

Fairfax County Public Schools

School Improvement Plan

2011 – 2012

Thoreau Middle School

Cluster 2



...Excellence in Action

Mark Greenfelder, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
<u>Leadership and Mission</u> Mark Greenfelder Christa Warden Erin Lenart Michael Parker	Principal Director of Student Services Assistant Principal Assistant Principal	<u>Special Programs</u> Shannon Davies Jill Hecht Katie Barnett	After-School Specialist PTA President Special Education (SPED) Chair
Jennifer Carter-Wharton Traci Michaud Amanda Counts Megan Mills Rosemary Muldoon Erik Bohn Christine Taylor Allison Bell Maureen Condrin Sandra Thompson	Goal 1 Co-Chair, English Goal 1 Co-Chair, English SPED, English Teacher English Teacher English Teacher SPED, English Teacher SPED, English Teacher English Teacher English Teacher ESOL, English Teacher	Julie Hackenberg Wendy Kamen Melissa Galus Michelle Welin Angelia Leonard Rebecca Meese Monika Christoff Tammy Alred	Goal 1 Co-Chair, Math Goal 1 Co-Chair, Math Math Teacher Math Teacher SPED, Math Teacher SPED, Math Teacher Math Teacher Math Teacher
Louisa McClanahan Anne Carrington James Cain Amy Jackson Nick Renfrew	Goal 1 Chair, Civics Civics Teacher Civics Teacher Civics Teacher ESOL	Katie Cole-Kelly Belinda McGeehee SCA President (to be determined) Committee leaders (to be determined)	Goal 2 Co-Chair, Science/SCA Advisor Goal 2 Co-Chair, Science/SCA Advisor Student Student(s)
Kathryn Hinrichsen Fran Furr Sarah Elkalban Belinda McGeehee Nick Renfrew	Goal 1 Chair, Social Studies Social Studies Teacher Social Studies Teacher SPED, Social Studies Teacher ESOL	Louisa McClanahan Katie Cole-Kelly Bernie DeLeo Sarah Elkalban Amy Jackson Paula Stratton Jennifer Carter-Wharton Barbara Holmes Jennifer Condon Shannon Davies	Goal 3 Chair, Civics Science Teacher Drama Teacher History Teacher Civics Teacher Physical Education Teacher English Teacher PTA Volunteer PTA Volunteer After-School Specialist
Ted Loht Brian Mandell Kevin Sami Karen Freck Tony Pezzimenti Adam McGeehan Amanda Rollison Katie Cole-Kelly	Goal 1 Co-Chair, Science Goal 1 Co-Chair, Science SPED, Science Teacher SPED, Science Teacher Science Teacher Science Teacher Science Teacher Science Teacher		

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

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

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

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

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

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

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

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

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

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

We Believe in Our Teachers

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

We Believe in Our Public Education System

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

We Believe in Our Community

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

SCHOOL—VISION STATEMENT

As a Professional Learning Community, our staff will continuously research and implement best practices that challenge students to achieve at their highest level and lead meaningful and productive lives.

Academics

- Thoreau Middle School will prepare all students for the future by providing a learning environment based on research-based best practices. We will be committed to continuous improvement of student learning and teacher accountability.

Essential Life Skills

- Thoreau Middle School will foster the development of essential life skills by cultivating ethical standards and emphasizing school-wide expectations for ethical behavior.

Responsibility to the Community

- Thoreau Middle School will use classroom instruction, student volunteerism, and partnerships with local organizations to help our student citizens understand their role in the community, country, and world.

SCHOOL—MISSION STATEMENT

At Thoreau Middle School, we are committed to cultivating and attaining student success through the philosophy that failure is not an option. We have a strong shared vision that every student is capable of high achievement, and we provide all of our students with a variety of opportunities to thrive academically. Through the collaboration of the entire staff, a safe, nurturing, and conducive atmosphere is created to foster mastery and to promote an appreciation for learning. Thoreau is a results-driven community where teachers are skilled in Best Practices and generate and administer self-created formative and summative assessments which are used to analyze data for student support and enrichment. Thoreau staff members also proudly forge an essential partnership with parents to maintain open and on-going communication to help meet all of our students' individual needs. Overall, Thoreau has a strong dedication to making sure that all students have the skills needed to ensure life-long learning and enduring achievement throughout their academic career and lives.

SCHOOL—CORE VALUES/BELIEFS

We Believe Our Students...

- will be resourceful, well-rounded, and life-long learners.
- will be empathetic, responsible and communicative citizens.
- are capable of learning and will learn to the best of their ability.

We Believe Our Teachers ...

- will implement SOL-based lesson plans that are relevant, inventive and differentiated.
- will collaborate respectfully and effectively in Professional Learning Communities.
- will support school-wide programs and projects.
- will create a safe and enriching learning environment for students.

SPECIAL PROGRAMS

STUDENT ACHIEVEMENT GOAL—ACADEMICS

- *Homework Club*
- *Professional Learning Communities*
- *Horizon Online Formative Assessment Program*
- *Time to Soar*
- *ESOL After-School Support Program*
- *Subject Specific SOL Tutoring Sessions*
- *Writing Across the Curriculum Initiative*
- *Excellence in Action Summer Program*
- *Algebra Boot Camp*
- *Algebra Initiative*
- *Honors Initiative*
- *Library Study Zone*
- *Read-Aloud Club*
- *Math Counts team*
- *Northern Virginia Math League*
- *Peer Tutoring*
- *Odyssey of the Mind*
- *Response to Intervention*
- *Peer Tutoring Program*
- *College Partnership Program*
- *WEXL Television Elective*

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

- *Student Council Association*
- *Community Service Club*

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

- *After-school Programs*
- *Community Service Programs*
- *Student Council Association*
- *Character Counts Committee and Award Program*
- *Health and Physical Education Service-Learning Initiative*
- *Parent Teacher Association Subcommittee (Service Learning)*
- *Random Acts of Kindness Club*

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
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| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

*English 7 and English 8 teachers **will continue to collaborate** and develop, implement, and refine focused lessons, assessments, and extensions designed to increase the pass-advanced rate, **year group to year group**, on the English Reading SOL.*

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

Data Sources:

- 2011 English Reading SOL scores
- 2010 English Reading SOL scores
- 2009 English Reading SOL scores
- Horizon Assessments
- Scholastic Reading Inventory (SRI)
- English 8 grades
- English 7 grades
- ESOL Data
- Teacher observation

...from schooldigger.com (information derived from the Virginia Department of Education)

SOL			Students Tested			% Advanced			% Proficient			% Failed		
Test	Year	Grade	School	District	State	School	District	State	School	District	State	School	District	State
English Reading	2006	7th Grade	349	12030	92426	71	51	38	25	37	44	5	12	19
English Reading	2007	7th Grade	377	12211	91391	63	49	40	33	38	43	3	12	18
English Reading	2008	7th Grade	373	12337	90698	69	53	40	29	39	47	2	9	14
English Reading	2009	7th Grade	415	12688	90067	71	55	46	27	37	43	2	7	12
English Reading	2010	7th Grade	377	12745	89705	73	58	43	27	35	46	0	7	11
English Reading	2011	7th Grade	377	12765	91446	73	55	40	27	40	49	0	5	11

SOL			Students Tested			% Advanced			% Proficient			% Failed		
Test	Year	Grade	School	District	State	School	District	State	School	District	State	School	District	State
English Reading	2005	8th Grade	339	12653	94002	41	35	24	52	50	53	7	15	24
English Reading	2006	8th Grade	366	12355	93943	57	38	27	39	46	51	5	16	22
English Reading	2007	8th Grade	364	12384	94189	63	47	30	33	36	49	3	17	20
English Reading	2008	8th Grade	401	12516	93034	71	55	37	27	36	46	1	9	17
English Reading	2009	8th Grade	375	12656	92299	80	58	42	20	34	45	1	8	13
English Reading	2010	8th Grade	427	12972	91611	76	56	44	24	38	45	0	6	10
English Reading	2011	8th Grade	396	13049	91938	69	56	44	30	39	46	1	5	10

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths

The collaborative tradition is deeply imbedded in Thoreau's culture, and the expectations that coincide with the true work of collaboration are a part of our professional language. The greatest champions of our work lie within our team, and even our newest members are **doing the work** of collaboration. Meeting twice a week, all of our CLT's members are assigned roles and expected to participate. Data is shared frequently and without concern of being judged *because every student enrolled in English is the responsibility of every staff member at Thoreau.*

Reading is the foundation for all other learning, and it is that truth that drives our instruction. The effectiveness of our work is *evidenced* by our Reading scores on the 2011 English Reading SOL test. Thoreau's seventh-grade students had a pass rate of 100%, and Thoreau's eighth-grade students had a pass rate of 99.4%. (With the state's formula for calculating AYP, eighth grade was a statistical 100%.) These scores, and the like scores of previous years (99.2% [grade seven]; 99.4% [grade eight]), provide sound evidence of the effectiveness of Thoreau's programs.

Weaknesses

Our SMART goals of previous years have often been established around raising the pass-advanced rate, and upon reflection, our work plans focused more on intervention instead of methods for reaching the SMART goals' targeted pass-advanced audience. By shifting our focus away from the goal that all of our students **MUST** be successful in passing the SOL test (this should be a given), we are more realistically addressing the essential PLC question, "What do we do when a student already knows the information?" Our intent in our previous goals was to address this question, but we have now observed that though our intent was there, our plan was not as targeted as it should have been.

Best Practice Research:

Thoreau's English Department reviewed and discussed the following in order to develop this year's student achievement goal:

- ***A Framework for Understanding Poverty-*** Ruby K. Payne
- ***A Collaborative Learning Team Manual for Student Success-***Thoreau Middle School [a narrative highlighting this is included in the appendix]
- ***Elements of Grading*** – Douglas Reeves [a narrative highlighting this is included in the appendix]
- ***Technology Academy at Thoreau-***Teacher and county leaders will work with Thoreau's staff on technology use such as: Google Docs; Turning Point; Blackboard; Horizon/eCart; Google Maps; etc. These thirty-minute sessions will be divided among the department and shared during CLT meetings.
- Released English Reading SOL tests available on Virginia DOE website.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	By June 2012, 100% of seventh and eighth-grade students who take the English Reading SOL will pass.
1.1.1	By June 2012, 100% of students identified by teachers as “at risk” through Horizon scores, quarterly progress-report grades, and previous SOL scores will attend reading remediation sessions at least once per week to enhance their understanding and receive additional instruction in areas of weakness.
1.1.1	By June 2012, at least 72.8% of seventh-grade students who take the 2012 Reading SOL will pass at an advanced level. (This represents a 3% increase of this group of students from the sixth-grade Reading SOL [Data certified on EDSL].)
1.1.1	By June 2012, at least 74.6% of eighth-grade students who take the 2012 Reading SOL will pass at an advanced level. (This represents a 3% increase of this group of students from the sixth-grade Reading SOL [Data certified on EDSL].)

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *English 7 and English 8 teachers will continue to collaborate to develop, implement, and assess focused lessons, assessments, and extensions designed to increase the pass-advanced rate, year group to year group, on the English Reading SOL.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Tutors (students performing well in class) attend after-school tutorial sessions.	English Department	None			X	X	<ul style="list-style-type: none"> • After-school sign-up sheets.
2. CLT member will attend the Advanced Academic Institute and share learnings with CLT	Megan Mills	None	X				<ul style="list-style-type: none"> • Share information during CLT meetings. • Use and evaluation of techniques learned
3. Use Book Wizard to track lexile level on student choices for independent reading.	English Department	Bookwizard.com	X	X	X	X	<ul style="list-style-type: none"> • Student observation on assignments • CLT meeting discussion
4. Technology Academy at Thoreau	English Department	None	X				<ul style="list-style-type: none"> • Share learnings/new findings at CLT meeting • New lessons incorporating technology.
5. Use released English Reading SOL tests to give students authentic practice with test format and content.	English Department	Released SOL tests	X	X	X	X	<ul style="list-style-type: none"> • Horizon assessments will be administered monthly and CLTs will meet to discuss the data.
6. Departmental CLT meetings (to include ELL) to determine success of vertical alignment, share ideas, discuss concerns (to include technology lessons).	English Department	None	X	X	X	X	<ul style="list-style-type: none"> • Meeting notes and teacher reflections.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *English 7 and English 8 teachers will continue to collaborate to develop, implement, and assess focused lessons, assessments, and extensions designed to increase the pass-advanced rate, year group to year group, on the English Reading SOL.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Students determined as “at risk” will be provided with in-school remedial help through a Reading Workshop (reading comprehension materials were developed to align with History and Science curriculum) . Thoreau’s English department will fully implement the curriculum for the workshop and monitor its effectiveness.	English Department	Practice reading passages and questions.			X	X	<ul style="list-style-type: none"> Feedback from Reading Workshop coordinators.
8. Revise tests/measurements to include higher-order thinking questions.	English 7 and English 8 CLTs	None	X	X	X	X	<ul style="list-style-type: none"> Teacher observations
9. Students who aren’t completing mandatory reading assignments will be provided with in-school assistance through Thoreau’s ASAP and ISIP programs.	English Department	None	X	X	X	X	<ul style="list-style-type: none"> Feedback from ASAP and ISIP coordinators
10. Students identified as “at risk” will be provided with after-school remedial help through teacher-taught SOL prep classes.	English Department	SOL Coach Books, practice reading passages, and questions			X	X	<ul style="list-style-type: none"> Student attendance, improved Horizon scores, PLC discussion

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *English 7 and English 8 teachers will continue to collaborate to develop, implement, and assess focused lessons, assessments, and extensions designed to increase the pass-advanced rate, year group to year group, on the English Reading SOL.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
11. Dual schedule ESOL students taking the Reading SOL test into English 7/8 classes and ESOL English courses.	Guidance, ESOL department	Scheduling	X	X	X	X	<ul style="list-style-type: none"> Horizon scores, quarter grades, and the SOL test

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.

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

*Seventh and eighth-grade Mathematics teachers will **continue to develop instructional strategies and materials** to meet the new mathematics standards in Math 7, Math 8, Algebra I, and Geometry. Also, seventh and eighth-grade Mathematics teachers will align common assessments to the new mathematics standards, revising and recreating questions/assessments as needed.*

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

Data Sources:

- Math 7, Math 8, Algebra, and Geometry 2011 SOL scores
- 2009 Mathematics Standards for Math 7, Math 8, Algebra, and Geometry
- Teacher observation and reflection
- Student perceptions
- Common Assessments (Horizon and eCart)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The Collaborative Learning Team philosophy is deeply embedded in our everyday practice. The Mathematics department has worked together with little transition for many years, and we are confident that each member is a team player with the same goal in mind. Each member of our team makes significant contributions that are an important component to our group's success. Additionally, our Math department boasts a large number of higher-level educators, seven of our eight teachers are certified through Algebra I, and five of our eight teachers are certified to teach high-school Math. (The collective successes of our department are best evidenced in our SIP reflection of last year's data):

Quantitative/Qualitative Data

- (1) 100% of students enrolled in mathematics courses earned a «C » or better.
- (2) A. 99.7% of Mathematics 7 students passed the SOL.
B. 99.7% of Algebra students passed the SOL.
C. 100% of Geometry students passed the SOL.
D. 99% of Math 8 students passed the SOL.
- (3) A. 71.8% pass advanced the Math 7 SOL in 2011 ; 71% pass advanced the Math 7 SOL in 2010.
B. 93.1% pass advanced the Math 8 SOL in 2011; 92.4% pass advanced the Math 8 SOL in 2010.
C. 60.1% pass advanced the Algebra SOL in 2011 ; 62% pass advanced the Algebra SOL in 2010.
D. 97.4% pass advanced the Geometry SOL in 2011 ; 97% pass advanced the Geometry SOL in 2010.

Meeting the needs of the new math standards while understanding the implications that new standards inevitably create, can be best served by the wealth of knowledge in our department, the resources we have created and continue to refine, and the Best Practices in collaboration that are a part of our daily practice.

Weaknesses:

Because our CLT has been working together for many years, our meetings can lead to side conversations/off-task behaviors very easily. These can hinder our collective effort from meeting to meeting. Also, our Mathematics teachers have been teaching the same subject area for years, with limited movement once joining Thoreau's staff. Though this has proven effective for our teachers, it is challenging to generate *new ideas* and perspectives from those who have been teaching the same subject for years.

Best Practice Research:

We will continue to develop and refine resources that have been created, aligning assessments to the new curriculum. Along with the challenge of interpreting new standards, the Mathematics CLT consulted/will consult the following in the 2011-2012 school year.

- ***A Collaborative Learning Team Manual for Student Success***-Thoreau Middle School [a narrative highlighting this is included in the appendix]
- ***Elements of Grading*** – Douglas Reeves [a narrative highlighting this is included in the appendix]

- ***Technology Academy at Thoreau***-Teacher and county leaders will work with Thoreau's staff on technology use such as: Google Docs; Turning Point; Blackboard; Horizon/eCart; Google Maps; etc. These thirty-minute sessions will be divided among the department and shared during CLT meetings.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	By June 2012, 100% of all students who did not pass their Mathematics SOL in 2011, will pass their Mathematics SOL in 2012.
1.1.2	By June 2012, 100% of students enrolled in mathematics courses will pass their Mathematics Standards of Learning test.
1.1.2	By June 2012, the pass-advanced rate for each Mathematics SOL will increase by at least 2% <i>for each subgroup</i> .
1.1.2	By June 2012, 100% of students enrolled in a Mathematics course will achieve a “C” or better.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE *Seventh and eighth-grade Mathematics teachers will **continue to develop instructional strategies and materials** to meet the new mathematics standards in Math 7, Math 8, Algebra I, and Geometry. Also, seventh and eighth-grade Mathematics teachers will align common assessments to the new mathematics standards, revising and recreating questions/assessments as needed.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Realign benchmark and common assessments to reflect new mathematics standards.	Math CLT leaders Wendy Kamen and Julie Hackenberg	eCart, new standards	X	X	X	X	<ul style="list-style-type: none"> CLT meetings with data analysis to measure effectiveness
12. Technology Academy at Thoreau	Math Department	None	X				<ul style="list-style-type: none"> Share learnings/new findings at CLT meeting New lessons incorporating technology.
2. Increase attendance in math-related after-school activities (Math Team; NOVA Math League; etc.)	All mathematics teachers; WEXL	None	X	X	X	X	<ul style="list-style-type: none"> Attendance in math-related events.
3. Create lessons that effectively utilize technology (Turning Point, blogs, wikis, Sketch Pad)	All mathematics teachers	SmartBoards, Turning Point, internet access	X	X	X	X	<ul style="list-style-type: none"> Sharing at CLT meetings. Teacher observation
4. Continue and extend the use of Kagan structures in math classrooms.	Mathematics CLT leaders Wendy Kamen and Julie Hackenberg; Mike Parker	Kagan materials	X	X	X	X	<ul style="list-style-type: none"> Classroom observations Sharing at CLT meetings
5. Increase the use of graphic organizers for note taking in the math classrooms.	Mathematics CLT leaders Wendy Kamen and Julie Hackenberg; Mike Parker	<i>Math Foldables</i> by Dinah Zike	X	X	X	X	<ul style="list-style-type: none"> Classroom observations Sharing at CLT meetings

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6. Develop new instructional materials and review strategies for the new mathematics standards.	All mathematics teachers	District Pacing Guides and 2009 Mathematics Standards	X	X	X	X	<ul style="list-style-type: none"> Sharing at CLT meetings Data from Common Assessments
7. Provide support for struggling students during Time to Soar and after school.	All mathematics teachers	Teacher created review materials	X	X	X	X	<ul style="list-style-type: none"> Data from common assessments, interim and quarter grades
8. Provide support for struggling Algebra I Students in an Algebra Resource Class.	Math teachers and Resource teacher Angelia Leonard	Teacher created materials	X	X	X	X	<ul style="list-style-type: none"> Algebra I grades and SOL scores
9. Conduct vertical articulation meetings with high school and feeder elementary school representatives about the Algebra initiative.	Mathematics CLT leaders Wendy Kamen and Julie Hackenberg	None		X		X	<ul style="list-style-type: none"> Notes from Vertical Articulation meeting
10. Continue Algebra Boot Camp for rising eighth-grade students during Summer 2012.	All mathematics teachers	Teacher created materials Supplies (pencils, folders, etc.)					<ul style="list-style-type: none"> Sharing throughout Camp during summer Student self reflection at conclusion of camp

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| <input checked="" type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

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

*Seventh and eighth-grade Science teachers will **continue and extend** upon realistic science experiences and review sessions to build conceptual understanding and increase the pass-advanced rate of subgroups.*

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

Data Sources:

- 2011 Science SOL test scores (focus on subgroups)
- 2010 Science SOL test strand results
- Teacher observation
- Student work samples and reflection
- Horizon scores

...from schooldigger.com (information derived from the Virginia Department of Education)

SOL			Students Tested			% Advanced			% Proficient			% Failed		
Test	Year	Grade	School	District	State	School	District	State	School	District	State	School	District	State
Science	2005	8th Grade	333	12073	90367	40	35	28	57	56	59	4	9	13
Science	2006	8th Grade	361	11777	90331	51	42	30	46	49	57	3	9	13
Science	2007	8th Grade	350	11812	91092	62	47	33	37	45	56	1	8	11
Science	2008	8th Grade	402	12474	91051	66	54	40	32	38	50	2	7	10
Science	2009	8th Grade	383	12607	90565	58	50	40	38	43	50	4	8	10
Science	2010	8th Grade	427	12942	88974	69	51	40	30	42	52	1	7	8
Science	2011	8th Grade	398	12976	87398	61	52	40	38	42	52	1	6	8

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

In 2010-2011, 385 of the 386 students enrolled in eighth-grade Science passed the SOL. This was a tremendous achievement for our Science CLT and our school and is a testament to the successes of a strong CLT. As a group, we are excellent communicators, who continuously use Best Practices in Teaching and Learning to drive our curriculum. Our department firmly believes in the Professional Learning Community philosophy, and many of us served on the committee to develop the school's new manual. We are consistently exploring new ways to teach information.

We have four new teachers this year, and we welcome the guidance and advice that new teachers will bring to our CLT.

Weaknesses:

On the 2011 Science SOL test, it was noted that ESOL and special-education students had the lowest pass-advanced rate among sub-groups.

- All Students – 62.7%
- ESOL Students – 34.6%
- Fee Waiver Students-26.1%
- Spec. Ed. Students – 33.3%

This data indicates a need to review differentiation strategies, assess holistic data on individual students, and better understand Best Practices for ESOL learners. Though our goal of raising the pass rate for subgroups was met, last year's data revealed this new concern. Also, last year's students demonstrated a need for small-group Science; this will be reinstated this year. This course, though not typically offered, is subject to the needs of the students.

Best Practice Research:

Research shows that real-life science experiences will help students make connections with what they are learning and develop a conceptual understanding of standards.

- ***A Collaborative Learning Team Manual for Student Success***-Thoreau Middle School [a narrative highlighting this is included in the appendix]
- ***Elements of Grading*** – Douglas Reeves [a narrative highlighting this is included in the appendix]
- ***Technology Academy at Thoreau***-Teacher and county leaders will work with Thoreau’s staff on technology use such as: Google Docs; Turning Point; Blackboard; Horizon/eCart; Google Maps; etc. These thirty-minute sessions will be divided among the department and shared during CLT meetings.
- ***Teach Like a Champion: 49 Techniques that Put Students on the Path to College***-Doug Lemov
- Excerpts from the Marshall Memos
- ***A Brief History of Nearly Everything***-Bill Bryson

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.3	During the 2011-2012 school year, 100% of students will achieve “at least” a 75% on all common, formative assessments or the retake of that assessment.
1.1.3	By June 2012, 100% of all students who take the Science SOL will pass.
1.1.3	By June 2012, all subgroups will obtain an average pass-advanced rate of 55%. (2011 data reveals the following: Asian/Pacific Islander 47.5%; Hispanic 40.7%; Black 25%; ELL 34.6%; Fee Waiver 26.1%; Special Education Students 33.3%.)
1.1.3	By June 2012, all students enrolled in eighth-grade Science will achieve a “C” or better in the course.
1.1.3	By June 2012, 95% of students identified as “at risk will attend after-school tutorials and an After-School Science Boot Camp at least once per week beginning in February.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *Seventh and eighth-grade Science teachers will **continue and extend** upon realistic science experiences and review sessions to build conceptual understanding and increase the pass-advanced rate of subgroups.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. After-school reviews focused on Force, Motion, and Matter; Earth and Space Systems (Strands that were most challenging for our students per EDSL certified data)	Seventh-grade PLC leader	CLT day			X	X	<ul style="list-style-type: none"> • Student performance on common assessment • Teacher observations
2. CLT will implement the new middle school pacing guide.	Seventh-grade PLC team	None	X	X	X	X	<ul style="list-style-type: none"> • Collaboration meeting discussion • Revised common assessments
3. Technology Academy at Thoreau	Science CLT	None	X				<ul style="list-style-type: none"> • Share learnings/new findings at CLT meeting • New lessons incorporating technology.
4. Use online translators to help students understand challenging concepts	Science CLT	Computers	X	X	X	X	<ul style="list-style-type: none"> • Student performance on assessment • Teacher observations
5. The eighth-grade CLT will coordinate fifth-period tutoring sessions for struggling learners.	Eighth-grade PLC team	Art supplies, flash cards, and candy/treats		X	X	X	<ul style="list-style-type: none"> • Tutoring attendance sheet
6. Horizon assessments revised to reflect higher-order thinking with a focus on subgroup data in discussion	Science CLT	None	X	X	X	X	<ul style="list-style-type: none"> • Students performance • CLT discussions

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *Seventh and eighth-grade Science teachers will **continue and extend** upon realistic science experiences and review sessions to build conceptual understanding and increase the pass-advanced rate of subgroups.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Science teachers will offer an After-School Science Boot Camp that will provide students an opportunity to work with teachers in a small-group setting.	Seventh and eighth-grade Science teachers.	None			X	X	<ul style="list-style-type: none"> Science teachers will monitor student progress through online assessments and attendance sheets. Teachers will also analyze pre and post practice SOL scores.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

*US History teachers will **continue** to collaboratively develop and implement strategies designed to support seventh-grade students to increase the pass-advanced rate for our students.*

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

Data Sources:

- 2011 History 7 SOL strand scores
- History formative and summative assessment grades through Horizon
- Teacher observations

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The History 7 CLT has worked together for six years, and the philosophies of Professional Learning Communities are deeply embedded in our day-to-day practice. Our teachers understand the implications of the Standards of Learning and are continuously searching for new ideas to improve practice. Also, technology is an area of expertise for our CLT, as we piloted the online textbooks last year, so to integrate more technology into our curriculum is the logical next step to ensuring student success.

Our CLT frequently analyzes data on common assessments, and a living document is housed on the shared drive for all to review. We reference our data in nearly every meeting, making sure that we are making instructional decisions based on the current needs of our students.

Weaknesses:

Working agreements should be revisited, even in a well-established CLT.

When reviewing our data, it is evident that we need to focus more on our subgroups, particularly ELL and Hispanic students. While still incorporating the same level of rigor in our honors classroom to ensure success among all learners, the History CLT should work on building capacity to meet the needs of these subgroups.

Last year's new Standards of Learning test for US History poses a problem with data analysis for future years, as we do not have a "pattern" established to benchmark student achievement. **We do see that the 2011 data reveals the following:**

- Hispanic students pass advanced at a 36.7%, nearly 30% behind the next closest ethnic subgroup.
- Limited English Proficiency students pass advanced at a 41.7% rate; though this is an accomplishment for these students, our CLT feels that with new methods adopted for ESOL learners, we can increase this pass-advanced rate.

We believe it is important to maintain the level of rigor currently being provided in our all-honors social studies programs, and by focusing on Best Practices with ESOL learners, we might be able to offer more extensions to all of our learners.

Best Practice Research:

We, as US History teachers, often come together to develop and refine teaching strategies. With the need to interpret and unpack new standards, our CLT will continue to consult the following pieces of literature for Best Practices and educational theory:

- *A Collaborative Learning Team Manual for Student Success*-Thoreau Middle School [a narrative highlighting this is included in the appendix]
- *Elements of Grading* – Douglas Reeves [a narrative highlighting this is included in the appendix]
- *Technology Academy at Thoreau*-Teacher and county leaders will work with Thoreau's staff on technology use such as: Google Docs; Turning Point; Blackboard; Horizon/eCart; Google Maps; etc. These thirty-minute sessions will be divided among the department and shared during CLT meetings.
- *Fairfax County Public Schools: Best Practices for Teaching and Learning*

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.4	By June 2012, 100% of the seventh-grade students enrolled in History 7 will pass the SOL test.
1.1.4	By June 2012, 100% of students enrolled in History 7 will receive a “C” or better in the course.
1.1.4	By June 2012, 70% of History 7 students will pass advance the History SOL.
1.1.4	By June 2012, at least 50% of the Hispanic, seventh-grade students enrolled in History 7 will pass the SOL at an advanced level.

STUDENT ACHIEVEMENT GOAL—ACADEMIC WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

*US History teachers will **continue** to collaboratively develop and implement strategies designed to support seventh-grade students to increase the pass-advanced rate for our students.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Increase the use of graphic organizers in the history classrooms (proven to be effective with ESOL learners)	History teachers	Teacher created organizers	X	X	X	X	<ul style="list-style-type: none"> • Classroom observation, • CLT sharing at meetings
2. Provide support for students in History during Time to Soar, specifically students in the following sub groups: Hispanic, Black, ESOL, SPED	History teachers	Teacher created review materials	X	X	X	X	<ul style="list-style-type: none"> • Common assessment data analysis, interim and quarter grades.
3. Attend professional development to learn about various Hispanic cultures	History teachers/presented by Nick Renfrew	Test Failure Rationale sheets	X	X	X	X	<ul style="list-style-type: none"> • Unit-exam scores
4. Technology Academy at Thoreau	History CLT	None	X				<ul style="list-style-type: none"> • Share learnings/new findings at CLT meeting • New lessons incorporating technology.
5. Participate in book talks: Classroom Instruction that Works with English Language Learners	History CLT Erin Lenart	Books	X	X			<ul style="list-style-type: none"> • CLT Discussions
6. Provide support for struggling students through quarterly after school review sessions.	History teachers	Test Question Power Points	X	X	X	X	<ul style="list-style-type: none"> • Common assessment data analysis, interim and quarter grades.

7. Use more visual aids in PowerPoint presentations and on common assessments.	History teachers	None	X	X	X	X	<ul style="list-style-type: none"> • Student performance • Teacher observations
8. Use on-line textbooks to supplement the History curriculum and enhance student learning.	History teachers	Classroom Netbooks, on-line access		X	X	X	<ul style="list-style-type: none"> • In-class assignments and enriched homework activities.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

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

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

*Civics teachers **will continue** to collaboratively develop and implement strategies designed to enable and support Civics students in passing the Civics and Economics SOL test. These strategies will lead to at a 75% **pass-advanced rate**.*

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

Data Sources:

- Civics 8 – Civics and Economics strand scores
- Civics formative and summative Assessment Grades
- US History SOL (seventh grade) scores to determine and evaluate our at-risk population for the 2011-2012 school year.
- Teacher observations
- Student reflections
- Common assessments (Horizon)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

The pass rate on the 2011 Civics and Economics SOL was 99.5% (2.6% increase from previous year) with a pass-advanced rate of 68.6% (3% decrease from previous year). These pass rates are indicative of effective teaching strategies and consistency in

curriculum delivery throughout the Civics CLT. Additionally, Thoreau's students traditionally have success in the category of "Pass Advance" (04-05-63.6%, 05-06 72.3%, 06-07 72.1%, 07-08 69.5%, 08-09 65.8%, 09-10 71.6%, 10-11 68.6%) on the Civics and Economics SOL test. However, as the data indicates, there is a need to fine tune the honors curriculum (offered to all students) to raise the pass-advanced scores. Through reevaluation of tests to increase levels of Bloom's Taxonomy, all Civics students will be expected to develop advanced critical-thinking skills and demonstrate mastery of knowledge through higher-level enrichment activities.

Last year, the need to implement the new standards and address higher-level expectations on the SOL test, expanded the cohesiveness of our CLT. The Civics CLT came together to work fluidly on new ideas for the course. The results were astounding. More streamlined tutorials, more technology-based lessons, and more complex questioning became the norm in the Civics classroom.

Weaknesses:

Upon review, it was noted that in 2010-2011, pass-advanced rate *did decrease 3%*. Because of the new Civics standards, this data indicates the need for continued efforts to align materials and common assessments to the new standards to ensure high-levels of success among our students. Since most members of the Civics CLT has been working together for many years, it is imperative that we revisit working agreements to ensure that productive meetings take place.

Best Practice Research:

- ***A Collaborative Learning Team Manual for Student Success***-Thoreau Middle School [a narrative highlighting this is included in the appendix]
- ***Elements of Grading*** – Douglas Reeves [a narrative highlighting this is included in the appendix]
- ***Technology Academy at Thoreau***-Teacher and county leaders will work with Thoreau's staff on technology use such as: Google Docs; Turning Point; Blackboard; Horizon/eCart; Google Maps; etc. These thirty minute sessions will be divided among the department and shared during CLT meetings.
- ***Classroom Instruction that Works with English Language Learners***-Jane Hill
- ***Fairfax County Public Schools: Best Practices for Teaching and Learning***
- Civics practice SOL tests (released)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(<u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.4	By June 2012, 100% of eighth-grade students enrolled in Civics will pass the Civics and Economics SOL test.
1.1.4	By June 2012, at least 75% of eighth-grade students enrolled in Civics will achieve a pass-advanced score on the Civics and Economics SOL test.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *Civics teachers will continue to collaboratively develop and implement strategies designed to enable and support Civics students in passing the Civics and Economics SOL test. These strategies will lead to at a 75% pass-advanced rate.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. (Include professional development and parent involvement)	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Increase the use of graphic organizers and multi-media instructional materials in Civics classrooms.	Civics teachers	Teacher created organizers	X	X	X	X	<ul style="list-style-type: none"> Classroom observation CLT sharing at meetings
2. Utilize new materials, such as a Think Book and revise questioning to include open-ended questions to improve processing among students (less remembering and more applying and analyzing)	Civics teachers	Composition notebook	X	X	X	X	<ul style="list-style-type: none"> Student performance when reflecting Teacher observation
3. Implement online textbook and extensions	Civics teachers	Netbooks	X	X	X	X	<ul style="list-style-type: none"> Horizon and eCart assessments Teacher observation
4. Revise tests to include various levels of Bloom's Taxonomy	Civics teachers	None	X	X	X	X	<ul style="list-style-type: none"> Student performance CLT discussions
5. Advanced Academic Seminar	Louisa McClanahan (chair)	None	X				<ul style="list-style-type: none"> CLT discussion
6. Technology Academy at Thoreau	Civics CLT	None	X				<ul style="list-style-type: none"> Share learnings/new findings at CLT meeting New lessons incorporating technology

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *Civics teachers will continue to collaboratively develop and implement strategies designed to enable and support Civics students in passing the Civics and Economics SOL test. These strategies will lead to at a 75% pass-advanced rate.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
7. Provide support for Civics students in during Time to Soar and during lunch.	Civics teachers	Teacher created review materials	X	X	X	X	<ul style="list-style-type: none"> Common assessment data analysis, interim and quarter grades
8. Conduct individualized reviews of past content materials with students who have not shown mastery.	Civics teachers	Test Failure Rationale sheets	X	X	X	X	<ul style="list-style-type: none"> Unit exam scores Quizzes, unit tests, exam scores
9. Provide support for Civics students through quarterly after-school review sessions.	Civics teachers	Test Question Power Points	X	X	X	X	<ul style="list-style-type: none"> Common assessment data analysis, interim and quarter grades

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

*Through an **open-membership** process, the Student Council Association (SCA) advisors and officers will focus on **empowering** student members to take responsibility for the **coordination and implementation** of all activities such as fundraising, clothing/food drives, recycling and volunteering to help selected charities in the community.*

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

*Students need to **invest** in the service projects that we are doing and by taking responsibility, they have an increased ownership and sense of pride in the service-learning activity.*

Data Sources:

- Results from previous years' fundraisers and drives
- Community needs
- Student survey (Students will have an open forum to communicate the needs/wants of the student body)

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Students were not elected into SCA; any student who wanted to be involved could join. With two new advisors, students will have the opportunity to mold the club to be a student-led organization. This has not been the case in years' past. Despite last year's SIP goal, there were many challenges in growing leadership capacity within students with new clubs (Community Service) being created at the same time.

With a "committee design" for SCA this year, any student who wishes to participate may commit to only one of the committees, and can serve in a leadership capacity among the committee's members. This expands the opportunities to lead among students to many (not just the typical president/vice president) and allows students to get a "feel" for SCA before moving on to high school and college leadership organizations.

Weaknesses:

Leadership is a fundamental principle for SCA, so it is important that our members take the next step. However, there are many opportunities for students to be involved at Thoreau that maintaining interest in the Association may be a challenge. That is why a feedback box, for students to voice what they believe to be a need (vetted by adults), may help build capacity in the club.

Best Practice Research:

The same research guides will be utilized this year as we have two new sponsors:

- *Learn and Serve America: National Service Clearing House*
- *Active Citizenship Today Handbook for Middle School Teacher*
- *Adventure of Adolescence: Middle School Students and Community Service*
- *Active Citizenship Today Field Guide [Middle School Edition]*

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound Goals)</i>
2.1	By January 2012, student leaders of SCA will be organizing and managing 100% of all SCA meetings.
2.1	By June 2012, students of the SCA will organize and execute at least two service-learning events with decreased dependence on SCA advisors as reflected on an advisor survey.
2.2	By June 2012, the number of students involved in SCA (18 in previous year) will increase by 50%.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *Through an **open-membership** process, the Student Council Association (SCA) advisors and officers will focus on **empowering** student members to take responsibility for the **coordination and implementation** of all activities such as fundraising, clothing/food drives, recycling and volunteering to help selected charities in the community.*

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Seven subcommittees will be established at the first SCA meeting. (Advertisement, Spirit Week, Dances, Community Service/Recycling, Hall of Fame, Fundraising, and Thoreau Clothing Sales)	SCA Advisors, Student leaders	None	X				Creation of committees. Evaluation of committee effectiveness throughout course of school year.
2. Committees will be responsible for collecting data from the community and other students in regards to needs. These will be used as a baseline for SCA work.	SCA student leaders/committee members	Box (used for students to “drop” in their ideas.)	X	X	X		Advisors and student leaders will meet to discuss their ideas.
3. Students of SCA will execute three service-learning events in which the student body will participate.	SCA Advisors/Student Council leaders	To be determined by students and monitored by advisors.		X	X	X	SCA advisors will meet and discuss student progress towards goal. Opportunities for self reflection will be established following completion of the events.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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

The Health and Physical Education (HPE) Department and Thoreau’s Character Counts committee, SCA, and PTA will team to promote “Community Service and Civic Awareness.” Through activities to support positive behavior, students will be exposed to myriad opportunities to build and maintain excellent character.

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

Data Sources:

- Character Counts committee (tickets awarded in previous years)
- Previous community service opportunities from last year
- Community needs
- Student survey

Knowledge of Programmatic/Instructional Strengths and Weaknesses

Strengths:

Thoreau’s SCA and Character Counts committees have always been viable avenues for student participation in positive behavior choices and service-learning opportunities. With a heightened interest in promoting positive behavior, both of these teams, the PTA,

the media communications class, and the HPE department determined that pooling resources to better service the needs of the community and students would create even more opportunities for students to build character and learn about positive behavioral choices. Projects will be coordinated by a number of organizations, to include the PTA, and community service can belong to the community.

Weaknesses:

Often times, service-learning opportunities fall to the wayside because they are difficult to execute well during school hours. By combining the efforts of all of these organizations, the opportunities to provide positive behavioral support and meaningful service-learning opportunities are greatly expanded. Data from last year indicated the students' desire to participate in service-learning at both grade levels, not just Civics (grade 8) which requires service hours. This expanded interest created somewhat of a challenge, but by growing a program sponsored by all stakeholders, service learning can become a normal part of our curriculum at Thoreau.

Best Practice Research:

- Volunteer Fairfax Service Learning Curriculum
- **Learn and Serve America: National Service Clearing House**
- *Active Citizenship Today Handbook for Middle School Teacher*
- *Adventure of Adolescence: Middle School Students and Community Service*
- *Active Citizenship Today Field Guide [Middle School Edition]*

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By June 2012, 100% of students enrolled at Thoreau Middle School will participate in positive behavior activities during Time to Soar.
3.2	By June 2012, each teacher will have awarded at least 15 Character Counts tickets.
3.2	During the 2011-2012 school year, students and staff leaders of the Service-Learning Club will organize and execute <i>at least six service-learning</i> events this year for selected service opportunities.
3.1	By June 2012, the number of students participating in a service-learning club will constitute at least 50% of the Thoreau student population.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

The Health and Physical Education (HPE) Department and Thoreau’s Character Counts committee, SCA, and PTA will team to promote “Community Service and Civic Awareness.” Through activities to support positive behavior, students will be exposed to myriad opportunities to build and maintain excellent character.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. WEXL broadcasts (to include daily announcements, skits of positive behavior, and advertisements for service-learning opportunities)	WEXL students Bernie DeLeo	None	X	X	X	X	Feedback from students Discussions in Character Counts meetings
2. Character Counts tickets distributed to students “caught” doing good deeds	All teachers	Tickets	X	X	X	X	Number of tickets in Character Counts drawing
3. Time to Soar lessons developed around positive behavior (building capacity within our students)	All teachers All students	None	X	X	X	X	Teacher feedback and observation Student participation
4. Various athletic challenges that incorporate a level of community service (Monster Mile, Turkey Trot, President’s Parade)	HPE teachers Students	None	X	X	X	X	Number of canned donations Number of student participants
5. Random Acts of Kindness Club	Sarah Elkalban Students	None	X	X	X	X	Student participation
6. Students of service club and SCA will plan and implement six service-learning event in which to participate.	SCA, PTA volunteer Katie Cole-Kelly Belinda McGeehee	To Be Determined by students and monitored by advisors.		X	X	X	Civics CLT will implement after-school and will meet with administrators to discuss student progress meeting goal.

RESULTS AND REFLECTION ON THE 2010-2011 SIP

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective: 1.1.1 <i>English 7 and English 8 teachers will collaborate to develop, implement, and assess focused lessons, assessments, and interventions designed to increase the pass-advanced rate on the English Reading SOL.</i></p>	<p>Performance Indicator:</p> <ol style="list-style-type: none"> (1) By June 2011, 100% of students enrolled in English 7 or English 8 will achieve a “C” or better as a final grade. (2) By June 2011, 100% of seventh and eighth-grade students who take the 2011 English Reading SOL will pass. (3) By June 2011, 100% of students identified by teachers as “at risk” through Horizon scores, quarterly progress-report grades, and previous SOL scores will attend reading remediation sessions at least once per week to enhance their understanding and receive additional instruction in areas of weakness. (4) By June 2011, at least 76% of seventh-grade and eighth-grade students who take the 2011 Reading SOL will pass at an advanced level. <p>Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> (1) 100% of students enrolled earned a « C » or better. (2) A. 99.5% of English 8 students passed the Reading 8 SOL. B. 100% of English 7 students passed the Reading 7 SOL. (3) Not met. (4) A. 67.5% of English 8 students pass advanced. B. 71.6% of English 7 students pass advanced. 	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Academic Student Assistance Program(ASAP) and Instructional Support and Intervention Program (ISIP) ▪ After-school tutorials ▪ Parent communication via email, telephone, and bi-weekly progress reports ▪ Teachers remaining diligent ▪ Aggressive reading program in all courses (honors, small-group, and regular) ▪ Frequent collaboration to include creation and refinement of instruction and assessment. <p>Inhibited:</p> <ul style="list-style-type: none"> ▪ Reluctant readers ▪ Books being chosen that weren’t on the student’s reading level ▪ Parents opting out of in-school intervention programs and after-school intervention programs ▪ Meeting the needs of ELL learners struggling with basic academic language skills. 	<ul style="list-style-type: none"> ▪ Though a statistical 100% was reached, three students did not pass the Reading SOL. ▪ As our at-risk and ELL population grows, we must remain diligent in our efforts to meet the needs of these diverse learners. ▪ We did not meet the pass-advanced goal; upon reflection, this implies that the department needs to refine its work plan to include enrichment and extensions. ▪ Teachers observed a number of students who were not selecting books on their reading level. A need to remedy that concern, through the application of Best Practice Research, will be incorporated into this year’s plan.

<p style="text-align: center;">Academics</p> <p>Objective: 1.1.2 <i>Seventh and eighth-grade Math teachers will develop instructional strategies and materials to meet the new mathematics standards in Math 7, Math 8, Algebra I, and Geometry.</i></p>	<p>Performance Indicator:</p> <p>(1) By June 2011, 100% of all students enrolled in mathematics courses will achieve a grade of “C” or better.</p> <p>(2) By June 2011, 100% of students enrolled in mathematics courses will pass their Mathematics Standards of Learning test.</p> <p>(3) By June 2011, the pass-advanced rate for each Mathematics SOL will increase by at least 2%.</p> <p>Quantitative/Qualitative Data</p> <p>(1) 100% of students enrolled in mathematics courses earned a « C » or better.</p> <p>(2) A. 99.7% of Mathematics 7 students passed the SOL . B. 99.7% of Algebra students passed the SOL. C. 100% of Geometry students passed the SOL. D. 99% of Math 8 students passed the SOL.</p> <p>(3) A. 71.8% pass advanced the Math 7 SOL in 2011 ; 71% pass advanced the Math 7 SOL in 2010. B. 93.1% pass advanced the Math 8 SOL in 2011; 92.4% pass advanced the Math 8 SOL in 2010 C. 60.1% pass advanced the Algebra SOL in 2011 ; 62% pass advanced the Algebra SOL in 2010. D. 97.4% pass advanced the Geometry SOL in 2011 ; 97% pass advanced the Geometry SOL in 2010</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Algebra Resource class ▪ Power Math class ▪ ASAP to help students who are not completing assignments. ▪ ISIP to provide intensive intervention daily for students who are struggling. ▪ Time to Soar ▪ Collaborative planning time available for teachers. ▪ Frequent parent communication ▪ Use of e-Cart and Horizon ▪ After-school SOL review ▪ Algebra Boot Camp <p>Inhibited</p> <ul style="list-style-type: none"> ▪ Academic language for ELL learners. ▪ Late enrollment in Thoreau ▪ Certain grade-level curriculum inappropriate for student learning level (especially ELL) ▪ The majority of eighth-grade students enrolled in Algebra impacts the pass-advanced rate of Math 8. ▪ Seventh-grade students are taking the eighth-grade honors courses. 	<ul style="list-style-type: none"> ▪ 100% pass rate is difficult in successive years and always a necessary goal. ▪ Absence of VGLA creates need to continue and expand upon successful intervention programs. ▪ Did not meet the 2% pass-advanced rate for our students. ▪ New technology enhanced questions now on SOL. ▪ New Math standards to benchmark to include a reassessment of already successful curricula and realigning/recreation of common assessments to maintain established successes of the department.
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<p style="text-align: center;">Academics</p> <p>Objective: 1.1.3 <i>Seventh and eighth-grade Science teachers will continue and extend (with a particular focus on ESOL and Special-Education) realistic science experiences and review sessions to build conceptual understanding. In addition, science teachers will develop authentic connections to formal terminology that will be seen on the Science SOL test</i></p>	<p>Performance Indicator :</p> <ol style="list-style-type: none"> (1) By June 2011, our special-education subgroup will achieve a pass rate of at least 95% or better on the Science SOL test. (2) By June 2011, our ESOL students will achieve a pass rate of at least 75% or better on the Science SOL test. (3) By June 2011, all students enrolled in eighth-grade Science will achieve a “C” or better in the course. (4) By June 2011, 100% of students identified as “at risk” in the focus areas of ESOL and special education will attend after-school tutorials and an After-School Science Boot Camp at least once per week beginning in February. <p>Quantitative/Qualitative Data :</p> <ol style="list-style-type: none"> (1) 100% of special-education students passed the Science SOL. (2) 100% of ELL students passed the Science SOL. (3) 100% of students enrolled in Science achieved a « C » or better in the course. (4) Not met. 	<p>Supported:</p> <ul style="list-style-type: none"> ▪ After-school review sessions ▪ Substitutes offered per ARRA grant for planning days. ▪ New Powerpoints/handouts/websites developed around challenging areas of the curriculum for student review. (Folder with information is maintained on the shared drive.) ▪ Tutorials given by different teachers to provide multiple experiences for the learner to meet differentiated needs. ▪ ASAP ▪ ISIP <p>Inhibited</p> <ul style="list-style-type: none"> ▪ SPED accommodations added during eighth grade. ▪ Seventh-grade Science curriculum not as much of a focus for intervention and remediation. ▪ ELL students testing on Science SOL often have trouble with the academic language of the course. 	<ul style="list-style-type: none"> ▪ ELL learners: After examining subgroups, general education teachers need to focus on building capacity to teach the ELL learner (addressed in this year’s SIP). ▪ Addition of MWEE to provide real-life experiences needs to be more embedded in curriculum and learning.
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<p>Academics</p> <p>Objective: 1.1.4</p> <p><i>US History teachers will continue to collaboratively develop and implement strategies designed to support seventh-grade students to pass the SOL at a 90% pass-advanced rate.</i></p>	<p>Performance Indicator :</p> <p>(1) By June 2011, 100% of the seventh-grade students enrolled in History 7 will pass the History SOL test.</p> <p>(2) By June 2011, at least 90% of the seventh-grade students enrolled in History 7 will pass the History 7 SOL at an advanced level.</p> <p>Quantitative/Qualitative Data :</p> <p>(1) 99.2% of seventh-grade students enrolled in History 7 passed the History SOL.</p> <p>(2) 66.6% of History 7 students pass advanced the SOL.</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ ASAP ▪ ISIP ▪ After-school tutorials ▪ Collaborative meeting time to plan and review common assessments, revise curriculum, and share/interpret data. ▪ Higher-level tasks added to tests and classroom instruction. <p>Inhibited</p> <ul style="list-style-type: none"> ▪ New SOL test questions around revised standards in US History. ▪ No benchmark for new SOL test questions yet developed. ▪ Higher-level thinking questions on new SOL are more challenging for seventh-grade students. ▪ ELL students with limited academic language skills. 	<ul style="list-style-type: none"> ▪ Since goals were not met, continued development of revised curriculum around new standards is evidently needed. ▪ New WIDA scoring places even more students with limited language skills in general-education classes. ▪ Online textbooks to be implemented and effectively utilized in History classes.
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<p>Academics</p> <p>Objective: 1.1.4</p> <p><i>Eighth-grade Civics teachers will continue to collaboratively develop and implement strategies designed to enable and support Civics students in passing the Civics and Economics SOL test. These strategies will lead to at an 80% pass-advance rate.</i></p>	<p>Performance Indicator :</p> <p>(1) By June 2011, 100% of eighth-grade students enrolled in Civics 8 will pass the Civics and Economics 2010 SOL test.</p> <p>(2) By June 2011, at least 80% of eighth-grade students enrolled in Civics 8 will achieve a pass-advanced score on the Civics and Economics SOL test.</p> <p>(3) By June 2011, 100% of Civics students will achieve a final grade of “C” or higher in Honors Civics.</p> <p>Quantitative/Qualitative Data :</p> <p>(1) 99.5% of students enrolled in Civics 8 passed the SOL.</p> <p>(2) 68.6% of students enrolled in Civics 8 pass-advanced the SOL.</p> <p>(3) 100% of students enrolled in Civics 8 scored a « C » or higher in Honors Civics.</p>	<p>Supported:</p> <ul style="list-style-type: none"> ▪ ASAP ▪ ISIP ▪ Time to Soar ▪ After-school tutorials in late winter and spring ▪ Planning day provided per ARRA funds to revise curriculum and pacing around new Civics standards. ▪ CLT time embedded in school day. ▪ Shared instructional practices based on Best Practices. ▪ Standards-based grading, “no zero,” and retest policy. <p>Inhibited</p> <ul style="list-style-type: none"> ▪ Students with limited English proficiency placed in Civics class. ▪ New standards and alignment of materials/creation of new materials to support. ▪ Higher-level thinking questions added to new Civics SOL. 	<ul style="list-style-type: none"> ▪ Since goals were not met, continued development of revised curriculum around new standards is evidently needed. ▪ New WIDA scoring places even more students with limited language skills in general-education classes. ▪ Online textbooks to be implemented and effectively utilized in Civics classes.
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<p>Essential Life Skills</p> <p>Objective: 3.2 <i>Through an open-membership process, the Student Council Association (SCA) advisors and officers will focus on empowering student members to take responsibility for the coordination and implementation of all activities such as fundraising, clothing/food drives, and volunteering to help selected charities in the community.</i></p>	<p>Performance Indicator:</p> <ol style="list-style-type: none"> (1) By June 2011, the SCA advisors will conduct at least three training sessions on how to advertise, plan, and execute events. (2) By June 2011, students of the SCA will organize and execute at least two service-learning events with decreased dependence on SCA advisors as reflected on an advisor survey. (3) By June 2011, the number of students participating in SCA will increase by at least 20%. <p>Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> (1) One training event was coordinated for the 2010-2011 school year. (2) One service-learning event coordinated by SCA was conducted during the 2010-2011 school year. (All other activities remained in effect : Halloween Dance, Talent Show, Hall of Fame.) (3) The number of students participating in SCA declined. 	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Thoreau’s community is supportive of service-learning opportunities for students. ▪ Many students are interested in being involved in leadership opportunities to prepare for high school. ▪ Thoreau’s after-school program is well attended; Students at Thoreau enjoy multiple opportunities. <p>Inhibited</p> <ul style="list-style-type: none"> ▪ Multiple new service-learning initiatives were started last school year (competing goal with Civics last year). ▪ The after-school program provides a lot of opportunities for students to get involved. 	<ul style="list-style-type: none"> ▪ Our goal was not satisfied this school year. With so many competing clubs (especially those focusing on service-learning opportunities), SCA had a difficult time maintaining student interest. ▪ Leadership is an important trait, and Thoreau must provide students with opportunities to organize and execute events. ▪ Continuation of same goal should be maintained with revised work plan to incorporate a partnership with other organizations.
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<p>Responsibility to the Community</p> <p>Objective: 3.2 <i>The Civics PLC will implement the new Volunteer Fairfax Service Learning Curriculum during after-school hours to heighten student's awareness of their individual potential to meet the needs of a community.</i></p>	<p>Performance Indicator:</p> <ol style="list-style-type: none"> (1) By the end of the 1st quarter, students will complete an interest survey to focus choice from available service learning opportunities in the <i>Volunteer Fairfax Service Learning Curriculum</i>. (2) During the 2010-11 school year, students and staff leaders of the Service-Learning Club will organize and execute at least one service-learning event this year for the selected service opportunity. (3) By June 2011, the number of students participating in the service-learning club will constitute at least 10% of the Thoreau student population. <p>Quantitative/Qualitative Data:</p> <ol style="list-style-type: none"> (1) Students completed the interest survey. (2) The Community Service Club was established at Thoreau last year. Service projects such as : Food for Others trips ; school supplies for students in Afghanistan ; blankets for the homeless shelter ; and candy houses for Halloween were all completed last year. (3) Over 100 students participated in the various service-learning opportunities last year. 	<p>Supported:</p> <ul style="list-style-type: none"> ▪ Parent volunteers coordinated most of the trips and projects. ▪ Projects were well advertised on WEXL. The bulk of participants were seventh-grade students who do not have a service-learning requirement in their social science curriculum. ▪ Donations were made simple with donation bins strategically established throughout the school. These were maintained by parent volunteers. <p>Inhibited</p> <ul style="list-style-type: none"> ▪ New Civics curriculum shifted some much needed CLT focus towards aligning tests and classroom practices. ▪ Parent volunteers have limited access to the students. 	<ul style="list-style-type: none"> ▪ Service learning will continue to be an area of focus in Civics. ▪ Character Counts committee will begin a new curriculum this year to enhance positive behavior choices.
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Appendix

I. Thoreau's Collaborative Learning Team Manual for Student Success (CLT Manual)

Thoreau's CLT Manual was developed by teacher leaders under the guidance of administration. Taking direction from a similar document from our pyramid high school, Madison, Thoreau's teacher leaders worked collaboratively to develop the language of Thoreau's vision, the work plan by which our Learning Teams would operate. Since CLT's have been effectively in place for many years at Thoreau, our Manual focuses on team building, dealing with conflict, and Best Practice research in grading, assessment, and data analysis. A strong emphasis in our manual is on continuing Best Practice Research by requiring and giving guidelines for book talks to enhance our professional growth. Each document in the manual is carefully crafted by teachers in our school and, with yearly updates to meet the needs of changing CLTs, will serve as the workbook for our Collaborative Learning Teams each year.

II. Elements of Grading by Douglas Reeves

Thoreau's interdisciplinary teams will begin the conversation on Douglas Reeves' book, *The Elements of Grading*. This book addresses the need to establish practical criteria by which we measure students' progress and adhere to it. The four major premises of grading: Accuracy, Fairness, Specificity, and Timeliness call to question historic grading practices and require introspection into our own practice. After discussing the book as interdisciplinary teams, our teachers will offer important ideas to their CLTs to reflect on/compare their own policies for grading and assessment with those of their peers.