

Fairfax County Public Schools
School Improvement Plan 2011-2012
Ormond Stone Middle School - Cluster VIII



Scott F. Phillips, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



2011-2012 School Improvement Plan Ormond Stone Middle School

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STONE MIDDLE SCHOOL PLAN GLOSSARY

6 Traits - Learning structure for teaching student writing. Consists of Conventions, Ideas, Organization, Sentence Fluency, Voice, and Word Choice

Admin Team – Consists of Principal, Assistant Principals, and Student Services Director

CLT – Collaborative Learning Teams

FCPS - Fairfax County Public Schools

Friday Service - Consequence as a result of disciplinary actions. Takes place Fridays from 3-7pm.

IG Pro - Computerized grading program

NCLB - No Child Left Behind Federal legislation focused on English and Math SOL performance of subgroups of students

PB – Panther Block. Daily Intervention Time of 25-30 minutes. Brochure and Rationale in Attachments to this document

PLC - Professional Learning Community

PTA - Parent Teacher Association

SASI - Student information system utilized by FCPS

SBIT - School Based Instructional Technician

SOL - Virginia Standards of Learning assessments

SR&R - FCPS Students Rights and Responsibilities document

SRO - School Resource Officer

STAR Card - Students Taking Active Responsibility school-wide classroom discipline card located in the front of student planner.

AIA – Alternate Instructional Arrangement – an in-school disciplinary consequence consisting of a full day assignment to one supervised, quiet classroom.

VGLA – Virginia Grade Level Assessment – an alternate, portfolio-based state assessment for Limited English Proficient and Students with Disabilities.

Stone Middle School Special Programs

Action Literacy/Read 180: These county-based programs assist in bringing struggling readers up to grade level. Students take this class in lieu of an elective.

Advanced Elective Program: Students in each of our elective programs qualify by application to advanced studies in music, art, and media production.

After School Program: This program is offered to all students free of charge 5 days a week. Late buses are offered three days a week. The After School Program offers a variety of enrichment and remediation opportunities for all students.

Algebra Readiness: This program is offered to seventh or eighth grade students who, after taking a diagnostic test, take this class to better prepare them for success in Algebra the following year. Students take this class in lieu of an elective.

Career Day: This program offers students the opportunity to learn first-hand about careers from volunteer speakers from our community.

Collaborative Learning Visits: Instructional walk-throughs are conducted by trained staff quarterly. After conducting a walk-through the staff identifies areas for improvement that will then become a school-wide focus. Currently the staff is working on student engagement in learning.

College Partnership Program: This program is offered after school to seventh and eighth grade students. The goal of the program is to increase the number of students, particularly first generation and minority students, who enroll in and succeed in college.

Distance Learning: Students and staff participate in shared lessons, student exchanges, and teleconferences with The Warriner School in Oxfordshire, England.

GEMS: Girls Excelling in Math and Science. This after school program is designed to offer enrichment opportunities for female students who are in honors math and/or science.

Honors Program: Students are openly enrolled in academically advanced classes based on formal qualifications and strength in particular core subject areas. In Honors Algebra and Geometry students earn high school credits and advanced course quality points towards their high school transcript while in middle school.

Interdisciplinary Teams: Students are assigned to teams consisting of teachers for their 4 core subject areas, a counselor, and special educators. This year, some students access core classes that are not part of their interdisciplinary teams based on particular needs in their schedules.

Individual Learning Plan: When students are at-risk academically as indicated by SOL results and SRI results over the past 3 years, an Individual Learning Plan (ILP) is created for Interdisciplinary Teams to consult, alter, and monitor throughout the year. This plan is a new initiative at Stone this year, combining elements of our at-risk matrices, Response to Intervention pyramid, and the Department of Student Services Plan for Student Success. It is based on a model shared by Rachel Carson Middle School.

Math League: The Math League is dedicated to bringing challenging mathematics materials to students. League specialties include math contests, books, and computer software designed to stimulate interest and confidence in mathematics for students from the 4th grade through high school. Over 1 million students participate in Math League contests each year. Contest questions are designed to cover a range of mathematical knowledge for each grade level.

Mentor Programs: Mentors from Stone Middle School's business partner TASC and Stone staff are paired with at-risk students for academic and social support.

National Junior Honors Society: Students maintaining a 3.5 grade point average and completing community service hours during their academic career at Stone are inducted into NJHS in the 7th grade and pinned for membership in 8th grade.

Panther Block: A school wide flexible remediation/enrichment program that allows all students 25-30 minutes at the end of each day to do homework, read silently, visit teachers to complete class work, and make up quizzes and tests.

Professional Learning Community: Teachers are given common planning time that allows for more focused collaboration and support. Teams meet twice per week in Interdisciplinary Teams and Collaborative Learning Teams or Departments meet once per week. The staff at Stone has embraced PLCs as a method for planning and developing common instructional and remediation strategies as well as common assessments. Teachers used this time to develop lessons using the LEARN model.

Project Panther: This summer program is offered to all rising 7th grade students. During an exciting and informative 3 day transitional camp, students learn new skills, meet friends and become acclimated to daily routines at Stone Middle School.

Spanish Immersion Program: Students from elementary Spanish Partial Immersion Program continue their language study at Stone, and gain the opportunity to earn two high school language credits while in middle school.

Spelling Bee: Each winter, every student in the school participates in a school-wide spelling bee through their English classes. Class winners are recognized individually and the school-wide winner and runner up prepare to participate in the Fairfax County Spelling Bee, whose winner directly qualifies for the Scripps Howard National Bee.

Study Skills Boot Camp: Students recommended by their teams or counselors come weekly to the cafeteria during Panther Block to organize their binders, schoolwork, and work on study habits.

Sustained Silent Reading Program: Students and staff members participate in a school-wide reading program. Students are given 15 minutes in every 4th period class and then may continue to read during the Panther Block time.

Saturday Suspension Alternative Program: A once monthly Saturday School Program takes place as a behavior consequence that will be used to reduce out of school suspensions. Students will use the time to complete work, read, and complete restorative reflection on the incident.

Saturday Tutoring Program: Students at risk of being retained or failing SOL exams are tutored by Stone staff and NJHS students during designated Saturdays in the second semester.

Annual Walk for the Homeless: Students and staff raise pledges and walk the Stone neighborhood in conjunction with the PTA to donate to area homeless initiatives.

Work Assistance Training (WAT): This program is offered to seventh and eighth grade Special Education students. Students explore possible careers as well as teamwork-related skills and behaviors such as attitude towards work and appropriate interpersonal relationships in this class.

FACULTY COMMITTEE MEMBERS

Name	Position	Name	Position
Scott Phillips	Principal	Kelly Mosgrove	Social Studies Department Chair
Zena Chapman	Director of Student Services	Kristen Biernesser	Counselor
Ellyn Bowman	AP, Committee Chair	Catherine Burke	World Language Department Chair
Christine Sciabica	AP, Committee Chair	Colleen Savage	English Department Chair
Nick Anderson	After School Specialist	Erik Bergesen	Physical Education Teacher
Amy Mannikko	8 th Grade Science Department Chair		
Charlotte Lenz	8 th Grade Math Teacher		

SIP PARENT REVIEW COMMITTEE MEMBERS

Name	Position	Name	Position
Donna Shank	PTA President		Parent Reviewer
Sandi Sielinski	PTA Treasurer		Parent Reviewer
Mary Shirley	PTA Vice President		Parent Reviewer
WiVine Mbualungu	PTA Secretary		Parent Reviewer
	Parent Reviewer		Parent Reviewer
	Parent Reviewer		Parent Reviewer

NOTE: Parent Review Committee will be participating in a more thorough review than previous years. We will establish the reviewers at the October 20th PTA meeting, host a Parent SIP meeting, and take written feedback on the plan.

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

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—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—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.

ORMOND STONE MIDDLE SCHOOL—MISSION STATEMENT

The Stone Middle School community is committed to building a positive learning environment that promotes academic excellence, requires responsible social interaction, and prepares students for a global society. School programs are designed to support the whole child as he/she makes the transition from elementary to high school. Through the shared vision of our Professional Learning Community, students, parents, and staff are committed to developing the full potential of each child, each classroom, and our community.

ORMOND STONE MIDDLE SCHOOL VISION/CORE VALUES AND BELIEFS

(SOURCE – FCPS MIDDLE SCHOOL PRINCIPAL’S ASSOCIATION: *FCPS MIDDLE SCHOOLS NINE ESSENTIAL COMPONENTS OF MIDDLE SCHOOL - expanded vision statement available on school website*)

SHARED PURPOSE AND COLLABORATIVE LEADERSHIP – Every child is important and is entitled to the opportunity to realize his or her fullest potential. All decisions made in collaborative stakeholder roles about our school are guided by this shared vision and mission.

DEDICATED AND KNOWLEDGEABLE STAFF WHO UNDERSTAND THE MIDDLE SCHOOL STUDENT- Middle school educators must be well prepared to meet the developmental needs of the adolescent learner. They understand the uniqueness of the middle school child and the curriculum they teach, and embrace continuous professional development.

RIGOROUS AND DEVELOPMENTALLY APPROPRIATE CURRICULUM – The scope and sequence of the curriculum are enriched, extended, and differentiated to stimulate intellectual curiosity, develop critical thinking skills, and engage interest through authentic, real-world application.

PERSONALIZATION OF THE LEARNING PROCESS USING RESEARCH-BASED INSTRUCTIONAL METHODS – Teachers engage students in active learning using 21st century learning tools, including current digital and communication technology, as an integral part of curriculum, instruction, and assessment. In doing so, they accommodate different learning styles to individualize and enhance the learning process.

ASSESSMENT AND EVALUATION PRACTICES THAT PROMOTE QUALITY LEARNING – Teachers, both individually and as part of collaborative teams, analyze formative assessment results to pace instruction, refine lesson plans, and systematically address the individual learning needs of students. Authentic summative assessments are used to evaluate programs and determine mastery of the essential knowledge and skills. Teachers, in collaboration with their academic departments and in alignment with FCPS policies, develop consistent grading practices in support of their instructional programs.

INVITING, SUPPORTIVE, AND SAFE LEARNING ENVIRONMENT – We strive to provide a vibrant, safe, and enriching environment for all community stakeholders, cultivating the ideals of honesty, citizenship, and respect for human diversity. Our school should convey a sense of caring so that students understand that all members of the community share a stake in their learning.

ORGANIZATIONAL STRUCTURE AND SCHEDULE THAT PROMOTES COLLABORATIVE RELATIONSHIPS AND LEARNING – We create a strategic master schedule that embraces interdisciplinary teaming, departmental collaboration, and flexible scheduling to personalize the learning experience for students and promote academic success. As a professional learning community, we will develop systematic approaches to ensure that all students receive the instructional time and support they need to achieve.

DEVELOP MEANINGFUL COMMUNITY PARTNERSHIPS – An emphasis is placed on providing opportunities for families to become active in the life of the school. We strive to develop mutually beneficial relationships with public agencies and private businesses to support and supplement educational programs.

EMPHASIS ON ACTIVE PARTICIPATION – We will offer extensive opportunities for students to provide service to the community, enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. We promote participation in service programs and activities integral to a well-rounded education and a fulfilling, culturally rich life.

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 checked="" 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 checked="" type="checkbox"/> 1.2 Communicate in at least two languages | |

All subject areas improvement plans are written in the Plan, Do, Study, Act (PDSA) format. Please read them from the upper right hand box, entitled “Past Performance” down and around to the left clockwise, ending with the upper left hand box, entitled “Process Research Study Questions.”

Continuous Improvement Cycle for English Reading & Writing 2011-2012

Process Research Study Questions:

- ❖ How can eCART data best be used in order to support the individual achievement of our target subgroup students (Hispanic, FW, and LEP)?
- ❖ What impact will mastery learning have on our students?

Past Performance:

Over the past 3 years, reading SOL achievement has increased while writing SOL achievement has remained consistent. Our overall 3 year averages on the SOL reading exam are 95% passing and for writing are 95% passing. This past year we made progress with our Asian student population (97%) and our SWD population (90%) in reading. We continued to uphold the drastic progress made in 2009-10 with our Black student population as the pass percentage remained the same (90%). There was a one percent increase with Fee Waiver students. The only decline in growth was with the LEP sub-group, while the Hispanic sub-group remained consistent with last year's growth. There is a high correlation between these subgroups, and they must remain a focus.

Gap Analysis/ Data Sources: (SOL from VDOE 2011)

Schoolwide SOL (3 yr avg): 95% Reading, 95% Writing
NCLB subgroups 3 year average (Reading only): **White:** 97%; **Black:** 87%; **Hispanic:** 89%; **SWD:** 89%; **Fee Waiver:** 86%; **LEP:** 87%

Pass Advanced Rates 3 year average: 53% Reading, 5% Writing

Scholastic Reading Inventory Results (Spring 2011): 85% of students are in the proficient /advanced range; 12% are in the basic range; 3% scored below basic.

Root Cause/Rationale for Theories/Objectives:

- Several literacy initiatives (silent sustained reading, Read 180, Power Literacy, cross-curricular reading strategies, formative assessment data analysis, and local remediation initiatives) impacted school achievement in reading and writing positively.
- Use of the VGLA for SWD and LEP students this past year on the reading SOL contributed to significant gains for these groups.

School Improvement Plan Objectives:

- With continued use of school based and FCPS literacy initiatives, as well as individual formative assessment data based on eCART results, CARS assessments, in-class writing assignments, practice using previous SOL released items, and our locally created eCART tests, we will improve both reading and writing results, and move more students to advanced reading and writing levels.
- By using Collaborative Learning Visits results to pinpoint best practice areas in student engagement, student learning will increase.

Work Plans for Student Achievement Goal #1 – Academics - English

Strategies	Person Responsible	Details of Strategy	Time Line	In Process Measures
Sustained Silent Reading	4 th Period Teachers, Panther Block Teachers	See attachment	150 minutes per week between home and school	Weekly Reading Log and follow up with active sharing of comprehension.
Library Program	Kessler	Student Book Talks, Individual Struggling Student Conferences, New Tech Initiatives	Regularly scheduled visits through English classes	Library use logs, Podcasts, Blog, Site Visits to 24-7 site
Frequent, locally created assessments to target instruction	English 7/8 teachers	Students will retake locally created eCART tests until a score of 75% or above is reached. Students can achieve mastery by receiving remediation through Panther Block and multiple attempts on eCART tests.	Oct – May by academic unit	eCart scores and multiple attempt mastery.
Read 180, Action Literacy, Reading, Local Remedion Initiatives	McClendon, Razik, Moon Rush	Recommended at risk students work on reading using a Scholastic Reading program purchased by FCPS (Read 180), County developed curr (AL), or Developmental Reading strategies	1 period a day, 4 times a week. Daily Panther Block for extended time learning content	SOL scores/results validate program.
Instructional adjustment based on data analysis	Phillips, Savage, Peters, McClendon, English Department	Analysis of SOL, SRI, and eCart data to aid in instructional decision-making and provide remedial support. Electronically monitor CARS results to inform individual decisions for remediation.	As soon as results data is made available after testing. Ongoing CARS record keeping.	Department interprets results data and addresses curriculum needs through the pacing guide and individual instructional adjustments.
Extra Curricular Challenge Programs	Phillips, PTA	Spelling Bee, PTA Reflections Program, Bookmark Contest for Teen Read Week	November, March, and May of 2009-10	Monitored and executed by administration., English, and PTA
Prep for VGLA	McClintock, Willer, Weider, Haleem	Prepare portfolio assessment of VGLA for LEP and selected SWD	Weekly (Oct. – May)	McClintock, Willer, Weider, and Haleem will monitor quarterly. Results validate program

Goal Number	Performance Indicators – English Language Arts <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.1.1	90% of students who scored a 950 or below on the SRI pre-test will increase their score by 50 points by the time the SRI post-test is given.
1.1.1	Students belonging to subgroups will reach Cluster 8 goal of 90% passing on SOL reading test and continue progress toward closing achievement gaps with majority students.
1.1.1	90% of students will pass our locally created eCart tests with 75% or above.

Continuous Improvement Cycle for Mathematics 2011-2012

Process Research Study Questions:
 1. What effect will additional ELL support/team-teaching have on Math 7 and Math 8 student achievement?

Work Plans for Student Achievement Goal #1 – Academics - Mathematics				
Strategies	Persons Responsible	Details of Strategy	Time Line	In Process Measures
Department Staff will focus on problem solving and vocabulary strategies	Math Department, Sekhon and Coffman, ESOL and Special Education Teachers	Focus on core math strategies in all classrooms and student notebooks. Problem solving/critical thinking incorporated into each unit of study	CLT meeting times both monthly and quarterly	Unit plans, student notebook checks, common assessments, eCart assessments
Systematically develop and utilize an academic matrix for all students in Math 7 and Math 8 and analyze data to individual student level to inform instruction	Bowman, Bolt, Sekhon, Coffman, Math 7 and Math 8 Teachers	The matrix will include test scores with academic interventions and services listed, with Individual Learning Plans for those most at risk.	Revisit the matrix with eCART data quarterly	Place at risk grade 7 students in a math Panther Block, use eCART and past SOL data to remediate students with tutoring.
Utilize eCART tool for common assessments and analyze data *For former VGLA candidates, students will take eCart assessments on vocabulary - monthly	Bolt, Altadonna, Hodges, and Math Staff Lombard, Hagen, Gregory and Georg	Utilize a minimum of 2 eCART assessment per quarter	Quarterly	Immediate feedback from eCART results
Westfield Pyramid Vertical Articulation	Phillips, Bowman, Altadonna, Hodges, Westfield math staff	Cluster VIII and pyramid principals are coordinating lead teachers in articulation meetings.	All year	Meetings attendance, assessment of student performance, data analysis.
Algebra Readiness Teachers and Special Education teachers will team teach with Math 7 and Math 8 when possible	Sekhon, Coffman, and Wieder	Focus on student needs within the Math 7 and Math 8 classes	Sem 1 All year for AR ESOL Resource	Analysis of eCart and common assessment results by studying the data wall.
Math 7 Teachers will have one designated Math focused Panther Block per week	Hodges, and Math 7 Staff	Focus on the matrix and analysis of common assessments to determine who will receive additional support	All year	Flexible groups depending on common assessment results

Past Performance: This past year we did not make annual yearly progress in Math. We did make AYP in 2009-10. Our yearly and 3 year averages have consistently improved. Math 8, Geometry, and Algebra SOL achievement has remained strong, while 7th grade math scores showed gain this past year. The subcategories fluctuate as to which subcategories are strength each year.

Gap Analysis/Data Sources (Total Math): *(VDOE report card website)*
Schoolwide SOL Pass Rate (3 year average) 91.6%
White: 94.6 %; **Black:** 80.3%; **Hisp:** 82.3%; **SWD** 87.3%; **Fee Waiver** 83.6%; **LEP** 84.3%
Math 7 SOL (3 yr avg): 81.3% pass, 33.6% pass adv
Math 8 SOL (3 yr avg): 94.6% pass, 69.3%* pass adv
Algebra I (3 yr avg): 99.6% pass, 65% pass adv
Geometry (3 year avg): 100% pass, 97% pass adv
 (no 09-10 data in VDOE report card – 09-10- 100% PA)

Root Cause/Rationale for Theories/Objectives:

- Because of the increased focus on content vocabulary and frequent, common assessments, there was an increase in the overall math SOL scores in the 2011-12 school year.
- Recently data indicated one-third of our total student population live in a home with a primary language other than English. As a result, Special Education and ESOL students have more difficulty with vocabulary, which impacts overall math performance.

School Improvement Plan Theories:

- With increased instruction on higher level thinking skills, students will be able to problem solve when encountering unfamiliar material, and thus, improve achievement.
- By collaborating with other schools of similar demographic make-up; we will learn strategies or structures not currently used here.
- By making frequent instructional adjustments based on formative assessments, our students will achieve at higher rates.
- By offering more vocabulary strategies for students, Special Education and ESOL students will experience a higher level of success.

Strategies	Persons Responsible	Details of Strategy	Time Line	In Process Measures
Classroom guidance lessons on study skills	Biernesser, Garcia, Johnson	Counselors will teach three 30 minute focused lessons	All year	A pre and post survey with each lesson

Goal Number	Performance Indicators - Mathematics (<i>Specific Measurable Attainable Realistic and Time-Bound</i>)
1.1.2	Overall pass rates for all NCLB subgroups for Math 7 and Math 8 will be 90%, and continue progress towards closing achievement gaps.
1.1.2	The students who previously would have taken the Math 7/8 VGLA assessment and LEP will concentrate at least monthly on SOL vocabulary and test taking strategies. As there is no baseline data for this group, we will seek evidence of progress through monthly formative assessments.
1.1.2	80% of the Algebra Readiness students will pass their grade level Mathematics SOL.
1.1.2	The pass advance rate will improve from 61% to 65% on the Algebra I SOL.
1.1.2	Geometry pass advance rate will return to 100%.

Continuous Improvement Cycle for Science 2011-2012

Process Research Study Questions:

- ❖ Will it make a significant impact on student achievement and SOL scores for LEP and SWD if we incorporate reading/vocabulary strategies into our lessons?
- ❖ Will the reading/vocabulary strategies affect the pass advance rates?

Past Performance: Over the past 3 years, Science SOL achievement has remained very strong, with a 95.3% adjusted pass rate and a 49% pass advanced rate for the past two years.

Students with Disabilities, LEP, and Economically Disadvantaged were the lowest performing subgroups (83%, 85% and 82% pass rates respectively), with Hispanic students a secondary concern at 88% passing. Black students in 2010-11 passed at 97%, closing the achievement gap between white and black students.

Gap Analysis/Data Sources: (VDOE website 08/2010)
School wide Science SOL Pass Rate (3 yr avg): 95.3%
School wide Science SOL Pass Adv. Rate (3 yr avg): 50.3%
Sub-group Science SOL Pass Rates (3 yr. avg):
White: 97.3 %; **Black:** 93%; **Hisp:** 86.3%; **SWD** 54%;
Fee Waiver 87%; **LEP** 85%

Work Plans for Student Achievement Goal #1 – Academics - Science				
Strategy	Person (s) Responsible	Details of Strategy	Timeline	In Process Measures
Target lower-performing sub-groups for additional SOL review.	Entire 8 th Grade Staff Special Education Science Teachers	In addition to using the SOL prep book, Teachers will include graphic organizers, and reading/vocabulary strategies.	Winter/ Spring 2011-2012	Teachers will work together to Develop additional practice for NCLB sub-groups for remediation during Panther Block and/or after school. Special Ed teachers bring graphic organizers and reading strategies for individual units/labs to CLT meetings.
Collaborate to create aligned, higher level thinking questions	Mannikko, Nidzgorski Entire department	Teachers will continue to create/use eCART quizzes. The quizzes will be used as formative assessment at least twice per quarter.	8 th Grade: August 2010 Mannikko 7 th & 8 th Grade: School Year 2011-2012	Lower scoring strands from the performance by question analysis will be included in eCART quizzes. Department chairs will monitor use of eCART and report results.
Instructional adjustment based on data analysis	Bowman, Entire science staff	Teachers will look at common assessments and provide re-teaching as needed using eCART item analysis.	School Year 2011-2012	Each grade level PLC can look at student data after an eCart test and address curriculum needs.

Root Cause/Rationale for Theories/Objectives:
 Because of the increased focus on content vocabulary and frequent, common assessments, there was an increase in the at risk population SOL scores in the 2011-12 school year.

Recently data indicated one-third of our total student population live in a home with a primary language other than English. As a result, Special Education and ESOL students have more difficulty with vocabulary, which impacts overall performance.

School Improvement Plan Theories:

- If all teachers will differentiate lessons with the use of graphic organizers to fuse science and reading strategies and make these available to all students, then all students will have a clearer understanding of concepts and vocabulary.
- If teachers incorporate reading and focus on higher level thinking questions when creating eCART assessments, then more students will achieve pass advance status on the SOL.
- If the science teachers make frequent instructional adjustments based on previous and real-time data strands from common assessments, then the trends discovered will help improve overall scores. Because the department will be implementing eCART regularly, access to this information should be readily available and accurate.

Goal Number	Performance Indicators - Science <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.3	99% of students will demonstrate mastery of science 7 and 8 curriculums as evidenced by achievement of final grades.
1.1.3	Students belonging to NCLB subgroups will meet NCLB requirements of a 90% pass rate (the goal for math) and continue progress towards closing achievement gaps with majority students.
1.1.3	53% of students will achieve pass advanced on the SOL, an increase of 4% over 2010-11 results.

Process Research Study Questions:

- Does focused practice on specific higher level questioning improve student SOL results?
- What strategies better assist Level 3 & 4 LEP students to succeed in the large group Social Studies class?

Work Plans for Student Achievement Goal # 1 – Academics – Social Studies

Strategies	Persons Responsible	Details of Strategy	Time Line	In Process Measures
Collaborate to create aligned lessons and assessments	Deal and Mosgrove SS Dept.	Efficient PLC time to create and improve eCart assessments and lessons.	School Year 2011-2012	Department chairs will monitor collaborative strategies and lessons used by the department.
Panther Block	Social Studies Staff, Sciabica	Individual teachers will utilize extended instructional time to meet learning needs of all students .	School Year 2011-2012	Individual teachers and supervisors will monitor students not meeting standards based on data throughout the year.
Administer two plus eCart assessments each quarter	Deal, Mosgrove, Social Studies Staff	Use assessments as pre & post tests. Utilize cumulative testing data.	School Year 2011-2012	Department chairs will monitor implementation. Teachers will monitor and collaborate to effectively use data to drive instruction.

Past Performance: Over the past 3 years, Civics SOL achievement has remained strong with a 93% average pass rate, with an increase in the pass rate in 10/11. Students with Disabilities, Economically Disadvantaged, Hispanic and LEP students were the lowest performing subgroups in the 8th grade. Black students in the 8th grade went from being one of the lowest performing subgroups in 09/10 to the highest in 10/11. Seventh grade US History scores decreased to an 86% pass rate in 10/11. While all subgroup pass rates fell in US History in 10/11, Students with Disabilities, Economically Disadvantaged, and Hispanic students were the lowest performing subgroups in the 7th grade. The passed advanced rates in the 7th and 8th grade decreased in 10/11.

Gap Analysis/Data Sources: (VDOE website 8/11)

US History:

Schoolwide SOL Pass Rate (3 yr avg): 91%

Schoolwide SOL Pass Adv. Rate (3 yr avg): 41%

Subgroup SOL Pass Rates (3 yr. avg):

White: 95 %; **Black:** 79%; **Hisp:** 81%; **SWD** 76%; **Fee Waiver** 78%; **LEP** 80%

Civics and Economics:

Schoolwide SOL Pass Rate (3 yr avg): 93%

Schoolwide SOL Pass Adv. Rate (3 yr avg): 42%

Subgroup SOL Pass Rates (3 yr. avg):

White: 95 %; **Black:** 88%; **Hisp:** 85%; **SWD** 80%; **Fee Waiver** 83%; **LEP** 82%

Root Cause Rationale for Theories/Objectives:

- Students practice SOL questions by using them in eCart assessments, warm-ups, exit tickets, and unit tests on a daily and weekly basis, will impact performance positively.
- LEP students who entered the US late in elementary school struggle to make real world connections to content because they lack background knowledge in American history and government.
- More questions on the SOL exam require higher level thinking and some seem above grade level for the average student. Teachers continue to adjust instruction to focus on specific standards identified in the SOL performance by question and eCart assessment data.

School Improvement Plan Theories:

- If the department consistently uses common Assessments and eCart tests which align with SOL standards, we will continue to close the gap between what is taught and tested for all subgroups.
- If we use interventions such as increasing time with students during Panther Block, we will provide our neediest students with more time spent on social studies and boost the achievement of our lowest performing students.
- If we make more frequent instructional adjustments based on data collected and analyzed through eCart (previous and ongoing common assessments), then the trends we discover will help to improve overall achievement.

Goal Number	Performance Indicators – Civics and US History <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.4	99% of students will complete the research component of grade level projects.
1.1.4	90% of students in social studies will work toward achieving mastery of each eCart test by having multiple attempts available.
1.1.4	Students belonging to NCLB subgroups will meet Annual Yearly Progress goal of 90% (for reading) and continue progress towards closing achievement gaps with majority students.

Process Research Study Questions:

Will additional practice in writing, done in an alternative environment, help more students achieve at higher levels on the Writing SOL?

Work Plans for Student Achievement Goal #1 – Academics – Related Arts and Music				
Strategies	Person Responsible	Details of Strategy	Time Line	In Process Measures
Improve core writing knowledge through repeated practice in Related Arts	All Related Arts teachers	Include a written 5 paragraph essay assignment each semester and assess according to the English Department Rubric	One Essay per semester class	All electives teacher will read and use a common writing guide: 40 Reproduceable Forms for Writing Traits for the Classroom
World Language teachers will use Digital Voice Recorders	Burke, Porter, Acuna	Teachers will give students practice opportunities to record verbal prompts in preparation for the PALS exam in June.	Students will practice 3 times per quarter	Increased confidence in speaking the language and quarterly scores.
Increase cardiovascular activities in Physical Education classes.	Mignano, and Physical Education Department	Focus on and implement cardiovascular activities at least three times per week.	All year	Staff will assess the students cardiovascular endurance per Virginia Wellness test at least 2 times per quarter. EFTS data will allow us to look at the school as a whole and at each individual student.

Past Performance: Student performance on the Writing SOL has been increasingly strong. Student performance on the PAL’s World Languages Assessments meet or exceed division rates.

Gap Analysis/ Data Sources: (VDOE School Report Card)
 8th grade Writing SOL pass rate (3 yr. avg): 95 %
 8th grade SOL pass advance rate (3 yr. avg): 5.33%

Root Cause/Rationale for Theories/Objectives:

- The 8th grade SOL writing test is both the most subjectively and stringently scored SOL test. Our analyses show that the area for improvement is in the prompt writing section of the test rather than the multiple choice section. Students at Stone Middle School are consistent with division performance pass rates on the writing SOL.

School Improvement Plan Theories:

- Related arts, music, PE and World Languages departments have committed to enhancing our student writing program by utilizing rubrics, structures, and teaching tools from the English department, which we hope will translate into more students moving to pass advanced scoring on the writing SOL, and better writing across curriculum.
- If students practice speaking in World Languages throughout the year utilizing the digital recording devices, more students will score in the Exceeds Expectations area of the PALS exam.
- If students are given more opportunities to practice multiple choice assessments in the World Languages classes, pass rates on the Division Wide Common Assessment will improve.

	Performance Indicators – Related Arts <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	At least 10% of students will score in the 490-600 range on the 8th grade Writing SOL.
	Performance Indicators – World Languages <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.2	85% of first year World Language students will perform at an Intermediate Level of Communication, both in speaking and writing, as stated by FCPS language benchmarks and evidenced through the PALs test results.
1.2	25% of World Languages students will perform at the Exceeds Expectations Level of performance on the PALS test.
1.2	87% of World Languages students will pass the Division World Languages Assessment in both French and Spanish.
	Performance Indicator – Physical Education <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.8	86% of all students will perform in the “healthy fitness zone” of the cardiovascular endurance test (Virginia Wellness Test) by the end of the school year as evidenced through the EFTS program.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | 2.1 Demonstrate honesty, responsibility, and leadership. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> | 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> | 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> | 2.7 Develop practical life skills. |
| <input checked="" type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict. | <input checked="" type="checkbox"/> | 2.8 Make healthy and safe life choice |

Continuous Improvement Cycle for Essential Life Skills 2011-12

Process Research Study Questions:

- What impact will the Westfield Pyramid focus on Bullying have on disciplinary incidents related to verbal or physical harassment?

Work Plans for Goal #2 – Essential Life Skills				
Strategy	Persons Responsible	Details of Strategy	Time Line	In Process Measures
Character Education Lessons	Bowman, Character Education Committee	Character Education Committee develop a program that will focus creating and rewarding leadership opportunities for all students. This multi-tiered approach will build leadership and develop character throughout the year.	Monthly	Discipline Committee will develop student credo and other reward systems.
Delivery of a Comprehensive School Counseling Program	Chapman, Biernesser, Garcia, Johnson	Counselors implement a number of classroom guidance lessons, conflict mediation and after school activities (mentoring program, Boot Camp, etc) based on state and national standards to help students make safe and healthy life choices. The department will also participate in a Pyramid Anti-Bullying Program.	2011-12 school year	Counselors will collect pre and post data for each program to determine its effectiveness
Mentoring Programs	Chapman, Biernesser, Garcia, Johnson	Identified At-Risk students will be paired with a faculty or business partner mentor who will meet regularly, develop relationships and oversee academic and social progress.	2011-12 school year	Regular meetings between student and mentor. Quarterly check by DSS with staff mentors.
School Discipline Committee	Sciabica, Phillips	Teacher representatives from all school collaborative teams will study and discuss best practice disciplinary procedures and routines, with a goal of significantly reducing the amount and nature of disciplinary incidents.	Monthly	Monthly faculty meeting presentations and quarterly data evaluation.
Professional Readings Intervention Strategies	Administrative Team, Team Leaders	Interdisciplinary teams will read, discuss as collaborative teams the book <i>Pyramid Response to Intervention</i> . Teams will discuss and implement strategies through CLT meetings.	1 st semester	Instructional supervisors and department chair leaders will coordinate use of strategies by all teachers.
After School Program	Anderson, Emery	Continuation of successful after school program to offer positive choices and academic help during what is typically unsupervised time for students.	Daily Sept – June 2011-12	Quarterly evaluations submitted to Mark Emery

Past Performance: Stone is committed to developing students who are academically successful and good citizens. We also strive to help students, through programmatic and unit-based curriculum, to demonstrate sound moral character and ethical judgment and manage conflict. Previous school improvement goals in the areas of reduction of suspensions, total suspensions, recidivism, and incidents that could lead to expulsion had been reached over the most recent years.

Trend Data: (SASI Records)

- This past year saw a 44% decrease in suspensions. The consistent use of an effective Saturday alternative to suspension program decreased the number of out of school suspension and even Saturday assignments (7 less).
- A significant reduction in recommendations for expulsion (1 all year) was made last year following proactive visits to SR&R presentations by the administrative staff. Students were given quarterly reminders on school expectations and SR&R.

Root Cause Rationale for Theories/Objectives:

- Students who have had repeated disciplinary issues tend to come from struggling families with financial and/or other significant issues outside of school. These students require interventions in the school setting to increase their investment in school and classes.

School Improvement Plan Theories:

- If role models build positive relationships with at-risk students and parents, there will be a reduction in discipline and positive outcomes academically for these students.
- With an increase in student use of mediation tools and incorporation of character education skills learned, there will be a reduction in conflicts between students.
- A staff focus on student motivation and positive disciplinary strategies will alter practices that sometimes escalate student incidents.

Goal Number	Performance Indicators – Essential Life Skills <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.4	As a result of focusing staff development on discipline strategies and student motivation, the number of referrals for class disruption will reduce by 10%.
2.4	Student participation in school counseling programs, character education, and mediations by counselors and administrators will reduce referrals for bullying and harassment by 10%.

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.

Continuous Improvement Cycle for Responsibility to the Community 2010-2011

Process Research Study Questions:

- What is the impact of NJHS peer to peer tutoring on the academic improvement of at-risk students?

Past Performance: All students have participated in two different service projects while at Stone Middle School. In 7th Grade, students complete an Environmental Watershed Experience through Science and in 8th Grade, students complete a Community Service Project through Civics. NJHS students also participate in a school-based project to fulfill service hour requirements for that organization

Gap Analysis/Data Sources: Data regarding the participation of hours is the graded log sheet and project reflection completed by each student. 99% of all students at both grade levels completed environmental/community service projects during the 2011-12 school year. 99% of NJHS students completed their service project.

Root Cause/Rationale for Theories/Objectives:

- Students who participate in meaningful service learning opportunities will develop stronger connections to the duties of citizenship.
- Students who are actively engaged in their community through service will become long term contributors to their community.
- Members of the NJHS are involved in other activities that make the continuation of service projects difficult.

School Improvement Plan Theories:

- If students engage in meaningful service projects then they will begin to develop strong leadership qualities.
- By participating in meaningful NJHS service projects that are community based, students will want to continue on projects organized by NJHS, and help the school to meet its academic goals.

Work Plans for Student Achievement Goal #3 – Responsibility to the Community				
Strategies	Persons Responsible	Details of Strategy	Timelines	In Process Measures
7 th Grade Environmental Project in Science	Bowman, Nidzgorski, West, Kim, Rogers, Nwosu	All 7 th grade students will participate in the MWEE project. The purpose of the project is for students to learn their role in protecting the environment and conserving resources. Students will also be encouraged to participate in the Go Green Campaign.	7 th Grade Academic year	Science teachers will document completion of Meaningful Watershed Environmental Experience and Go Green Campaign.
8 th Grade Community Service Project	Sciabica, Finnegan, Myers, Johnson, McGee, Ward, J.	All 8 th grade students will participate in a community-based service project. Students learn that service to the community is an essential responsibility to their community.	8 th Grade Academic Year	Civics teachers will document completion of the project.
Club Based Service Projects/After School Service Projects	Burke, J. Ward, M. Hagen, Mignano, Anderson	Students extend their service to include club based projects in National Junior Honor Society and Student Council Association. In the After School Program, students will gain additional opportunities to earn hours.	All year	Club sponsors and members will evaluate the effectiveness of their projects and eligibility.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators – Responsibility to the Community <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2, 3.4	99 % of 7 th grade science students will engage in the MWEE project through their science classes.
3.2	99% of 8 th grade students will engage in a personal community service project through their Civics classes.
3.2	100% of National Junior Honor Society students will complete a chapter-based service project to maintain eligibility with 33% earning service pin for going beyond the service requirements.



Fairfax County Public Schools

2010-2011 School Year SIP

This document contains results related to the 2009-10 Stone MS SIP performance indicators. For our reflection on critical factors both supporting and inhibiting success, please see specific PDSA documents in the 2010-11 SIP.

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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.

Goal Number	Performance Indicators – English Language Arts <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	<p>75% of students will show a gain of 10% or higher on the SRI test as evidenced by comparison of pre and post-test scores on the Scholastic Reading Inventory. <i>This will challenge even the “advanced” reader to strive for improvement within his/her lexile range.</i></p> <p>Indicator Not Met: 63% of students who took both a pretest and a posttest showed gains of 10% or higher. However, if you factor out scores of 975 and above (as these are already grade level and above readers, some of whose scores are so high they have no growth possibility) the rate becomes 94% of students demonstrating 10% growth, which is fairly strong.</p>
1.1.1	<p>Students belonging to NCLB subgroups will meet Annual Yearly Progress goal of 89% for reading and continue progress toward closing achievement gaps with majority students. Indicator Not Met: While 95% of Stone students overall passed SOL reading tests, only Black students and Students with Disabilities met this goal. Limited English Proficiency (83 %), Hispanic (87%), and Economically Disadvantaged (85%) subgroups performed well, but not to the 89% benchmark.</p> <p>Two-thirds of students who failed their reading SOL belonged to 2 or more subgroups. This in particular was true of 7th graders, who accounted for two thirds of the failures. We did scale back on the use of VGLA portfolios in lieu of SOL exams for special education students, but used VGLA significantly more in reading than in science or social studies.</p>
1.1.1	<p>10% of students will score in the pass advanced range on the 8th grade Writing SOL. Indicator Not Met: 94% of Stone students overall passed SOL writing tests, but only 4% of students scored in the pass advanced range. An additional 28 students scored a 497 (meaning they missed a pass advanced score by one question). If one adds these scores in to those who did pass advance, we would have had a 10% rate. Given that the only way to score a pass advanced score on the Writing SOL in 2011 was to get a perfect score of 600, and this is the only test scored in this manner, we see this indicator as an invalid measure of student advancement in writing.</p>

Goal Number	<p align="center">Performance Indicators - Mathematics <i>(Specific Measurable Attainable Realistic and Time-Bound)</i></p>
1.1.2	<p>Overall pass rates for all NCLB subgroups will be 87%, and continue progress towards closing achievement gaps. Indicator Not Met: While 92% of Stone students overall passed SOL mathematics tests, Black (81%), Students with Disabilities (82%), Limited English Proficiency (80 %), Hispanic (81%), and Economically Disadvantaged (83%) subgroups performed well, but not to the 87% benchmark. Students with Disabilities did meet this benchmark on the 3 year average.</p> <p>57% of students who failed their math SOL belonged to 2 or more subgroups. This in particular was true of 7th graders, who accounted for two thirds of the failures. Three subgroup scores (Black, Economically Disadvantaged, and Students with Disabilities) did not meet the benchmark in part due to failing scores of students in FCPS alternative placements who we did not teach this year. If these students were not included in Stone MS data, we would have met AYP in these subgroups. We did scale back on use of the VGLA portfolio in lieu of SOL exams for special education students, but used VGLA significantly more in math than science or social studies.</p>
1.1.2	<p>The pass advance rate will improve from 63% to 70% on the Algebra I SOL. Indicator Not Met: While 100% of students passed the Algebra SOL test, 61.5% scored in the pass advanced range. However, 19 students scored a 498 (meaning they missed a pass advance score by one question). If one adds these scores in to those who did pass advance, we would have had a 68% rate. Either way, these are exceptional given that we added 6 more sections of algebra the past two years.</p>
1.1.2	<p>Geometry pass advance rate will remain at 100%. Indicator Not Met: One student scored below the pass advanced level; however, the class average was a 556, which benchmarked 4th overall among FCPS middle schools, even though we doubled the number of students taking Geometry over the previous year.</p>

Goal Number	Performance Indicators - Science <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.3	99% of students will demonstrate mastery of science 7 and 8 curriculums as evidenced by achievement of final grades. Indicator Met: 99% of students earned passing final grades. 96% earned final grades of C and above.
1.1.3	Students belonging to NCLB subgroups will meet NCLB requirements of an 87% pass rate (the goal for math) and continue progress towards closing achievement gaps with majority students. Indicator Not Met: While 96% of Stone students passed the science SOL, only Black and Hispanic students met the benchmark. Limited English Proficiency (80%), Students with Disabilities (83%), and Economically Disadvantaged (82%) subgroups performed well, but not to the 87% benchmark. It should be noted that in comparison to math and reading, very few Science 8 students utilized a VGLA binder in lieu of an SOL exam.
1.1.3	53% of students will achieve pass advanced on the SOL, an increase of 4% over 09-10 results. Indicator Not Met: 49% of students scored in the pass advanced range on the SOL; however, 45 students scored a 492 (meaning they missed a pass advance score by one question). If one adds these scores in to those who did pass advance, we would have had a 60% rate. Either way, this is a very good result.

Goal Number	Performance Indicators – Civics and US History <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.4	99% of students will demonstrate mastery of social studies 7 and 8 curriculums as evidenced by achievement of final grades. Indicator Met: 99% of students earned passing final grades. 98% earned final grades of C and above.
1.1.4	90% of students in social studies will pass each eCart test by the end of the 2010-2011 school year. Indicator Met: Teachers opened tests for multiple attempts to encourage mastery learning, and over 90% of students met the set cut scores.
1.1.4	Students belonging to NCLB subgroups will meet Annual Yearly Progress goal of 89% (for reading) and continue progress towards closing achievement gaps with majority students. Indicator Not Met: While 90% of Stone students overall passed SOL US History and Civics tests, Black (81%), Students with Disabilities (71%), Limited English Proficiency (73 %), Hispanic (75%), and Economically Disadvantaged (71%) subgroups did

	<p>not meet the 87% benchmark. Each represented a drop from the previous year’s scores, with the exception of Black students, who scored higher.</p> <p>It should be noted that in comparison to math and reading, fewer social studies students utilized a VGLA binder in lieu of an SOL exam, and the number of VGLA binders in Civics was significantly impacted by several Civics students who late in the year dropped VGLA status. Scores at the state level were normed this year, but 2009-10 benchmarking within FCPS reveals underperformance, particularly in US History, which is the grade level with much lower results in 2010-11.</p>
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Goal Number	Performance Indicators – Related Arts, World Languages, and Physical Education <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
	Performance Indicators – Related Arts <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	<p>10% of students will score in the pass advanced range on the 8th grade Writing SOL. Indicator Not Met: 94% of Stone students overall passed SOL writing tests, but only 4% of students scored in the pass advanced range. An additional 28 students scored a 497 (meaning they missed a pass advanced score by one question). If one adds these scores in to those who did pass advance, we would have had a 10% rate. Given that the only way to score a pass advanced score on the Writing SOL in 2011 was to get a perfect score of 600, and this is the only test scored in this manner, we see this indicator as an invalid measure of student advancement in writing. It should be noted that all Related Arts teachers incorporated formal writing assignments into their classes as a show of commitment to development of the writing process at Stone in 2011.</p>

	Performance Indicators – World Languages <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
1.2	100% of first year World Language students will perform at a Novice-Low Level of Communication, both in speaking and writing, as stated by FCPS language benchmarks and evidenced through the PALs test results. Indicator Met
1.2	20% of students will perform at the Exceeds Expectations Level of performance on the PALS test. Indicator Met
	Performance Indicator – Physical Education <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.8	83% of all students will perform in the “healthy fitness zone” of the cardiovascular endurance test (Virginia Wellness Test) by the end of the school year as evidenced through the EFTS program. Indicator Met: 83.1% of students achieved the “healthy fitness zone” on the cardio endurance test during the 2010-11 school year.

Critical Factors that Supported Success:

See “Past Performance” and “Root Causes/Rationale for Theories” sections of specific subject area PDSA.

Critical Factors that Inhibited Success:

See “Root Causes/Rationale for Theories” section of specific subject area PDSA.

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.

Goal Number	Performance Indicators – Essential Life Skills <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.4	As a result of focusing staff development on discipline strategies and student motivation, the number of referrals for class disruption will reduce by 10%. Indicator Met: There were 41 fewer referrals for classroom disruption during the 2010-11 school year, a 16% reduction.
2.4	Disciplinary referrals for students who are involved in the mentor programs will reduce by 10%. No Data to Support Indicator – students targeted in mentoring programs in 2010-11 were targeted for social and academic support, and few were involved in disciplinary measures.
2.8	Student participation in guidance programs, character education, and mediations by counselors and administrators will reduce bullying and harassment by 10%. Indicator Met: There were 27 fewer referrals for bullying and harassment during the 2010-11 school year, a 54% reduction.

Critical Factors that Supported Success:

See “Past Performance” and “Root Causes/Rationale for Theories” sections of Essential Life Skills PDSA. \

Critical Factors that Inhibited Success:

See “Root Causes/Rationale for Theories” section of Essential Life Skills PDSA.

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.

Goal Number	Performance Indicators – Responsibility to the Community <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.2, 3.4	99 % of 7 th grade science students will engage in an environmental project through their science classes. Indicator Met: Over 99% of Stone students completed FCPS Meaningful Watershed Educational Experience at Bull Run Park in 7th grade science.
3.2	99% of 8 th grade students will engage in a personal community service project through their Civics classes. Indicator Met: Over 99% completed the personal community service project in Civics during the 2010-11 school year.
3.2	100% of National Junior Honor Society students will complete a chapter-based service project to maintain eligibility. Indicator Met: 100% of NJHS students met the goal during the 2010-11 school year.

Critical Factors that Supported Success:

See “Past Performance” and “Root Causes/Rationale for Theories” sections of Responsibility to the Community PDSA.

Critical Factors that Inhibited Success:

See “Root Causes/Rationale for Theories” sections of specific subject area PDSA.

ATTACHMENTS TO THE STONE MIDDLE SCHOOL 2011-2012 SCHOOL IMPROVEMENT PLAN

- i. Page 34 Faculty Commitment Statements
Page 35 Leadership Team Commitment Statements
Page 36 Student Commitment Statements
Page 37 Parent Commitment Statements
- ii. Pages 38-39 Stone Middle School Individual Learning Plan
- iii. Page 40 Rationale for Silent Reading
Page 41 Silent Reading IRP form
- iv. Pages 42-43 Rationale for Panther Block/Panther Block Brochure
- v. Page 44 After School Program Activities Calendar (on website, not attached)

I - STAKEHOLDER COMMITMENT STATEMENTS

(Source Readings: *Professional Learning Communities at Work, Whatever It Takes*, DuFour, DuFour, Eaker, Karhanek)

Ormond Stone Middle School Faculty Collective Commitments

During the first faculty meeting of Stone's 20th anniversary year, the staff revisited the faculty commitments and what the mission and vision of our superintendent, our cluster assistant superintendent, and our principal mean to them. The following is a representation in draft form of collective commitments expressed within their collaborative learning teams for 2010-11. We will revisit and formalize these commitments during the school year.

- We will collectively:
 - Continue to monitor SIP goals
 - Continually monitor and reflect on support for at-risk students using updated Individual Learning Plans and Students of Interest matrices
 - Establish and maintain parent contact and intervention early for all students
- Know Individual Students
 - Individual Strength/weakness
 - Getting beneath "whole class" feedback to individual kids
 - Pull out individual students at all levels for help
- Intervene Quickly
 - Examine and use eCart/CARS data and more common assessments
 - Use of common assessments to evaluate student achievement and tailor instruction
 - Use Panther Block time and location for on-going interventions
 - Organize after school time for skills-based remediation across teams held by cores
 - Work together to help each child (Special ed-ESOL-and core)
- No Failures
 - Pre-tests for diagnosis
 - Focus on language barriers within content
 - Teach reading/vocabulary strategies in every subject
 - Utilize warm ups and exit tickets to activate and solidify learning.
 - Spiral back through eCart commonly missed items in warm-ups, later assessments
- Consistent communication between electives/PE and core subject areas
 - Utilize Related Arts/PE Distribution list used for all communication within Related Arts/PE and to cores
 - Send a consistent Task Force representative from Related Arts and PE
 - Attend quarter and semester meetings for class change updates for Related Arts/PE

Ormond Stone Middle School Leadership Team **Collective Commitments** *(Revised 9-24-10)*

The Ormond Stone Leadership Team is committed to placing the education and well being of each student above all other considerations. We recognize the preeminent role of teachers in this process and will work to provide the time, support, and resources necessary to ensure student learning. Toward this end, we have identified the values listed below to guide the policies, procedures, programs, priorities, and day-to-day operations of our school. The Leadership Team will observe, promote, and protect these values. It will also acknowledge and address behaviors that are inconsistent with our school's vision and goals.

- We will model, promote, and protect the behaviors called for in the *Stone Middle School Vision Statement* (collectively adopted from *Nine Essential Components of FCPS Middle Schools*) among all members of the Stone community.
- We will recruit and retain individuals who are best suited to advance the vision and goals of our school, and we will create conditions that support their ongoing professional growth and model lifelong learning. We will strive to include faculty members in the hiring process.
- We will design our master schedule to include teaming, inclusive instructional practices, and flexible teaching time blocks. All staff will receive the collaborative planning time necessary to create conditions that promote student success. We will strive to ensure balanced classes, realistic instructional responsibilities, and equitable duty assignments. We will recognize and celebrate the efforts and achievements of the members of the Stone family.
- We will develop and implement policies, programs, and procedures which result in students assuming increasing responsibilities for their learning, decisions, and actions. We will strive to respond to student conduct referrals within twenty-four hours, share relevant information with parents and staff promptly, and take action in a manner consistent with established expectations and regulations. We will provide for the education of students in regards to Fairfax County Public Schools *Student Responsibilities and Rights* and work with the faculty to maintain a supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe.
- We will allow ready access to our building, grounds, and equipment in support of community programs that benefit our students and their families. We will establish partnerships with business that provides a direct link between school and the work place. We will fulfill our responsibilities for good stewardship by managing FCPS' resources in a manner that addresses the needs of our school community.

Ormond Stone Middle School Students Collective Commitments

We establish these guiding principles as a reflection of our commitments as students at Ormond Stone Middle School. Our school has established a tradition of excellence. As a student of Stone, you are asked to help contribute to that tradition by meeting the expectations listed below:

- Accept responsibility for our education, decisions, and actions.
- Put forth our best effort in meeting our academic responsibilities.
- Act in a way that best represents our school, parents, community, and self to promote a safe, healthy environment that is free of alcohol, drugs, and violence.
- Arrive to class on time and prepared. Participate regularly and responsibly. Treat teachers with respect.
- Be active in our school and community.
- Maintain a balance between academics, after-school activities, and other outside interests.
- Support our fellow students, our teachers, and their activities.
- Respect cultural diversity, individuality, and the choices and rights of others.

Ormond Stone Middle School Parents Collective Commitments

We established these guiding principles as a reflection of our values as parents of students at Ormond Stone Middle School:

We will help promote the success of our children by becoming informed and knowledgeable about the curriculum, activities, and student support programs available to students at Stone.

Therefore, we will:

- Carefully review school publications.
- Attend and participate in parent information programs sponsored by the school.
- Read the PTA newsletter and check student or parent portal Blackboard accounts regularly.
- Join the Stone “Keep In Touch” email system.

We will assist our children in making important educational decisions.

Therefore, we will:

- Help our children set educational goals that are appropriate to their individual capabilities, interests, and needs.
- Participate with our children in the course selection process.
- Encourage our children to become involved in school activities.

We will work collectively to support the academic and emotional growth of our children by engaging in open and timely communication with the school.

Therefore, we will:

- Respond promptly to the school’s feedback about our children’s academic progress and behavior.
- Advise school personnel of any special circumstances or needs of our children.
- Being proactive in asking questions, expressing concerns, and seeking information regarding our children.

We will model active involvement in the life of the school for our children.

Therefore, we will:

- Attend school programs, activities, and celebrations.
- Volunteer in the school.
- Be supportive of the Stone PTA and participate in the initiatives that ideologically we can support.
- Utilize the physical resources of the school through community access programs.

We will help our children become responsible, self-reliant members of the school community.

Therefore, we will:

- Teach them to accept responsibility for their own learning, decisions, and behavior.
- Insist they observe the rules of the school.
- Demonstrate respect, consideration, and cooperation in dealing with others and expect our children to do the same.

We will promote healthy lifestyles in our children.

Therefore, we will:

- Model and support responsible lifestyle choices.
- Monitor the activities of our children and respond to behaviors, which jeopardizes their health and well-being.
- Become informed of the risks associated with teenage use of alcohol, tobacco, and other drugs. Discuss and develop family rules that prohibit the illegal use of these substances.

II. STONE MIDDLE SCHOOL INDIVIDUAL LEARNING PLAN

(BASED ON SMS RESPONSE TO INTEVENTION PYRAMID) *(Source Reading: Pyramid Response to Intervention – Buffum, Mattos, Weber)*

2011-2012 Stone MS Individual Learning Plan

(sample)

Name: Janet

ID #:

Current Grade: 7 **Team:** Astros

Counselor: Garcia

AYP Subgroups: Spec. Ed, Hispanic

Special Education Program: LDR

LEP Level: n/a

L1 –beginning English Language Learner - Support includes 2 English classes taught by ESOL teachers. ESOL support in science, social studies, and math (as needed).

L2 – intermediate English Language Learner – support includes 1 ESOL English class and Read 180. ESOL support in social studies and math (as needed). Science is in a regular education setting – support may or may not be provided.

L3/4 – Advanced English Language Learner – support includes either 1 additional ESOL English class or Read 180. All classes are in the regular education setting.

SRI SCORES: Average SRI Level Ranges

Spring 2010: <u>580 Basic</u>		6 th 800-1050
		7 th 850-1100
Fall 2010: _____		8 th 900-1150
		9 th 950-1200

SOL SCORES:

NAME	SCHOOL	PROGRAM	MATH 6	MATH 5	READ 6	READ 5	WRIT 5	US HIST 6	SCI 5	ETHNIC	VGLA project.
Alston, Janet	Hunters Woods	LDR	PE 333	PE 390	375	450	311	395	365	3	NONE

ACADEMIC SUPPORT:

- Power Math
- Action Literacy
- Read 180
- Developmental Reading/Reading Support
- 504 Plan
- ESOL Services:

Special Ed. Services:

TT Math SC English TT Science TT History yes Basic Skills

SMS Pyramid of Response and Support for Student Success

The Stone Middle School community is committed to building a positive learning environment that promotes academic excellence, requires responsible social interaction, and prepares students for a global society. School programs are designed to support the whole child as he/she makes the transition from elementary to high school. Through the shared vision of our Professional Learning Community, students, parents, and staff are committed to developing the full potential of each child, each classroom, and our community.

4

- Summer Intervention Program Assignment
- Weekly Behavior Contracts by Administration
- Local Screening Referral
- Referral to Child Study Team
- Attendance Referral to School Attend. Officer

3

- Date: _____ Administrative Notification/Intervention
Date: _____ Attendance Referral to Administration
- Mandatory Study Lunch Stone Saturday Tutoring Program
 - Additional Math Instruction-Pull Out
 - Weekly Progress Reports Emailed to Parents
 - Teachers/Parents sign Planner Weekly Grade Notification

2

- Date: _____ Parent/Team Conference with Action Plan
Date: _____ Attendance Referral to Academic Dean
Date: _____ Mandatory After School Contract assigned by Admin.
- Extended Time Panther Block Change for more Academic focus
 - WHS BITS Saturday Tutoring Mentoring Program
 - Power Math Algebra Readiness Initiative Project Success
 - Read 180 Developmental Reading/Reading Elective

1

- Date: _____ Notify Counselor with Concerns
Date: _____ Team Meeting with Student Involvement
Date: _____ Attendance concerns – refer to counselor
- Tues.-Thur. After School Teacher Help After School Program–HW Helpers
 - Extra help during Panther Block Re-take opportunities
 - Other:

Level 1: *initial interventions indicating a need for more focused attention on helping a student academically*

Level 2: *slightly more involved interventions with more intentional focus on the student. Indicates student has not responded to Level 1 interventions.*

Level 3: *active interventions on the part of the teachers and the school, often involving parents. Indicates student has not adequately responded to Level 1 or Level 2 interventions.*

Level 4: *intensive interventions on the part of the school, including parent involvement. Indicates student has not responded adequately to Level 1, Level 2, or Level 3 interventions.*

III - RATIONALE AND FORMAT FOR SILENT READING

(Source Reading: Robert Marzano's *Building Background Knowledge*)

On Silent Sustained Reading Programs:

Characteristics of a Successful Silent Reading Program:

- ❖ **Continual** over years – book recommends up through tenth grade. Estimated effect over more than a year of .87, which is higher than any of the 9 most effective teaching strategies. 50th to 81st percentile gain example. (Since the institution of Silent Sustained Reading Program at Stone in 2005, we have seen great gains in both SRI and SOL scores. With some subgroups of students gains have been greater than 25 percentage points on the Reading SOL)
- ❖ **Access** “the key in all of the successful SSR programs was that the burden did not fall on students to locate their own reading material outside school” (43). (At Stone each English class pays a visit to the library on a bi-weekly basis just to check out books. At these times, the librarian also does promotional “book talks” on recent books she has read of interest to middle school readers.)
- ❖ **Appeal** – “highly interesting...at appropriate levels of reading difficulty” (44). “I Search” mentioned as a tool for locating topics for interest. (At Stone any student who repeatedly cannot find a book is referred through their English teacher to the librarian, who pulls books of interest for the student and helps him/her during Panther Block)
- ❖ **Conducive environment** – “...even when students simply sit in their regular seats they should be protected from noise and interruptions” (44). (SSR time set aside 4th period daily is a quiet time without transitions.)
- ❖ **Encouragement** – “...the teacher demonstrates interest in what students are reading...teachers also provide encouragement by being excited about their own personal reading” (44). (At Stone teachers are not only encouraged to model by reading themselves, but also promote their reading outside of every classroom and office with a “Mr/Mrs. _____ is reading _____” poster.)
- ❖ **Staff training** – “...take the time to ensure that teachers learn about the philosophy underlying SSR and the mechanics of a well-functioning program” (44). (Time is spent every year at Stone to both encourage faculty to commit to SSR and offer strategies to help more active groups use the time effectively.)
- ❖ **Non-accountability/Follow up activities** – “...omit any activity that gives students the message that they are responsible for completing a task, comprehending a particular portion of their reading, or showing they have made improvement in some way...it does not rule out activities that ask students to interact with the text and with one another in meaningful ways” (45). (At Stone students are simply required to log their at-school and at-home reading time weekly and have it verified by a parent. Students do discuss their books, and occasionally will share them in project style with the rest of the class.)
- ❖ **Distributed time to read** – at least twice a week 20-30 minutes (At Stone students have a designated Silent Sustained Reading time 4 days a week for 15 minutes in their 4th period class, and then the option to read each day during Panther Block.)

Independent Reading Log

This log is checked on Tuesdays in English class. Students are expected to read in school during sustained silent reading times and at home for a total of 150 minutes or more. The chart below shows points earned for reading. A student may only receive ½ credit (5 out of 10 points) if it is not turned into the teacher.

Minutes = Points

75-89 = 5

90-104 = 6

Minutes = Points

105-119 = 7

120-134 = 8

Minutes = Points

135-149 = 9

≥150 = 10

INDEPENDENT READING LOG NAME: _____ PD: _____

(School and Home)

			School		Home	
Day	Date	Book Information	Pages	Min.	Pages	Min.
M		Title: _____				
T		Author: _____ Title: _____				
W		Author: _____				
TH		School Min.: _____				
F		Parent: _____ Home Min.: + _____				
		Grand Total Minutes: = _____				
SAT	/	Total Points: ____/10	SATURDAY		SUNDAY	
SUN	/					

IV. PANTHER BLOCK RATIONALE

Philosophy

The Panther Block (Period 8) was created as a Tier Two intervention for student achievement. The plan establishes consistent opportunities during the school day for students to meet with teachers and provide time to develop a deeper understanding of the concepts learned in class.

Structure

All students must report to assigned Panther Block (Period 8).
Any movement must occur in the first 5 minutes of Panther Block.
The environment must be quiet and conducive to work.

Students must bring at least one assignment, a book to read for silent reading and their planners.

Students may:

- Receive assistance from a teacher
- Work on homework
- Make up tests and quizzes
- Read silently

All teachers are assigned a Panther Block.
Core academic assistance will take priority over other requests.

Process

Attendance for Panther Block will be recorded by 2:25 pm each day in ClassXP.
Attendance issues will be discussed at team meetings and followed through by the Panther Block teacher.
When a teacher enters a Panther Block pass into the student planner, it is a **requirement** for the student to report to that teacher.

In order for the students to report to another class, they must have a pass in the student's planner from a teacher.

There are only 2 ways students can move during Panther Block:

- Teachers who would like to see a student must write a pass in the student's planner prior to Panther Block.
- If a teacher other than the Panther Block teacher requests from the Panther Block teacher a student's presence; the Panther Block teacher will enter the destination in the student planner.

Expectations

Student Responsibilities:

Materials—Every day students will be required to bring their assignment books, a book to read, and/or one assignment to work on during PANTHER BLOCK.

Activity—Students utilize the structured time to read silently, work on school assignments, and/or seek assistance from another teacher in accordance with the policy. Students are expected to work throughout the entire session.

Attendance—Students must be on time for PANTHER BLOCK. The school-wide tardy policy will be enforced for this period. Attendance will be recorded on ClassXP. If a student has a pass to see another teacher or counselor he/she must first check in with his/her assigned PANTHER BLOCK teacher and have his/her PANTHER BLOCK Pass initialed in his/her PLANNER before going to the teacher/counselor or location and SIGN OUT.

Discipline—Students are expected to display a conscientious effort in classroom work, adhere to school rules and regulations, and be responsible not to interfere with the education of fellow students or the orderly operation of the school. Students who are not able to follow these guidelines and the academic and behavioral expectations for PANTHER BLOCK may receive consequences related to these offenses.



Checklist

- ⇒ **Planner**
- ⇒ **Assignment(s)**
- ⇒ **Supplies**
- ⇒ **Book to read**

Knowing is not enough, we must apply. Willing is not enough, we must do.

*-Johann von Goethe
writer*



Panther Block At Stone Middle School



*A Guide to
Everything you
need to Know
about
Panther Block*