have had a 100% pass rate for the past 3 years																			
Science			(need 70%)	(need 70%)	(need 70%)	(need 70%)							Writing 8						(need 70% or 10% increase)
All	80	84	90	82	83	90							90	75	86	85	86	88	
African Amer.	60	72	78	64	75	83							78	56	72	68	79	82	
Hispanic	66	69	84	66	61	81							90	55	85	73	69	74	
White	93	95	98	95	98	99							95	90	95	95	98	98	
SWD	59	56	71	48	53	72							45	39	54	44	42	66	
LEP	63	65	79	62	55	77							81	51	76	69	65	70	
Econ. Disadv.	62	67	78	59	66	81							81	52	76	67	71	77	
History & Soc. Science																			
	05-06	06-07	07-08	08-09	09-10	10-11	05-06	06-07	07-08	08-09	09-10	10-11	05-06	06-07	07-08	08-09	09-10	10-11	
	(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)	(need 70%)	History 7		(need 70%)	(need 70%)	(need 70%)	(need 70%)	Civics		(need 70%)	(need 70%)	(need 70%)	(need 70%)	
All	86	81	90	86	87	86	89	81	93	91	92	88	82	84	86	79	82	85	
African Amer.	74	86	80	71	80	75	80	64	86	84	84	79	69	76	72	58	76	72	
Hispanic	69	69	83	78	72	73	72	69	85	80	88	76	66	59	79	63	63	69	
White	97	94	97	96	96	97	98	94	99	98	98	98	95	95	96	93	94	99	
SWD	59	53	71	59	62	59	63	55	78	75	77	64	52	61	54	39	49	57	
LEP	67	68	79	70	68	70	71	64	86	77	82	73	65	58	71	52	57	68	
Econ. Disadv.	70	66	78	72	75	73	78	65	84	82	84	75	62	66	72	55	67	71	
Did Not Meet																			
Met																			
Safe Harbor																			

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
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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: CSMS will provide a rigorous curriculum for all students. We will offer a learning community that meets the full range of needs of our diverse student population. We will support students whose ability levels range from advanced academic center placement to Special Education Category B service. It is our objective to meet adequate yearly progress (AYP) for all subgroups, as determined by the No Child Left Behind Act’s standards. We will also remain fully accredited by the Virginia Department of Education. In order to accomplish this objective, teachers will strengthen methodologies using instructional best practices that promote higher levels of student engagement. We will analyze our strengths through collaborative learning visits and will discuss common concerns and areas of focus in Collaborative Learning Teams (CLTs).</p> <p>Finally, teachers will continue to gear teaching towards student mastery of learning objectives by utilizing various forms of assessment (diagnostic, formative, and summative). To achieve this, we will enhance school and county assessment resources, including county-developed and department-developed common assessments.</p>	<p>Performance Indicator: Quantitative/Qualitative Data:</p>	<p>Social Studies: The department has been working collaboratively on common assessments and best practices and focusing on what strategies worked to increase understanding and application of content in the classroom for all students. The focus of common assessments in the department is to give all students a chance to show mastery of the content covered in the class and give teachers an opportunity to collect data to interpret to inform teachers where remediation is needed. The department is still working on how to best analyze the data we collect from common assessments and on how to best clearly communicate with each other.</p> <p>Science: Science followed the district curriculum and completed a majority of the labs in both grades. CLTs planned and worked cooperatively all year. Eighth grade did three combined review sessions prior to the SOL test.</p>	

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Social Studies: By the end of May 2011, the Social Studies department will have achieved school accreditation by exceeding a 70% pass rate on the 7th and 8th grade SOL exams. African American students will increase from 80% to 84% passing rate. Hispanic students will increase from 72% to 78% passing. White students will increase from a 96% to 98% passing rate. Student w/ disabilities will increase from 62% to 70% passing. Limited English Proficient students will increase from 68% to 80% passing. Economically disadvantaged students will increase from a passing rate of 75% to 80%.</p> <p>Science: By the end of the 2010-2011 school year, the following subgroups will improve, meet, or exceed 70% passing on the SOL: Hispanic will increase from 63% to on or above 70%. SWD will increase from 53% to on or above 70%. LEP will increase from 55% to on or above 70%. Economically Disadvantaged will increase from 66% to on or above 70%.</p> <p>Math: By the end of the 2010-2011 school year, each of the following sub-groups: Hispanic, Economically Disadvantaged, Limited English Proficient, and Student with Disabilities will meet a minimum of 83% and African-American increased by 10%.</p> <p>Language Arts: By end of May 2011, English department will achieve AYP by meeting or exceeding an 85% pass rate on the SOL exam. African-American will increase 77% to 85%; Hispanic increase from 65% to 85%; LEP increase 70% to 85%; Economically disadvantaged will increase from 73% to 85%.</p>	<p>Science : African-American rose from 75- 83% ; Hispanic 61 – 81% ; White 98- 99% ; SWD 53 – 72% ; LEP 55 – 77% ; and Econ DisAdv 66 – 81%.</p> <p>English was successful in achieving its goal of achieving AYP. While not all reporting categories reached the AMO target of 85%, with the Safe Harbor policy, led to our gains in students with disabilities and students with LEP to achieve at AYP levels.</p>	<p>Math: CLT approach was implemented. Teachers began to work in teams to improve instruction and curriculum implementation but CLTs did not follow the data driven targeted instruction model. Power Math students experienced teacher changes and not provided structured interventions. Afterschool sessions were for extra help only by individual teachers and high school students for tutoring. Ecarts were regularly used to provide timely feedback. Teachers attended training for unpacking new standards and Kagan to enhance instruction. Spring Advisory groups were selected for SOL review.</p> <p>English: The most significant factor that contributed to the success of the English department in achieving AYP was a consistent and dedicated focus on the process of collaboration. Teachers agreed to a series of common assessments, analyzed data, developed actionable instructional plans, and shared best practices to assist each other. This faithfulness to collaboration empowered teachers to identify areas of concern early and push for initiatives to address them. Examining our own instructional strategies was also a major contributor to our success, analyzing our own lesson plans, class resources, and assignments, and able to identify strengths and weaknesses in ourselves and improving as the year progressed.</p>	<p>Science: CLTs continued to work cooperatively. More review sessions for 8th grade prior to the test. Adherence to the pacing guides set by FCPS.</p> <p>Math: CLT for 2011-2012 was changed to focus on weekly subject area meetings rather than dept wide meetings. For example, Algebra meets on Mondays, Math 7 meets on Tuesdays, Math 8 meets on Wednesdays, Math7 HN meets on Thursdays, and Power Math meets on Fridays.</p> <p>English: Clearly, the collaborative process works, so a school-wide effort to collaborate will improve school-wide goals. Practices such as our writing across the curriculum initiative with the social studies department and collaborative learning visits will apply the same practices that the English department found so empowering and successful this year to all teachers, and hopefully more will begin to see the benefit of collaboration and reflective instruction.</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 Objective: All Staff members will actively participate in improving the school climate by implementing the essential features of Sandburg’s Positive Behavior Support (PBS) program, focusing on applying behavior interventions, and implementing best practices for teaching and learning that will assist students in leading responsible, fulfilling, and respectful lives. Sandburg students will practice strategies learned from character education lessons, which will be taught once per month in their advisory classes and the peer mediation program. Students will utilize skills necessary to manage and resolve conflicts that arise in their daily lives and others. This may be measured by obtaining a 10% decrease in the conflict among peers to include physical altercations and fights. Sandburg Faculty will help students develop practical life skills by teaching and modeling expected behavioral outcomes on a constant basis and use interventions plans for students who have been identified as at-risk. We will increase the number of monitored behavior intervention plans beginning with the 2010-2011 school years as a baseline.</p>	<p>Performance Indicator: Quantitative/Qualitative Data: Comparing discipline data from 2009-2010 to 2010-2011 there was a decrease by 5.75% in the total number of Out of School Suspensions recorded in SASI. There was an increase of 21.9% in detentions.</p>	<p>Supported: PBIS Student Incentive Program started off strong with the majority of the staff fully participating by regularly giving out Panther Paws and students given awards/rewards. The PBIS committee kicked the year off with a successful school-wide Stop Bullying contest. The committee planned and distributed Character Counts lessons to Advisory teachers to teach and hold discussions with students. Teachers continued to implement the use of electronic referral forms making it easier to report and track referrals.</p> <p>Inhibited: School wide SOL Interventions were implemented during advisory classes and Character Counts lessons were placed on hold.</p>	<p>The school wide behavior management program which is clearly started in the staff PBIS Handbook should be fully implemented and followed by all. The PBIS committee should meet regularly in order to provide data and updates at monthly faculty meetings in order to include staff in the improvement process and promote a positive school climate. An Intervention Team/SST should be formed and held responsible for implementing and following up with a Student Intervention plan for At Promise students.</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: Teachers will model and provide instruction to assist students in being respectful and contributing participants in their school, community, country, and world. Students will demonstrate knowledge and practice the duties, responsibilities, and rights of citizenship in a democratic society through a variety of service learning opportunities.</p> <p>To increase the number of eighth grade students completing Service Learning Projects by ten percent from 2009-2010 estimates; data collected in 2010-2011 will serve as baseline data for future years.</p> <p>To increase the number of students participating in the After-School Program by ten percent from 2009-2010 estimates; data collected in 2010-2011 will serve as baseline data for future years.</p>	<p>Performance Indicator:</p> <p>Quantitative/Qualitative Data:</p>	<p>Supported: All Civics teachers have presented the service learning project to the students. Civics teachers have given students ideas for community service as well as provided web resources for students to find community service opportunities. Mr. Overbeck has held after school community service to support the walk to end ALS. This after school activity was very well attended. Teachers are also trying to work with the Kiwanis Builders club to provide community service opportunities within the school.</p> <p>Inhibited: Communication within the department is something that needs to be improved. A lack of communication on many parts led to delays in getting the community service project off the ground as soon as the department wanted it to. The department also needs to work on developing more opportunities for community service within the school, and after school.</p>	

2011 Fall Reflection on Critical Factors that Supported and Inhibited Success

Observations -

Disciplinary reporting has increased
Tardiness greatly increased
Higher rate of class disruptions
Fights decreased
Major infractions decreased
Minor infractions increased

Factors that contributed to Improvements -

Teachers present in halls
Dean of Students to monitor and address tardies
Clear expectations/consequences
Improved response by administrators
Peer Mediation
Guidance Support
Teachers held student accountable
Less was tolerated by teachers
Teachers felt more empowered

Factors that inhibited –

No bells at end of lunch
More accurate reporting
Tardy Policy (Dean of Students)
Decrease in time for transition

What would we like to see?

This year's data should be baseline
Focus on 8th grade data next year
Continued communication of expectations by Principal
Collect additional data
Continue to look at data throughout the year
Focus on discipline with Team CLT
Hold each other accountable
More ways teachers can hold students accountable
Increase communication with parents
Reward students for behavior we want to see, improve PBIS