

# Fairfax County Public Schools

## School Improvement Plan 2005 – 2007



**South Lakes High School  
Cluster VIII  
Bruce Butler, Principal**

# Committee Members

Committee Chair: **Timothy Arrington**

Principal: **Bruce Butler**

<b>Name</b>	<b>Position</b>
Kim Brophy	Assistant Principal, 9 <sup>th</sup> Grade
Lenny Delligatti	Math Teacher
Irv Green	Special Education, PHTA and Class Sponsor
Kristen Hilgaard	Professional and Technical Studies Teacher
Arria Ibach	Counselor, Testing Coordinator, and Class Sponsor
Andria Laphorn	Assessment Coach
William Laphorn	Health and Physical Education Department Chairperson
Martin Van Opdorp	ESOL Teacher and SLICE Sponsor
Kathleen Schenker	English Teacher, It's Academic Coach, 10 <sup>th</sup> Grade PLC Leader, PBIS Committee Member
Robyn Singletary	Librarian
Kali Soulios	Science Teacher and NHS Sponsor
Tom Stanley	Technology Specialist
Anne Stowe	IB Coordinator, IB Teacher
Alex Turner	Social Studies Teacher and CPP Sponsor
Veronica Irrera	Fine Arts Department
Marie Allen	President of PTSA
Sasha Reed	President of SGA
Robert Morris	President of Senior Class
James Parnham	President of Junior Class

# School Mission Statement

## **Virginia Board of Education Mission**

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

## **Fairfax County Public Schools Vision and Mission Statement:**

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

## **School Vision and Mission Statement:**

The vision of South Lakes High School is to develop a community of learners who strive for academic excellence and value diversity, intellectual curiosity, social responsibility, and an international understanding for all students.

South Lakes High School’s mission is to educate in a learning environment where student achievement is a priority and a right for all students. To achieve this, ongoing assessments will drive instruction, effective teaching strategies will address student needs, and the classroom environment will promote a passion for education. School life will encourage academic success and foster positive behavior. School personnel will effectively communicate with parents and solicit their participation in the greater South Lakes High School community.

## FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

### CLUSTER 8 SOUTH LAKES HIGH

Category	June 2003		June 2004		June 2005	
	#	%	#	%	#	%
<b>ETHNICITY</b>						
ASIAN OR PACIFIC ISLANDER	184	11.59	181	11.69	175	11.78
BLACK (NOT OF HISPANIC ORIGIN)	305	19.22	313	20.22	307	20.66
HISPANIC	246	15.50	231	14.92	233	15.68
WHITE (NOT OF HISPANIC ORIGIN)	815	51.35	775	50.06	708	47.64
OTHER	37	2.33	48	3.10	63	4.24
	<b>1,587</b>		<b>1,548</b>		<b>1,486</b>	
<b>GENDER</b>						
FEMALE	789	49.72	776	50.13	756	50.87
MALE	798	50.28	772	49.87	730	49.13
	<b>1,587</b>		<b>1,548</b>		<b>1,486</b>	
<b>ENGLISH PROFICIENCY</b>						
ENGLISH PROFICIENT	1,365	86.01	1,329	85.85	1,246	83.85
LIMITED ENGLISH	222	13.99	219	14.15	240	16.15
	<b>1,587</b>		<b>1,548</b>		<b>1,486</b>	
<b>LIMITED ENGLISH LEVELS</b>						
LA-DEVELOPING LITERACY SKILLS	6	2.70	2	0.91	5	2.08
A-BEGINNING ESOL-NOT PROF IN ENG	34	15.32	38	17.35	47	19.58
B1-INT ESOL - LIMITED PROF IN ENG	57	25.68	40	18.26	35	14.58
B2-ADV ESOL-LIMITED ENG RD/WRT SKL	56	25.23	65	29.68	61	25.42
B3-ACHIEVING ENGLISH PROFICIENCY	69	31.08	74	33.79	92	38.33
	<b>222</b>		<b>219</b>		<b>240</b>	
<b>FEE WAIVER</b>						
NO FEE WAIVER	1,131	71.27	1,120	72.35	1,068	71.87
FREE OR REDUCED FEES	456	28.73	428	27.65	418	28.13
	<b>1,587</b>		<b>1,548</b>		<b>1,486</b>	
<b>EDUCATIONAL DESIGNATION</b>						
GENERAL EDUCATION	1,346	84.81	1,272	82.17	1,227	82.57
SPECIAL EDUCATION LEVEL 1	57	3.59	70	4.52	75	5.05
SPECIAL EDUCATION LEVEL 2	184	11.59	206	13.31	184	12.38
<b>SPECIAL EDUCATION SERVICE*</b>						
CAREER AND TRANSITION	1	0.41	0	0.00	1	0.39
DEAF/HARD OF HEARING	2	0.83	1	0.36	0	0.00
EMOTIONAL DISABILITIES	48	19.92	52	18.84	52	20.08
LEARNING DISABILITIES	149	61.83	176	63.77	154	59.46
MILD RETARDATION	14	5.81	18	6.52	17	6.56
MODERATE RETARDATION	19	7.88	22	7.97	22	8.49
MULTIPLE DISABILITIES	0	0.00	0	0.00	1	0.39
PHYSICAL DISABILITIES	0	0.00	0	0.00	1	0.39
SEVERE DISABILITIES	2	0.83	3	1.09	6	2.32
SPEECH/LANGUAGE IMPAIRMENT	6	2.49	4	1.45	5	1.93
	<b>241</b>		<b>276</b>		<b>259</b>	
<b>MOBILITY</b>						
MOBILITY RATE		17.09		22.59		20.43

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

# **Adequate Yearly Progress (AYP) Report**

(Import your school's AYP report from EDSL, when it is available)

# Divisionwide Strategic Goals 2004-2006

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

<b>STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.</b>				
<b>Target #</b>	<b>Divisionwide Strategic Target</b>	<b>Target Measure #</b>	<b>2004-2005 Measure</b>	<b>2005-2006 Measure</b>
1	All students will be reading at or above grade level by the end of second grade.	1.1	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.2	54 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	55 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.3	51 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	52 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.4	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.
2	All schools will meet Virginia accreditation and No Child Left Behind Adequate Yearly Progress standards.	2.1	95 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.	96 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.
		2.2	60 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.	65 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.
		2.3	50 percent of Title I schools will meet Adequate Yearly Progress.	55 percent of Title I schools will meet Adequate Yearly Progress.
		2.4	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 2,000 teachers and staff.	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 3,000 teachers and staff.

<b>STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.</b>				
<b>Target #</b>	<b>Divisionwide Strategic Target</b>	<b>Target Measure #</b>	<b>2004-2005 Measure</b>	<b>2005-2006 Measure</b>
4	All grade 11 students will have the required verified credits for graduation by the end of 11th grade.	4.1	90 percent of the class of 2006 will have the required verified credits for graduation by the end of 11th grade.	92 percent of the class of 2007 will have the required verified credits for graduation by the end of 11th grade.
8	The reading and mathematics Standards of Learning (SOL) scores for all grade eight students will increase.	8.1	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.
		8.2	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.
		8.3	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.
		8.4	All subgroup mathematics scores at or above the FCPS average SOL mathematics score will increase by 1 percent.	All subgroup mathematics scores at or above the FCPS SOL average mathematics score will increase by 1 percent.
10	All schools will increase their ability to serve students with disabilities in general education classrooms.	10.1	80 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.2	95 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.	100 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.3	80 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.
<b>STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.</b>				
<b>Target #</b>	<b>Divisionwide Strategic Target</b>	<b>Target Measure #</b>	<b>2004-2005 Measure</b>	<b>2005-2006 Measure</b>
3	The participation and performance of juniors and seniors in Advanced Placement and International Baccalaureate courses will increase.	3.1	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.
		3.2	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.
		3.3	All subgroups below the FCPS average participation rate will increase participation by 5 percent.	All subgroups below the FCPS average participation rate will increase participation by 5 percent.
		3.4	All subgroups above the FCPS average participation rate will increase participation by 1 percent.	All subgroups above the FCPS average participation rate will increase participation by 1 percent.

**STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.**

<b>Target #</b>	<b>Divisionwide Strategic Target</b>	<b>Target Measure #</b>	<b>2004-2005 Measure</b>	<b>2005-2006 Measure</b>
5	The achievement of all students taking the SAT in their senior year will increase.	5.1	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.
		5.2	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.
6	The participation of Black, Hispanic, and economically disadvantaged students in gifted and talented programs will increase.	6.1	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.
		6.2	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.
7	The percent of students in Career & Technical Education (CTE) courses who pass the corresponding industry certification tests will increase.	7.1	The number of students in Career & Technical Education (CTE) courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.	The number of students in Career & Technical Education (CTE) receiving certifications or licensure in their chosen field of study will increase by 5 percent.

**STRATEGIC GOAL 3: The climate in all FCPS facilities will be safe and secure.**

<b>Target #</b>	<b>Divisionwide Strategic Target</b>	<b>Target Measure #</b>	<b>2004-2005 Measure</b>	<b>2005-2006 Measure</b>
9	All schools will be safe and secure.	9.1	Achieve a divisionwide secondary suspension rate no higher than 9 percent.	Achieve a division wide secondary suspension rate no higher than 8.5 percent.
		9.2	Achieve a division wide suspension rate for Black and Hispanic students no higher than 10 percent.	Achieve a division wide suspension rate for Black and Hispanic students no higher than 9.5 percent.
		9.3	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.

# Special Programs

South Lakes High School (SLHS) is an **International Baccalaureate Organization** (IBO) member, since its affiliation year in 1999. The IBO confers both a full diploma to students who complete a prescribed sequence of rigorous courses and a certificate to students who complete an IB course offered at the eleventh and twelfth grades. South Lakes High School also offers **Pre IB** courses in the ninth and tenth grades that prepare students for IB courses at grades eleven and twelve. Anne Stowe coordinates the IB Program.

South Lakes High School and Langston Hughes Middle School (LHMS) are affiliated with the **International Baccalaureate Middle Years Program** (IBMYP). The IBMYP encompasses grades 7-10, with students beginning in the middle school and completing the program with a personal project completed in the high school for an IBMYP certificate. Community service is also a component of the IBMYP certificate. Teachers in both schools join efforts to discuss curricular and instructional plans and articulate student expectations to promote this challenging program. James Albright at LHMS coordinates while Cynthia Dietz at SLHS acts as the liaison of the IBMYP Program.

The **Special Education Program** implements the inclusion instructional model of co-teaching core curriculum courses. SLHS serves a wide range of special education students: autistic resource, autistic, emotionally disabled resource, emotionally disabled self-contained, hearing impaired itinerant, learning disabled resource, learning disabled self-contained, multiple handicapped, mildly retarded, moderately retarded, severely disabled, speech handicapped, and other health impaired resource.

The **Army JROTC Program** was implemented in 1997 and offers students skill building in the areas of critical thinking, planning, leadership, goal setting, and communication. The JROTC program has received (7) Honor Unit with Distinction awards and is in the top ten percent (10%) of all Army JROTC programs in the world. Currently there are 86 students who take part in the Color Guard, Honor Guard, Drill Team, Rifle Team, and Raider Team activities throughout the year. Bruce Butler is the administrator who supports Chief Warrant Officer Michael Walker and Sgt. Keith Keating, instructors.

The **Achievement Via Individualized Determination (AVID)** course has been at SLHS for four years. Counselors nominate students in this class based on established pre-requisites. Students who took a similar course in middle school are also encouraged to enroll. SLHS has supporters who meet frequently as a team and with students and their parents. Timothy Arrington is the assistant principal who oversees the course and the AVID Team.

**Peer Mediation** class is an elective that is co-taught by a trained teacher and a counselor. Students in the class receive training for conflict mediation and assist their peers as soon as they are ready. A Peer Mediation Club composed of ninth graders who were trained in middle school is an after school extension of the class. This class and the club members participate in the FCPS Peer Mediation Conference, a yearly student conference. They also mentor elementary school students within the pyramid. The administrator in-charge is Shannon Tully and the lead teacher is Judy Skirbunt.

The **English for Speakers of Other Languages (ESOL) Program** is comprised of three instructional levels based on the students' proficiency in the English language. After students are exited from ESOL, they are monitored for 2 years to follow their progress. Related to this program is the **ESOL Transitional Program**, supervised by the ESOL Office of the Instructional Services Department (ISD), and housed at SLHS. Students study math, science, social studies, and English for Speakers of Other Languages in the evenings, Mondays through Thursdays. Aliel Cunningham is the Lead Teacher and Shelley Gutstein is the supervisor of the program.

**Dance 1, 2, and 3 Class** is a fine arts class taught in FCPS academy schools. Terlene Terry-Todd instructs two classes at SLHS so students do not have to travel to the Fairfax Academy. Some students in these classes opt to join the dance team that performs during half-time programs at basketball and football games. Mrs. Terry-Todd also teaches at Lake Anne Elementary School.

**SuccessMaker**, a computer tutorial to assist students in mathematics, reading, and vocabulary is a Model Campus investment for both schools. Although needing of upgrade or replacement, SLHS schedules students in ESOL, special education, 9<sup>th</sup> grade English, and Algebra One, Part One to use the lab. Currently, Tim Arrington, assistant principal supervising this program. Administrators are seeking a replacement of this program that assists students with reading and math basics.

**Community Service** - Creativity Action Service (CAS) is an IBO diploma requirement of community service. Students confer with the CAS teacher on resources and submit their documents of service to him throughout the school year. National Honor Society's Community Service component and the IB CAS program are supervised by Mr. Schlosser.

**Taking Flight Freshmen Mentoring Transition Program** involves upper class (junior and seniors) students mentoring ninth graders throughout the school year. This is a student-run program with two Lead Executive Mentors, ten Executive Mentors, and 90 Mentors. Varsity Goal (VG) Leadership trainers work with mentors on strategies to deliver the structured mentoring curriculum. Mentors meet with freshmen mentees once a month for 30 minutes in English 9 classes. Family and student activities enhance the program to develop the familial bonds among students.

**The College Partnership Program (CPP)** advocates for and supports students who have the intellectual capabilities to attend college, but need the focus and structure required for personal discipline. CPP provides college preparation skills, parent participation, college visits, and tutorial-remedial activities. FCPS' Department of Student and Special Services CPP Office supervises this program. Shannon Tully is SLHS' liaison with the central office and Shelli Carpenter leads the advocates.

**Project Discovery** is similar to CPP in that it gives students of minority background the opportunities of college preparation. This program is administered by the Fairfax County Government Partnership Office. Students visit colleges and universities on week-ends and hold discussions on college life. Shelli Carpenter and Lita Sobers spearhead this group and works with Swaim Pessaud.

**Senior Ethics Day** is linked to U.S./VA Government course and an annual program sponsored by the Greater Reston Chamber of Commerce for seniors. Community members serve as room leaders and table facilitators as four scenarios of actual ethics dilemmas are presented to students for further discussion. Students rotate from room to room to experience all the four topics. Jeff Davis, social studies teacher of US/VA Government course, coordinates the program.

**Sophomore Ethics Day** is a half day ethics program sponsored by business partner Lockheed Martin. Assistant principals Ronnie Altobelli and Aimee Monticchio organize the program.

South Lakes High School has over 70 co-curricular and extra-curricular clubs, organizations, and athletic teams that support academics and social development. (Appendix I)

# **Title I Program Budget and Justification Report**

(If applicable)

**Fall – Pre-Planning\***  
**School Improvement Planning**  
**Reflecting on Results**

After examining the results of the Spring SOL tests and other relevant data, answer the following questions:			
SIP Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
<b>English</b>	The percentage of students passing at the proficient or advanced level on the Standards of Learning (SOL) tests in English (Reading, Literature, and Research and Writing) will increase <b>by 10% in all demographic subgroups</b> as evidenced by 2004 – 2005 SOL test results compiled by the state and the county.	<ul style="list-style-type: none"> <li>• The indicator was met in the writing portion for the following subgroups; Asian, LEP, students with disabilities, and other.</li> </ul>	<ul style="list-style-type: none"> <li>• The overall goal of a 10% increase was unachievable because it would have exceeded 100% in reading for some subgroups.</li> </ul>
<b>English</b>	The percentage of students passing at the proficient or advanced level on the Standards of Learning (SOL) tests in English (Reading, Literature, and Research and Writing) will increase by 3% as evidenced by 2004 – 2005 SOL test results compiled by the state and the county.		<ul style="list-style-type: none"> <li>• Difficulty of exam: See overall County and State results on exam. The overall fluctuation (+/- 2% in most subgroups) is not statistically significant.</li> <li>• Online format was new in the year 2004-05</li> </ul>
<b>English</b>	Fifty percent of students who participate in the 2004 – 2005 IB English assessment will earn 4 and above as scored and publicized by IBO International.	<ul style="list-style-type: none"> <li>• Summer staff development for teachers</li> <li>• Rigorous instructional program</li> <li>• Teacher Collaboration</li> <li>• BlackBoard resource center that made resource guides and other support materials for students</li> <li>• Constant frequent contact between kids and coordinator via email</li> </ul>	
<b>English</b>	The percentage of juniors and seniors enrolled in IB English will increase by ten percent as shown by <i>SASxp</i> generated enrollment list.		<ul style="list-style-type: none"> <li>• While the indicator was not met, there was an increase in enrollment</li> </ul>

After examining the results of the Spring SOL tests and other relevant data, answer the following questions:			
SIP Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
English	(No)-Enrollment in IB English for Black and Hispanic students will increase by ten percent as shown by <i>SASixp</i> generated enrollment list.		<ul style="list-style-type: none"> <li>While there was an increase in enrollment, it did not increase by 10% percent.</li> </ul>
English	(No)-The passing rate of 11 <sup>th</sup> grade students (scheduled to graduate with standard or advanced diplomas) in the two English 11 SOL tests will increase by 5% as demonstrated by 2004-2005 SOL test results from the state and the county.	<ul style="list-style-type: none"> <li>Our writing scores improved 85.5% to 90.4%</li> <li>Common SOL reviews</li> <li>Focused preparation/remediation after school program in writing</li> <li>Test taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Our reading scores dropped 92.6% to 91.7%.</li> <li>LEP performance dropped 10%</li> </ul>
English	(Data pending)-The percentage of students scoring above the national average on the verbal section of the Scholastic Assessment Test (SAT) will increase as evidenced by 2004-2005 SAT and FCPS statistical data.	Data pending	Data pending
English	(Data not available)-The gap between minority and majority students' scores in the verbal section of the SAT will narrow by ten percent as evidenced by 2004-2005 SAT and FCPS statistical data.	Could not measure indicator (verifiable disaggregated data not available)	Could not measure indicator (verifiable disaggregated data not available)
History and Social Studies	(No)-The percent of students passing at the proficient or advance levels on the World History to 1500 CE EOC test will increase by 3%.		<ul style="list-style-type: none"> <li>Absenteeism on the part of several students.</li> <li>ESOL students have vocabulary difficulty.</li> <li>Students did not retain information learned at the beginning of year.</li> <li>Students did not attend review sessions or do practice tests.</li> </ul>

<b>After examining the results of the Spring SOL tests and other relevant data, answer the following questions:</b>			
<b>SIP Areas</b>	<b>Did you achieve the goals as stated in your indicators?</b>	<b>If you did achieve the goals, what were the critical factors that made this happen?</b>	<b>If you did not achieve the goals, what were the critical factors that inhibited achievement?</b>
<b>History and Social Studies</b>	(Yes)-The percent of students passing at the proficient or advanced levels on the World History from 1500 CE to the Present EOC test will increase by 3%.	<ul style="list-style-type: none"> <li>• common SOL Reviews</li> <li>• common tests</li> <li>• Emphasis on map skills</li> <li>• Blackboard based quizzes</li> </ul>	
<b>History and Social Studies</b>	(Yes)-The percent of students passing at the proficient or advanced levels on the Virginia & United States History EOC test will increase by 3%.	<ul style="list-style-type: none"> <li>• Emphasis on standard routine of presentation of unit materials, allowing students to focus on introduced ideas and facts.</li> <li>• Beginning the school year focused on 20<sup>th</sup> Century history that students could make connections too. Reversal of standard chronological presentation.</li> </ul>	
<b>History and Social Studies</b>	(Yes)-The percentage of all AYP subgroup passing the EOC History and Social Science tests will increase by 5.0%.	<ul style="list-style-type: none"> <li>• Focus on data driven products.</li> <li>• common SOL Reviews</li> <li>• common tests</li> <li>• Emphasis on map skills</li> <li>• Emphasis on communication between student / parents / resource support staff / guidance.</li> </ul>	
<b>History and Social Studies</b>	(Yes)-The percentage of Blacks and Hispanic students participating in Pre-International Baccalaureate courses will increase by 5%.	<ul style="list-style-type: none"> <li>• Identified and encouraged 9<sup>th</sup> graders capable of IB program to enter during 10<sup>th</sup> grade.</li> <li>• SLHS Mentor program efforts</li> <li>• Guidance department</li> </ul>	
<b>History and Social Studies</b>	(Yes)-Fifty percent of students who participate in the 2004 – 2005 IB assessment will earn 4 and above as scored and publicized by IBO International.	<ul style="list-style-type: none"> <li>• Summer staff development for teachers</li> <li>• Rigorous instructional program</li> <li>• Teacher Collaboration</li> <li>• BlackBoard resource center that made resource guides and other support materials for students</li> <li>• Constant frequent contact between kids and coordinator via email</li> <li>• Summer program for rising 11<sup>th</sup> and IB students</li> </ul>	

After examining the results of the Spring SOL tests and other relevant data, answer the following questions:			
SIP Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
History and Social Studies	(Yes)-The percentage of juniors and seniors enrolled in IB Social Studies will increase by 3% as shown by <i>SASIXp</i> generated enrollment list.	<ul style="list-style-type: none"> <li>Identified and encouraged 9<sup>th</sup> graders capable of IB program to enter during 10<sup>th</sup> grade.</li> <li>SLHS Mentor program efforts</li> <li>Guidance department</li> </ul>	
History and Social Studies	(No for Blacks)-Enrollment in IB Social Studies for Black and Hispanic students will increase by five percent as shown by <i>SASIXp</i> generated enrollment list.	<p>Achieved for Hispanics</p> <ul style="list-style-type: none"> <li>Identified and encouraged 9<sup>th</sup> graders capable of IB program to enter during 10<sup>th</sup> grade.</li> <li>SLHS Mentor program efforts</li> <li>Guidance department</li> </ul>	<p>Did not achieve for Blacks</p> <ul style="list-style-type: none"> <li>Identified and encouraged 9<sup>th</sup> &amp; 10<sup>th</sup> graders demonstrating the <u>capability</u> of achieving in the IB program to enter during junior year.</li> <li>Rising 8<sup>th</sup> graders need to be properly screened, identified and directed to the Pre-IB program at SLHS. This will allow completion of the necessary Virginia state requirements for graduation prior to entering the IB program.</li> </ul>
Math	(Yes)-The percentage of students passing at the proficient or advanced level on the Standards of Learning (SOL) tests in Mathematics (Algebra, Geometry, and Algebra II) will increase <b>by 10% in all demographic subgroups</b> as evidenced by 2004 – 2005 SOL test results compiled by the state and the county.	<ul style="list-style-type: none"> <li>After school and Saturday preparation and remediation program</li> <li>Common quarterly assessments</li> <li>Increased focus on standard based instruction</li> <li>Meridian Math Software</li> <li>Online Testing</li> <li>Parental communication</li> <li>Early identification of students not meeting standards</li> </ul>	
Math	(No)-By the end of the 11th grade, <b>all</b> students will have passed the Algebra I or <b>Geometry</b> SOL test.		<ul style="list-style-type: none"> <li>Need to build on previous years successes</li> <li>More realistic goal needed (will be re-written)</li> </ul>

After examining the results of the Spring SOL tests and other relevant data, answer the following questions:			
SIP Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
Math	(Yes)-The number of students who earn 4 and above on the 2004-2005 IB assessment will increase from the previous year.	<ul style="list-style-type: none"> <li>• Summer staff development for teachers</li> <li>• Summer program for rising 11<sup>th</sup> and IB students</li> <li>• Rigorous instructional program</li> <li>• Teacher Collaboration</li> <li>• BlackBoard resource center that made resource guides and other support materials for students</li> <li>• Constant frequent contact between kids and coordinator via email</li> </ul>	
Math	(Yes)-The percentage of juniors and seniors enrolled in IB courses will exceed the previous year's percentage as shown by the SASIxp generated enrollment list.	<ul style="list-style-type: none"> <li>• Teachers and counselor's identification and encouragement of potential students</li> <li>• Parent night</li> <li>• Carry through from IBMYP</li> <li>• IB Alumni meetings with perspective enrollees</li> <li>• Teacher training in current IB curriculum</li> <li>• Newsletters to parents</li> </ul>	
Math	(Data not available)-The percentage of students scoring above the national average on the mathematics section of the Scholastic Achievement Test (SAT) will exceed the previous year's percentage as evidenced by 2004-2005 SAT and FCPS statistical data.	Could not confirm (verified data not available).	Could not confirm (verified data not available).
Math	(Yes)-The number of Blacks and Hispanics students enrolled in Pre IB Advanced Geometry and above will increase by 5% over the preceding year.	<ul style="list-style-type: none"> <li>• Summer IB workshop 37 juniors and 6 seniors</li> <li>• Targeted recruitment</li> <li>• Encouragement from school athletic coaching staff</li> </ul>	
Math	(Yes)-The number of economically disadvantaged students enrolled in Pre IB Advanced Geometry and above will increase by 3% over the preceding year.	<ul style="list-style-type: none"> <li>• Summer IB workshop 37 juniors and 6 seniors</li> <li>• Targeted recruitment</li> <li>• Encouragement from school athletic coaching staff</li> </ul>	

<b>After examining the results of the Spring SOL tests and other relevant data, answer the following questions:</b>			
<b>SIP Areas</b>	<b>Did you achieve the goals as stated in your indicators?</b>	<b>If you did achieve the goals, what were the critical factors that made this happen?</b>	<b>If you did not achieve the goals, what were the critical factors that inhibited achievement?</b>
<b>Science</b>	(No)-The percentage of students passing at the proficient or advanced level on the Standards of Learning (SOL) tests in Science (biology, chemistry, earth science) will increase by 5% evidenced by 2004 – 2005 SOL test results compiled by the state and the county.		<ul style="list-style-type: none"> <li>This indicator was adversely affected by our biology scores.</li> </ul>
<b>Science</b>	(No)-Enrollment for juniors and seniors in IB science courses will increase by ten percent.		<ul style="list-style-type: none"> <li>While there was an increase in enrollment, it did not increase by 10 percent.</li> </ul>
<b>Science</b>	(No)-The percent of students enrolled in IB science courses scoring four or higher on the exam will increase by ten percent.		<ul style="list-style-type: none"> <li>While there was an increase in science score, it did not increase by 10 percent.</li> </ul>
<b>Science</b>	(No)-Enrollment in IB science courses for Black and Hispanic students will increase by ten percent.		<ul style="list-style-type: none"> <li>There was a less than ten percent increase in enrollment</li> <li>The proportion of other subgroups increased at a greater rate than Blacks and Hispanics</li> </ul>
<b>Science</b>	(Yes)-Fifty percent of students who participate in the 2004 – 2005 IB assessment will earn 4 and above as scored and publicized by IBO International.	<ul style="list-style-type: none"> <li>Summer staff development for teachers</li> <li>Rigorous instructional program</li> <li>Teacher Collaboration</li> <li>BlackBoard resource center that made resource guides and other support materials for students</li> <li>Constant frequent contact between students and coordinator via email</li> </ul>	

<b>After examining the results of the Spring SOL tests and other relevant data, answer the following questions:</b>			
<b>SIP Areas</b>	<b>Did you achieve the goals as stated in your indicators?</b>	<b>If you did achieve the goals, what were the critical factors that made this happen?</b>	<b>If you did not achieve the goals, what were the critical factors that inhibited achievement?</b>
<b>Science</b>	(Yes)-The percentage of juniors and seniors enrolled in IB science courses will increase or be maintained as shown by <i>SASIXp</i> generated enrollment list.	<ul style="list-style-type: none"> <li>• Summer IB workshop 37 juniors and 6 seniors</li> <li>• Targeted recruitment</li> <li>• Encouragement from school athletic coaching staff</li> </ul>	

\*This pre-planning should occur as soon as data are available.

# GLOBAL INFORMATION

Information common to more than one objective

<b>Objective: The number of students passing the SOL exams (English, Mathematics, Science, and Social Studies) should increase.</b>							
<b>Work Plan</b>	<b>Data Sources</b>	<b>Person(s) Responsible</b>	<b>Staff Development and Costs</b>	<b>Materials Needed and Costs</b>	<b>Time Line 2005 – 2007</b>		<b>Parent and/or Community Involvement</b>
<b>What will you do to achieve the objective?</b>	<b>What data indicate this is an area of need?</b>	<b>Who will be responsible for monitoring this work plan?</b>	<b>Is staff development required? If so, briefly describe activity and associated cost.</b>	<b>What materials will be used to implement work plan? What are the costs?</b>	<b>What are the projected dates for putting the plan into practice over the next two years?</b>		<b>Will parents or the community be involved? If so, how?</b>
Administrators and teachers will oversee an after-school academic assistance program for those students who did not meet AYP on late bus days throughout the school year.	SOL test results, SASIxp attendance report card grades, teacher and counselor recommendations	Administrators, Teachers	Data analysis	Regular classroom materials; hourly teacher pay (\$27/hour-limit of 10 hrs.), snacks for students	2005-06	2006-07	Attendance at conference, program support and student encouragement
Administrators and counselors will meet with students and parents to develop a plan for success that includes passing SOL tests, earning required verified credits, and graduation.	SOL test results, SASIxp attendance report card grades, teacher and counselor recommendations	Administrators, Counselors, Teachers, Parents, and Students	None	Meeting Facility	2005-06	2006-07	Parent conference participation
2004-2005 SOL data will be used to determine areas of curricular weaknesses. Plans for remediation will be developed.	SOL results and SOL released test items	Administrators, Dept. Chairs, Teachers PLC Teams	Central Office Staff Development, Data disk, regular classroom materials, Flanagan Reviewers, Mott test materials, Triumph, Virginia SOL Coach, SOL tests	N/A	2005-06	2006-07	N/A
Faculty members will engage in staff development focusing on the use of formative assessments and effective PLC strategies.	SOL results and SOL released test items	Administrators, Dept. Chairs, Teachers PLC Teams	\$20,000 (estimate) Institute based training via Solution Tree experts. Site based via Dan Mulligan	\$1000 for Support Materials	2006-07	2006-07	Yes –Academic Boosters will facilitate aspects of the site based training.

**Objective: The number of students passing the SOL exams (English, Mathematics, Science, and Social Studies) should increase.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Departments will hold regular team meetings to discuss curriculum, SOL alignment, content pacing and coverage timeline, strategies for emphasizing SOL objectives and sharing/devising ways to motivate students to achieve.	SOL test data	Administrators, Dept. Chairs, PLC Team Leaders, and Teachers	Departments	Teacher Lesson plans, SOL released test items, SOL objectives, professional reference books	2005-06	2006-07	Support and assistance
Regular education teachers will work with ESOL staff, Special Education case managers and resource teachers to ensure that required information is shared in a timely manner to ensure overall student achievement and adjustment.	2003 ESOL and Special Ed records; skills test result	Administrator, Teachers	Special Education Administrator Workshop	Official forms, teacher observations; student work and behavioral performance portfolio	2005-06	2006-07	Regular support and encouragement of students

# ENGLISH

**Objective: Students will improve achievement in English.**

**Indicators of Achievement:**

English Indicators	If this indicator supports a division target, state which target.						
Enrollment of Black students in IB English courses will increase from 9% to 12 % during the next two years.	6						
Enrollment of Hispanic students in IB English courses will increase from 7% to 10% during the next two years.	6						
Enrollment for juniors and seniors in IB English courses will increase from 21.5% of total junior / senior enrollment to 24.5% during the next two years.	3						
The percent of students enrolled in IB English scoring four or higher on the exam will maintain a range of 95-100% during the next two years, given our related goal of increased minority participation.	3						
The percent of all students passing the SOL End-of-Course English Writing Test will increase from 90.4 to 93.4 during the next two years.	4						
The percent of all students passing the SOL End-of-Course English Reading Test will increase from 91.7 to 94.7 during the next two years.	4						
The percentage of students in the following subgroups achieving passing scores on the SOL Writing exam will increase as indicated. <table data-bbox="449 873 999 971" style="margin-left: 40px;"> <tr> <td>Hispanic</td> <td>from 68.3% to 71.3%</td> </tr> <tr> <td>Black</td> <td>from 88.4% to 91.4%</td> </tr> <tr> <td>Economically disadvantaged</td> <td>from 77.5% to 80.5%</td> </tr> </table>	Hispanic	from 68.3% to 71.3%	Black	from 88.4% to 91.4%	Economically disadvantaged	from 77.5% to 80.5%	6
Hispanic	from 68.3% to 71.3%						
Black	from 88.4% to 91.4%						
Economically disadvantaged	from 77.5% to 80.5%						
The number of students in the following subgroups achieving passing scores on the SOL Reading exam will increase as indicated. <table data-bbox="449 1027 999 1125" style="margin-left: 40px;"> <tr> <td>Hispanic</td> <td>from 81.9% to 84.9%</td> </tr> <tr> <td>Black</td> <td>from 84.5% to 87.5%</td> </tr> <tr> <td>Economically disadvantaged</td> <td>from 87.1% to 90.1%</td> </tr> </table>	Hispanic	from 81.9% to 84.9%	Black	from 84.5% to 87.5%	Economically disadvantaged	from 87.1% to 90.1%	6
Hispanic	from 81.9% to 84.9%						
Black	from 84.5% to 87.5%						
Economically disadvantaged	from 87.1% to 90.1%						
The number of students in the following subgroups (Hispanics, Blacks, and economically disadvantaged) will increase their scores on the verbal section of the SAT at a rate which is consistent with the FCPS Countywide improvements over the next two years.	5, 6						

**Areas of Focus:**

Alignment of curriculum with SOL end-of-course tests  
 Use of Standard Based Instructional strategies  
 Vertical and horizontal articulation  
 Use of technology in instruction  
 International Baccalaureate Program and International Baccalaureate Middle Years Program

Staff development for teachers  
 Remediation opportunities for students in the AYP subcategories.  
 SAT test taking strategies in the curriculum

# ENGLISH WORK PLAN

Objective: Students will improve achievement in English.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Informational meetings for parents and / or students of 8 <sup>th</sup> graders.	Percentage of student currently enrolled in Pre-IB classes.	IB Coordinator	None.	Letters sent to homes. \$300	2005-06	2006-07	Parents will attend the meeting to gain information about the IB Diploma Program.
Informational meetings for parents of 9 <sup>th</sup> / 10 <sup>th</sup> graders.	Percentage of students currently enrolled in Pre-IB and IB classes.	IB Coordinator	None.	Letters sent to homes. \$300	2005-06	2006-07	Parents will attend the meeting to gain information about the IB Diploma Program.
Encourage teachers to identify potential IB students for Course Recommendations.	None	Department Chairs and Counselors.	Yes. 1-2 training sessions about IB expectations.  None.	Handouts and Expert Teacher or Guest Speaker.  \$200	2005-06	2006-07	No.
Conduct after-school help sessions for “marginal” IB students who may be at risk.	1 <sup>st</sup> Quarter common assessment scores.	IB English Teachers	\$300 for teachers working past contract time.	None	2005-06	2006-07	No.
Administer grade level formative assessments to address areas for remediation	Differentiated scores on exams.	Individual teachers and grade-level teams.	Yes- materials, additional training on Abacus.	Pre-existing assessments.	2005-06	2006-07	No.
Use of common rubrics in assessing student work	None.	Individual teachers and grade-level teams.	None.	None.	2005-06	2006-07	No.
Mandatory academic tutoring sessions / study halls	1 <sup>st</sup> Quarter grades and subsequent assessments.	Grade-level teams.	None.	\$1000 for teachers working past contract time.	2005-06	2006-07	Parent volunteers /aides could be encouraged.

**Objective: Students will improve achievement in English.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Formative assessments used in SOL classes for 11 <sup>th</sup> grade students to intervene early on students in need of assistance	1 <sup>st</sup> Quarter Formative Assessments	English Department	None.	\$1000 for SOL books, materials, etc. and teachers working past contract time.	2005-06	2006-07	Parent assistance is encouraged in the area of pizza parties as incentives.
Intensive individual and group tutoring sessions for ESOL students	1 <sup>st</sup> Quarter Formative Assessments.	ESOL and English Transitional teachers.	None.	SOL test preparation materials, food and prizes to encourage attendance \$1,000.	2005-06	2006-07	Parent support and student encouragement
Literacy classes for at-risk students	SOL scores from previous year.	Guidance Coordinator / English Dept. and Librarians	None.	\$20,000 for mobile labs / laptops for each student and access to the library	2005-06	2006-07	Parent volunteer
Practicing online test format	SOL scores from pervious year.	Individual teachers.	None.	None.	2005-06	2006-07	Parent support and student encouragement
Bilingual dictionaries for all ESOL students	ESOL classes enrollments.	English and ESOL Dept. Chairs	None.	\$1000 for distribution of dictionaries in different languages.	2005-06	2006-07	None.
Bilingual dictionaries for ESOL B-3 students in transitional and regular classes.(as needed)	1 <sup>st</sup> Quarter Formative Assessments and Teacher Judgment	English Dept.	None.	\$500 for distribution of dictionaries in different languages.	2005-06	2006-07	None.
SAT writing warm -ups to practice timed writing.	SAT writing scores.	All English teachers, especially Junior/Senior teachers.	None.	\$500 for SAT prep books, materials, etc.	2005-06	2006-07	None.
SAT strategy lessons.	SAT writing scores.	All English teachers, especially Junior/Senior teachers.	None.	\$500 for SAT prep books, materials, etc.	2005-06	2006-07	Parent support and student encouragement

**Objective: Students will improve achievement in English.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Test taking strategies.	SAT writing scores.	All English teachers, especially Junior/Senior teachers.	None.	\$500 for SAT prep books, materials, etc.	2005-06	2006-07	Parent support and student encouragement

# HISTORY AND SOCIAL SCIENCE

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

**Indicators of Achievement:**

History and Social Science Indicators	If this indicator supports a division target, state which target.
The percent of students passing at the proficient or advanced levels on the World History to 1500 CE EOC test will increase by 2%.	2
The percent of students passing at the proficient or advanced levels on the World History from 1500 CE to the Present EOC test will increase by 2%.	2
The percent of students passing at the proficient or advanced levels on the Virginia & United States History EOC test will increase by 2%.	2
The percentage of Blacks and Hispanic students participating in Pre-International Baccalaureate courses will increase by 2%.	3
The percentage of students passing at the proficient or advanced levels on the Standards of Learning tests in the History/Social Science SOL courses will increase from 85% to 87% as evidenced by 2005 – 2006 SOL test results compiled by the state and the county and to 89% by 2006 – 2007.	3
Enrollment in IB Social Studies for Black and Hispanic students will increase by 1 percent as shown by <i>SAS/Exp</i> generated enrollment list.	3
Fifty percent of students who participate in the 2004 – 2005 IB assessment will earn 4 and above as scored and publicized by IBO International.	3

**Areas of Focus:**

Standards of Learning (SOL) tests  
 Standards Based Instruction  
 Vertical and horizontal articulation  
 Technology embedded instruction

Model Campus  
 International Baccalaureate and International Baccalaureate Middle Years Programs

# HISTORY AND SOCIAL SCIENCE WORK PLAN

Objective: Students will improve achievement in history and social science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Create a select team of pre-IB and IB participants to visit middle schools to discuss benefits and concerns of the rising 9 <sup>th</sup> graders of the SLHS IB program.	List of students enrolled in IB courses, list of rising 9 <sup>th</sup> graders	IB coordinator, IBMYP liaison, and guidance departments of SLHS and administrator middle schools	Talking Points	Transportation for SLHS pre-IB and IB participants, presentation materials	2005-06	2006-07	PTSA members
Create a peer mentor support program for 9 <sup>th</sup> grade subgroups in pre-IB courses that will seed the IB program.	List enrolled in IB courses, list of teacher recommended minority students for 10 <sup>th</sup> grade pre-IB, quarterly grade reports of recommended 10 <sup>th</sup> grade pre-IB students, teacher feedback on pre-IB students' performance	Social Studies Dept. Chair & teachers	None	As determined by PLC.	2005-06	2006-07	N/A
Social Studies PLC's will continue to work with the teachers of reading and literacy classes to enhance the program for students with reading and reading comprehension deficiencies.	Eight grade SOL reading scores, teacher observations, student work	Social Studies PLC's, SBTS. Librarians	Department Chair	Reading & Literacy curriculum; use of the library to access EDSL	2005-06	2006-07	None

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

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
<p><b><u>World History &amp; Geog. 1</u></b>                      A) The PLC team will create, administer, and review data for a common Geography SOL strand test. Students strand scores will increase by 18% to 75% passing.                      B) The PLC team will create, administer, and review data for a common Regional Interactions SOL strand test. Students strand scores will increase by 13% to 75% passing. (FCPS School Report baseline)</p>	<p>Virginia Standard of Learning 2004-2005 test results.                      +Geography SOL strand score (57%)                      + Regional Interactions SOL strand score (62%)</p>	<p><b><u>Primary:</u></b>                      PLC Team  <b><u>Secondary:</u></b>                      PLC Team leader, Department Chair, Department Administrator,</p>	<p>A) NONE                      B) Dedicated PLC team planning time outside of classroom.  <b><u>Cost:</u></b> Substitutes for team.</p>	<p>01. SCANTRON sheets, class sets.                      02. Individual SCANTRON data sheets consolidation form.                      03. Materials copying support.</p>	2005-06	2006-07	
<p><b><u>World History &amp; Geog. 2</u></b>                      C) The PLC team will create, administer, and review data for a common WH&amp;G 2 based Geography SOL strand test database. Students strand scores will increase by 10% to 85% passing.                      D) The PLC team will create, administer, and review data for a common Age of Revolutions strand test database. Students strand scores will increase by 08% to 80% passing. (FCPS School Report baseline)</p>	<p>Virginia Standard of Learning 2004-2005 test results.                      + Geography SOL strand score (75.6%)                      + Age of Revolution SOL strand score (72.8%)</p>	<p><b><u>Primary:</u></b>                      PLC Team  <b><u>Secondary:</u></b>                      PLC Team leader, Department Chair, Department Administrator,</p>	<p>C) NONE                      D) NONE</p>	<p>01. SCANTRON sheets, class sets.                      02. Individual SCANTRON data sheets consolidation form.                      03. Materials copying support.</p>	2005-06	2006-07	

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

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
<p><b>U.S. &amp; VA History</b>                      E) The PLC team will create, administer, and review data for a common Emergence of Modern America SOL strand test database. Students strand scores will increase by 13% to 80% passing.                      F) The PLC team will create, administer, and review data for a common United States Since WWII SOL strand test database. Students strand scores will increase by 07% to 80% passing.                      (FCPS School Report baseline)</p>	<p>Virginia Standard of Learning 2004-2005 test results.                      + Emergence of Modern America SOL strand score (67%)                      + United States Since WWII SOL strand score (73%)</p>	<p><b>Primary:</b>                      PLC Team  <b>Secondary:</b>                      PLC Team leader, Department Chair, Department Administrator,  <b>Support:</b></p>	<p>E &amp; F) Dedicated PLC team planning time outside of classroom.  <b>Cost:</b> Substitutes for team.</p>	<p>01. SCANTRON sheets, class sets.                      02. Individual SCANTRON data sheets consolidation form.                      03. Materials copying support.</p>	<p>2005-06</p>	<p>2006-07</p>	



# MATHEMATICS WORK PLAN

Objective: Students will improve achievement in mathematics.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Use computer software (Green Globes, Larson, SuccessMaker, etc.) to provide expanded instruction for students.		Administrators (supervision), Teachers	Teachers familiar with the software will conduct in-house training.	Software, course curriculum	2005-06	2006-07	Program support, student encouragement
Incorporate literacy activities into a lesson <i>at least</i> once per week to reinforce students' understanding of the content and enhance their ability to effectively communicate ideas in the language of the content.	SOL test data, SAT data, IB test results, unit test results, report card grades	Administrators and Teachers	Site based	FCPS POS, rubrics, SOL released test items, IB rubrics, SAT review materials,	2005-06	2006-07	Program support, student encouragement
Incorporate test taking strategies in the curriculum	SOL test data, SAT data, IB test results, unit test results, report card grades	Math teachers	Site based	Previously released SOL test questions	2005-06	2006-07	Program support, student encouragement
Provide remediation opportunities for students participating in Jan SOL testing	SOL test data	Administrators, Math teachers	Site based	Course curriculum, software/internet access, released SOL tests	2005-06	2006-07	Parent volunteers
Work with LHMS to refine placement criteria for rising freshmen.	Model Campus (MC) Calendar, Attendance at meetings.	Department Chair Teachers (SLHS and LHMS)	Site based	Regular classroom materials	2005-06	2006-07	Attendance at meetings, program support and student encouragement
Work with LHMS to identify areas where students need greater preparation to proceed to higher level math.	Model Campus (MC) Calendar, Attendance at meetings, Best Practice List	Department Chair Teachers (SLHS and LHMS)	Site based	Regular classroom materials	2005-06	2006-07	Attendance at meetings, program support and student encouragement

**Objective: Students will improve achievement in mathematics.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
<b>What will you do to achieve the objective?</b>	<b>What data indicate this is an area of need?</b>	<b>Who will be responsible for monitoring this work plan?</b>	<b>Is staff development required? If so, briefly describe activity and associated cost.</b>	<b>What materials will be used to implement work plan? What are the costs?</b>	<b>What are the projected dates for putting the plan into practice over the next two years?</b>		<b>Will parents or the community be involved? If so, how?</b>
Utilize common assessments	SOL test results	Administrator Department Chair Teachers	Regular classroom materials	Course curriculum. May use: Flanagan Reviewers, Mott test materials, Virginia SOL Coach, released SOL tests	2005-06	2006-07	Regular support and encouragement, structure study time, tutoring support
Provide parents with descriptions of remediation programs offered.	Attendance at remediation sessions	Administrator Teachers	None needed	Letters to parents, math remediation flyer, instructional materials	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents
Continue to use parent volunteers in the classroom after school	Attendance at tutoring sessions	Teachers (for supervision)	None needed	Instructional materials.	2005-06	2006-07	Parent volunteers
Continue to use parent and community resources for school-based activities.	Activity Log	Teachers	None needed	Regular classroom materials	2005-06	2006-07	Regular support and encouragement of students.
Offer the opportunity for students who failed the Mathematics SOL test in 8th grade during Spring 2006 and 2007, and/or earned a D or F during the first semester in Algebra I to participate in the remediation on Wednesdays and Saturdays.	SOL test results, counselors and teacher recommendation, and SASIxp attendance report card grades	Administrators (SLHS and LHMS)	None needed	Regular classroom materials; (\$5/day/student); teacher stipend (\$27/hour); transportation (parent responsibility)	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents
Use data from the 2005 and 2006 SOL Test Results document to identify students-at-risk, determine their areas of deficiency, and develop plans for remediation. Teacher will also use this set of data to analyze and align course curriculum and instruction with the SOLs.	SOL test results, teacher and counselors recommendations	Administrators Department Chairs Teachers Assessment Coach	None needed	Regular classroom materials, computer, printer, media center resources, software.	2005-06	2006-07	None needed

**Objective: Students will improve achievement in mathematics.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Administer Diagnostic tests in all courses within the first grading period to identify areas of weakness.	Grades on quizzes and tests during the first quarter	Teachers, Assessment Coach	Site based	Diagnostic test	2005-06	2006-07	Program Support, student encouragement, structure study time, tutoring support
Employ teacher recommendation forms for all math students to facilitate proper placement	Student grades, teacher evaluation of placements	Teachers, counselors	None needed	Recommendation form	2005-06	2006-07	None needed

# SCIENCE

**Objective:** Students will improve achievement in science.

**Indicators of Achievement:**

Science Indicators	If this indicator supports a division target, state which target.
The percent of all students passing the Standards of Learning (SOL) in AYP Science (Biology, Chemistry, Earth Science combined) will increase to 74% in 2005-2006 and 77% in 2006-2007.	2
Subgroups that meet or exceed state accreditation in science will increase the percentage of students passing by 2% for 2005-2006 and 2% in 2006-2007.	2
Subgroups below state accreditation in science will increase the percentage of students passing to 60% in 2005-2006 and 70% passing in 2006-2007.	2
The percent of students who graduate with 4 credits in science will increase to 65 % in 2005 -2006 and 68 % in 2006 – 2007.	2
The percent of students enrolled in IB science courses scoring 4 or higher on the exam will increase to 83.5% for 2005 – 2006 and to 85.0% for 2006 – 2007.	3
The percent of black and Hispanic students enrolled in Junior/Senior IB science courses will increase to 15% in 2005-2006 and 18% in 2006-2007.	3, 6
The percentage of the students passing the Biology SOL at an advanced level will increase to 15% for 2005 – 2006 and to 20% for 2006 - 2007.	2
The percentage of the students passing the Chemistry SOL at an advanced level will increase to 16% for 2005 – 2006 and to 20% for 2006 - 2007.	2
The percentage of the students passing the Earth Science SOL at an advanced level will increase to 18% for 2005 – 2006 and to 20% for 2006 - 2007.	2

**Areas of Focus:**

- SOL end of course tests
- Standard Based Instruction for instructional strategies
- Vertical and Horizontal Articulation
- International Baccalaureate and International Baccalaureate Middle School Program
- Model Campus
- Technology embedded instruction

# SCIENCE WORK PLAN

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Biology monthly cumulative SOL quiz. Scores less than 80% require remediation for the month.	SOL Biology Results	Biology Teachers	PLC and Department time	Regular classroom material.	2005-06	2006-07	None needed
After school remediation and intervention sessions	SOL Course and AYP Science Results	Science Teachers	PLC and Department time	Regular classroom material.	2005-06	2006-07	Regular support and encouragement of students.
Chemistry and Physics offer test corrections and retakes	AYP Science and Chemistry SOL Results	Science Teachers	PLC and Department time	Regular classroom material.	2005-06	2006-07	None needed
Chemistry curriculum reinforced through Active Physics course	AYP Science and Chemistry SOL Results	Active Physics Teachers	PLC and Department time	Regular classroom material.	2005-06	2006-07	None needed
Teachers with the assistance of Administrators, Parents, Counselors will continue to encourage participation of African American and Hispanic students to enroll in IB courses and participate in academic-related programs through use of course recommendation forms and the IB summer enrichment program	IB enrollment data and SOL results	Teachers, Administrators, Counselors, Parent Liaisons	Training on IB summer enrichment program, local and national professional development	Student Course Recommendation forms and various materials for operation of summer IB enrichment program	2005-06	2006-07	Continue to use parent and community resources to ensure participation. Attendance at information meetings for support.
Teacher participation in the Ninth Grade Transition team with Langston Hughes Middle School	Report Cards, SOL Results	Science Teacher	Site based	Participation in meetings	2005-06	2006-07	None needed
Department will conduct Professional Development for teachers	SOL Results, Report Cards	Department, PLC leaders, and Librarians	PLC and Department time	Teacher lesson plans; SOL released test items, SOL objectives, professional reference books, databases, and research materials from the Library	2005-06	2006-07	None needed

**Objective: Students will improve achievement in science.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Teachers will continue to incorporate SOL questions into the classroom through chapter tests, warm-ups, homework, and review packets	SOL Results	Science Teachers	PLC and Department time	Teacher Lesson plans; SOL released test items, SOL objectives, and professional reference books.	2005-06	2006-07	None needed
Teachers will incorporate SOL interventions prior to scheduled tests	SOL Results	Science Teachers	PLC and Department time		2005-06	2006-07	Regular support and encouragement of students.
Teacher participation in a Pyramid team to discuss curriculum, SOL alignment, remediation, and transition	Report Cards, Retention Rates, SOL Results	Science Teacher		Participation in meetings	2005-06	2006-07	None needed

# OTHER OBJECTIVES AS APPROPRIATE

**Objective:** Reduce the discipline incidents with particular emphasis on tardies and unverified absences.

**Indicators of Achievement:**

Other Indicators	If this indicator supports a division target, state which target.
The percentage of students' tardy to class will decrease by 3% annually as shown by SASIxp.	
The percentage of students' unverified absence will decrease by 3% annually as shown by SASIxp.	
The percentage of minor behavior incidents as defined by SLHS Positive Behavior Intervention System will decrease by 3% over a two year period.	
The percentage of student suspensions will decrease by five percent as shown by FCPS data.	9
The disparity of suspensions between minority and majority will be reduced by ten percent as evidenced by FCPS data.	9
The number of students involved in one or more extra- and/or co-curricular activities will increase by ten percent as shown by SLHS Student Activities Office's list.	9

**Areas of Focus:**

- Positive Behavior System
- Uniform communications regarding student behavior expectations
- Consistent discipline guidelines for all grade levels
- Increased parent involvement

# OTHER OBJECTIVES WORK PLAN

<b>Objective: Reduce the discipline incidents with particular emphasis on tardies and unverified absences.</b>							
<b>Work Plan</b>	<b>Data Sources</b>	<b>Person(s) Responsible</b>	<b>Staff Development and Costs</b>	<b>Materials Needed and Costs</b>	<b>Time Line 2005 – 2007</b>		<b>Parent and/or Community Involvement</b>
<b>What will you do to achieve the objective?</b>	<b>What data indicate this is an area of need?</b>	<b>Who will be responsible for monitoring this work plan?</b>	<b>Is staff development required? If so, briefly describe activity and associated cost.</b>	<b>What materials will be used to implement work plan? What are the costs?</b>	<b>What are the projected dates for putting the plan into practice over the next two years?</b>		<b>Will parents or the community be involved? If so, how?</b>
Reward students who consistently have excellent attendance habits.	SASIXp data, Staff Report/Referral Form	Administration, Teachers, PBIS Committee	Site based	PBIS forms (\$500), SASIXp, teacher and student surveys, checklist, recognition rewards for behavior and attendance (\$6,000)	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents of PBIS goals.
Ensure that all teachers maintain the same high standard regarding all attendance issues.	SASIXp data, Staff Report/Referral Form	Administration, Teachers, PBIS Committee	Site based	PBIS forms (\$500), SASIXp, teacher and student surveys, checklist, recognition rewards for behavior and attendance (\$6,000)	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents of PBIS goals.
Support school-wide policy for dealing with tardy and unexcused absences by the implementation of a policy regarding detentions and notification of administrators for further action when necessary.	SASIXp data, Staff Report/Referral Form	Administration, Teachers, PBIS Committee	Site based	PBIS forms (\$500), SASIXp, teacher and student surveys, checklist, recognition rewards for behavior and attendance (\$6,000)	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents of PBIS goals.
Reinforce PBIS goals of Readiness, Responsibility and Respect.	PBIS referral forms delineating type and severity of behaviors will be used to create a data base which will then be analyzed.	Administration, Teachers, PBIS Committee	Site based	PBIS forms (\$500), SASIXp, teacher and student surveys, checklist, recognition rewards for behavior and attendance (\$6,000)	2005-06	2006-07	Communications with parents and community via print media, PTSA meetings and phone calls parents of PBIS goals.

**Objective: Reduce the discipline incidents with particular emphasis on tardies and unverified absences.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
<b>What will you do to achieve the objective?</b>	<b>What data indicate this is an area of need?</b>	<b>Who will be responsible for monitoring this work plan?</b>	<b>Is staff development required? If so, briefly describe activity and associated cost.</b>	<b>What materials will be used to implement work plan? What are the costs?</b>	<b>What are the projected dates for putting the plan into practice over the next two years?</b>		<b>Will parents or the community be involved? If so, how?</b>
Reward excellent examples of behavior with lottery tickets known as “Success Passes.”	PBIS referral forms delineating type and severity of behaviors will be used to create a data base which will then be analyzed.	Administration, Teachers, PBIS Committee	Site based	PBIS forms (\$500), SASIxp, teacher and student surveys, checklist, recognition rewards for behavior and attendance (\$6,000)	2005-06	2006-07	PTSA parents
Teachers and staff will integrate PBIS strategies into school environment.	PBIS referral forms delineating type and severity of behaviors will be used to create a data base which will then be analyzed.	Administration, Teachers, PBIS Committee	Site based	None	2005-06	2006-07	None
Continue to refer students displaying disruptive and unproductive behavior to Administrators for further action.	PBIS referral data, SASIxp data	Administration, Teachers, PBIS Committee	Site based	PBIS forms	2005-06	2006-07	None
Provide counseling for at risk students by referrals to Counselors, Peer Mediation and other professional staff.	PBIS referral data, SASIxp data	Administration, Teachers, PBIS Committee	Site based	PBIS forms	2005-06	2006-07	None
Teachers and other staff members will submit PBIS forms delineating student behaviors which are contraindicative of success.	PBIS referral data, SASIxp data	Administration, Teachers, PBIS Committee	Site based	Site based	2005-06	2006-07	None
At risk students will receive appropriate interventions beginning with the classroom teacher and progressing to counselor and administrative staff.	PBIS referral data, SASIxp data	Administration, Teachers, PBIS Committee	Site based	Site based	2005-06	2006-07	None
Teacher and student surveys to monitor PBIS system.	PBIS teacher and student survey results	Administration, Teachers, PBIS Committee	Site based	Site based	2005-06	2006-07	None

**Objective: Reduce the discipline incidents with particular emphasis on tardies and unverified absences.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Review SR &R once per semester	Detention & suspension data (SASI XP), FCPS data	All staff, students, parents	FCPS Leadership Conference updates and training in August updated administrators who turn around and train teachers	Student Activities Handbook, SR& R document, teacher scripts, student test	2005-06	2006-07	Reading and understanding document (shown by signature), support
Strengthen character education practices in 9-11 grades, continue Senior Ethics Day through government classes	Detention & suspension data (SASI XP), FCPS data, student , attendance at Ethics Day, teacher observation at Ethics Day	All staff, students, parents	Character Education training	Character education curricula, student lunches, transportation, Ethics Day scenarios	2005-06	2006-07	Greater Reston Chamber of Commerce partnership, support, continuity at home
Administrators will continue to hold grade level parent coffees, Touch Base with Teachers, Back to School Night, pyramid activities, and other parent-oriented activities.	Attendance list	Administrators	New Teacher Back to School Night and Touch Base Orientation	<i>Phone master</i> Telephone caller, refreshments	2005-06	2006-07	Attendance at Meetings
Administrators will continue to work with community resource organizations to provide the preventative services in the school that students need. Examples include Alcohol and Drugs Services (ADS) Office, Family and Human Services, and Reston Coalition.	Suspension data related to drugs, alcohol, violence	Administrators, counselors	Education on these programs	Meeting space	2005-06	2006-07	Commitment to serve students by school and community organizations

**Objective: Reduce the discipline incidents with particular emphasis on tardies and unverified absences.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
<p><b>What will you do to achieve the objective?</b></p>	<p><b>What data indicate this is an area of need?</b></p>	<p><b>Who will be responsible for monitoring this work plan?</b></p>	<p><b>Is staff development required? If so, briefly describe activity and associated cost.</b></p>	<p><b>What materials will be used to implement work plan? What are the costs?</b></p>	<p><b>What are the projected dates for putting the plan into practice over the next two years?</b></p>		<p><b>Will parents or the community be involved? If so, how?</b></p>
<p>Administrators will continue to utilize alternatives to suspension programs, Alternative Instructional Arrangement (AIA), Friday Detention, Saturday School, timeout sessions, parent-teacher-student conference, behavioral contract, focused counseling, and lunch detention.</p>	<p>Disciplinary list, attendance records</p>	<p>Financial resources for monitor pay, community service list</p>	<p>Site based</p>	<p>Education on alternatives to suspension</p>	<p>2005-06</p>	<p>2006-07</p>	<p>Transportation, support</p>
<p>Administrators will continue to use the student peer mediation program in addition to suspension for appropriate SR&amp;R infractions and refer students at risk to the Student Peer Mentoring Program.</p>	<p>Disciplinary records, Peer Mediation and Peer Mentoring Referral Rates</p>	<p>Administrators, counselors, teachers</p>	<p>The Peer Mediation Office will train the instructors who will teach the course and train the students.</p>	<p>Peer Mediation and Peer Mentoring Curriculum</p>	<p>2005-06</p>	<p>2006-07</p>	<p>Permission for peer mediation and mentoring</p>
<p>Administrators will continue to require re-entry conferences with parents for suspended students to increase the communication and teamwork between school and home.</p>	<p>Disciplinary records, recidivism records</p>	<p>Administrators Parent Liaison</p>	<p>N/A</p>	<p>Letter postage</p>	<p>2005-06</p>	<p>2006-07</p>	<p>Parents</p>
<p>Administrators will utilize the following resources: School Resource Officer, Attendance Officer, special education IEP teams, social worker, psychologist, Court Probation Officer, athletic coaches, and FCPS behavioral/disciplinary specialists.</p>	<p>Disciplinary records, attendance referrals</p>	<p>Administrators</p>	<p>Staff education on available resources to the school.</p>	<p>Cell phones, telephone, letters, postage</p>	<p>2005-06</p>	<p>2006-07</p>	<p>Support from community support agencies.</p>

**Objective: Reduce the discipline incidents with particular emphasis on tardies and unverified absences.**

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
Administrators will continue to work with community organizations to provide intervention services for students such as the Support On Suspension (SOS), Intervention Support Program (ISP), Alcohol and Other Drugs (AOD) Office, mental health counseling services, and court services.	Disciplinary data	Administrators	Staff education on available community resources.	Letter postage, homework from teachers. Office space.	2005-06	2006-07	Cooperation and support from community agencies. Transportation provided by parents.
School will host annual Family Service Fair to showcase community services to parents throughout the pyramid.	Informal discipline data	Administrators, SRO	Funds from SDIY and Reston Coalition grants	Publicity ,posters (\$1391.00), and use of the building	2005-06	2006-07	Cooperation and support from community agencies.

# Appendix

(Optional: Additional information as appropriate)