

Fairfax County Public Schools

**School Improvement Plan
2011 – 2012**

West Potomac High School

Cluster IV

Clifford S. Hardison, Principal

Updated November 15, 2011

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Clifford Hardison	Principal	Adya Meeks	Head Librarian
Emily Millians	SIP Committee Chair and Social Studies Team Instructional Leader	Zina Facemire	Technology Specialist
Colin O’Grady	English Team Instructional Leader	Blair Robertson	Student Data Specialist
Gloria Robinson	Math Team Instructional Leader	Susan Howard-Kongolo	Human Relations Committee
Kathy Bowdring	Science Team Instructional Leader	Alex Case	Assistant Principal
Leigh Broady	Health & Physical Education Team Instructional Leader	Aaron Engley	Assistant Principal
Kyle Morrisey	Special Education Team Instructional Leader	Ivan Johnson	Assistant Principal
Nicole Leger	English for Speakers of Other Languages Team Instructional Leader	Eston Melton	Assistant Principal
Yamalie Colon	World Languages Team Instructional Leader	Janice Monroe	Assistant Principal
Steve Rice	Fine & Performing Arts Team Instructional Leader	Carmon Golden	Director of Student Services
Becky Schott	CTE Team Instructional Leader	Aaron Helmick	Director of Student Activities
Madelyn Turner	Student Services Team Instructional Leader	Jane Quirk	Parent & President of PTSA
Lynelle Lockett	Team Instructional Leader on Special Assignment	Karen Corbett-Sanders	Parent
Nancy Indelicato	Academy Representative	Rhonda Drucker	Parent
Russ Easter	JROTC Representative	Debra McKeown	Parent
Dana Hubbard	AVID Coordinator	Jackie Beckwith	Student
Allison Satterwhite	Advanced Academics Coordinator	Katie Garay	Student
Chris Kamar	Assessment Coach	Mary Hill	Student
Barb Mahony	Student Activities Representative	Sam Ludovici	Student
Sal Olivo	SGA Sponsor & Chair of ROAR Committee		

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

To cultivate ethical scholarship, leadership, motivation, and strength from which to achieve excellence.

SCHOOL—MISSION STATEMENT

The West Potomac High School community provides rigorous, relevant, and engaging learning experiences to prepare students to be empowered citizens in an ever-changing global society by monitoring, measuring, analyzing, and modifying instruction to ensure that all students meet their academic potential across the spectrum of learners.

SCHOOL—CORE VALUES/BELIEFS

We believe...

- in shared responsibility for success in education
- each student will have the opportunity and the access to rigorous curriculum
- that an atmosphere of mutual respect is essential
- students, parents, and teachers need to develop trusting relationships
- it is the responsibility of faculty and administration to provide engaging learning experiences; of students to be engaged; of parents and community to provide support through an active partnership
- that technology should be infused across the curriculum and assessments
- in implementing a professional learning community that intensifies efforts for an educational environment that advances innovation and challenges the status quo
- students need to have opportunities to learn and practice good citizenship that is modeled by faculty, staff, administrators, and parents
- communication within the school and between school community is key to successful academic and other learning experiences
- students learn best when provided with teaching methods that support their needs
- high individual expectations are needed and based on each student and CAN be met

SPECIAL PROGRAMS

The West Potomac High School campus includes three distinct building and many programs. In addition to the normal academic and activity programs that are offered in most high schools, West Potomac High School has the following special programs:

The Academy: West Potomac Academy specializes in Communications and the Arts as well as Health and Human Services courses. Students from West Potomac and surrounding schools can take courses such as Criminal Justice, Dance, Dental Careers, Fashion Design, Graphic Imaging and Design, Exploring Health Sciences, Music and Computer Technology, Pharmacy, Physical/Occupational Therapy, Professional Graphic Studio, and Television Production.

ROAR: ROAR stands for **R**espect, **O**n Time, **H**igh Achievement, and **R**esponsibility. The ROAR committee uses data on behavior to identify, implement, adapt, and sustain effective school-wide disciplinary practices and to support the development of intrinsic ethical behavior in students and staff. ROAR offers character education opportunities via rewards and instruction to students and teachers. Use of *Cosby* and *Fresh Prince of Belair* episodes with scripted lessons.

JROTC (Junior Reserve Officer Training Corps): JROTC is an award-winning military program open to all students and sponsored by the U.S. Army that develops leadership, self discipline, positive character traits, and service in students.

AVID (Advancement Via Individual Determination): AVID is a program to support high achievement in minority and/or first-generation college-bound students through improved instructional and organizational strategies. AVID serves a wide range of students.

HOPE (Help Our People Excel): HOPE is a credit-recovery program with the primary objective of maximizing the on-time graduation rate for seniors. HOPE uses NovaNET as the primary method of instruction.

Service Learning: At each grade level, service learning is embedded into the academic curricula – 12th graders, 30 hours through US/VA Government; 11th graders, 20 hours through US/VA History; 10th graders, 15 hours through English 10; and 9th graders, 10 hours through English 9. The seniors also have opportunity to add an additional 50 hours of community service or service learning at assorted sites and with various opportunities during the last two weeks of school through SHOUT (Students Helping Others United Together).

In addition to the programs previously listed, here is a listing of some other unique activities and organizations at West Potomac:

- *Apple Federal Credit Union:* A student-run branch of the Apple Federal Credit Union managed by the Pulley Center that has its office in the cafeteria and is open for business almost every day during the two-hour lunch block of 10:30-12:30
- *Multiple Professional Certifications* for students in professional fields such as dental arts and Microsoft Office Systems
- *College Success Program: The College Partnership* – a program designed to help students who are first-generation, college-bound students to navigate the selection and application process necessary for college acceptance and financial planning. Three other

programs are also in place: the Early Identification Program (EIP) in coordination with George Mason University, the Pathway to the Baccalaureate Program, and Project Discovery. Descriptions of these programs can be found at www.fcps.edu/DIS/SchoolCounseling/CollegeSuccessPrograms/index.htm

- *Fine Arts Programs* – Superior Music, Drama, Technical Theater, Television Production, Dance, Visual Arts, and Photo Journalism (Yearbook) programs that consistently win state and national honors for their excellence. The Virginia Honor Band is a consistent designation earned by the Advanced Band.
- *World Languages* including: American Sign Language, French, German, Latin, and Spanish
- *Summer Initiatives – Academic Summer Institute or Boot Camp* to encourage minority participation, to prepare all students for the rigor of courses, and to scaffold learning in Honors/AP courses. *Credit Recovery and Online ESOL and Mathematics Course Support* provided opportunities and additional motivation and academic support to all students.
- *Honor Societies* – National Honor Society; French, German, Latin, and Spanish Honor Societies; Tri-M Music Honor Society, Fine Arts Honor Society, and Thespian Honor Society
- *Writing Center* in place for student tutoring and sponsored by West Potomac English Department and in collaboration with George Mason University
- *Mentoring and tutoring* at Bucknell and other elementary schools as well as in the school, with interface at least once a month by over 30 students
- More than 30 high quality sports teams for all grade levels
- More than 60 clubs and student organizations sponsored by teachers and staff
- *Parent Support Organizations* such as the PTSA (Parent, Teacher, Student Association), Wolverine Athletic Booster Club (WABC), Band Boosters, Choral Boosters, Orchestra Boosters, Theatre Boosters, Future Business Leaders of America (FBLA) Boosters, and Crew Boosters, Parent Learning and Assessment Committee
- *Four Parent Liaisons* – with additional designated support for our Hispanic, Muslim, and Black communities, and with Spanish and Urdu language skills
- *Various Informal and Formal Partnerships and Collaborations* – Career Technical Education (CTE) and Academy programs access various businesses and organizations for student learning and experiential opportunities, and even parent outreach endeavors (Sun Trust and personal finances). In addition the following businesses have more informal links and supports for specific programs within the school: ABC7WJLA Studios; Alexandria Back and Neck Center; Alexandria Police Department; Bodnair Chiropractic Center; DeSales University; Dr. Barrett, DDS; Thomas Barry; Dr. Cincinato, DDS; Dr. Hughes, DDS; Dr. Karau, DDS; Dr. Gyurica, DDS; Dr. Parker, DDS; Fairfax County Police Communications Center; Fairfax County’s Sheriff’s Office; Ft. Belvoir Credit Union; Ft. Belvoir Dewitt Hospital; Ft. Belvoir Office of the Judge Advocate; Health South; Hollin Hall Senior Center; Inova Hospital System; Jane Franklin Dance; Kenneth Morrison; Lorton Senior Center; Mt. Vernon District Station of the Fairfax County Police Department; Mt. Vernon Orthopedic Center; National Airport Police; NVCC Medical Ed Campus; Orthotic Solutions, Paul Spring Retirement Center, Sunrise Assisted Living at Mt. Vernon; Telegraph Dentists; USA Today Graphic Design Department; VA Tech Marketing and Public Relations Departments.

- *Peer Mediation* – a program designed to help students learn to mediate disputes effectively
- *Peer Helpers* – students working with intellectually disabled students in West Potomac special programs
- *Student Government (SGA) and Student Leadership Class*
- *Academy Student Interns* – in dance at Hybla Valley Elementary School
- *Northern Virginia Community College (NOVA)* – provides dual enrollment courses in English 12/English 111&112, Multi-variable Calculus, and Occupational/Physical Therapy

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 checked="" 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 | |

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

The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

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

Data Sources:

Table 1.1—Final Marks Distribution 2010-2011

WEST POTOMAC HIGH		A	A-	B+	B-	B	C+	C-	C	D+	D	F	
School Total	N	3,461	1,430	1,340	1,801	1,267	1,020	1,264	792	572	889	1,181	
	%	22.1	9.1	8.6	11.5	8.1	6.5	8.1	5.1	3.7	5.7	7.5	
	% As			% Bs			%Cs			% Ds			
		31.3			28.2			19.7			9.3		
	% As & Bs												
	59.4												

Data Source: EDSL, Enrollment and Marks, Marks Distribution by Course-High School Level (Final Marks)

Table 1.2—Students Taking at Least One Honors or AP Course—June 2010 and June 2011

	June 2010	June 2011
White	675	702
Black	153	191
Hispanic	111	181
American Indian	5	3
Asian	91	93
More than 2 Races	58	58
Native Hawaiian	2	1
Total	1095	1229
Total Student Population	2057	2175
Percent	53.2	56.5

Data Source: SASI

Table 1.3—Advanced Placement and Honors Course Enrollment—June 2009 through June 2011

Advanced Placement Course	Enrollment of students in June 2009	Enrollment of students in June 2010	Enrollment of students in June 2011	Advanced Placement Course	Enrollment of students in June 2009	Enrollment of students in June 2010	Enrollment of students in June 2011
AP Art 2D Design	10	3	18	AP Studio Art-Draw	5		5
AP Art 3D Design I	1	7	1	AP US & Comp Govt			23
AP Biology	13	8	26	AP US History	90	112	240
AP Calculus AB	26	14	43	AP World History	116	127	219
AP Calculus BC	17	27	27	PreAP English 10	131	134	
AP Chemistry	26	13	46	PreAP English 9	260	260	
AP Computer Sci A	10	17	13	PreAP Wld Hist/G1	297	266	
AP English Lan/Com	100	113	201	Algebra 1 HN			28
AP English Lit/Com	124	126	139	Algebra 2 HN	136	159	181
AP European Hist	26	23	26	Amer Civ HN	105	122	
AP Environmental Sci		78	48	Biology 1 HN	239	246	267
AP French Lang	6	4	6	Chemistry 1 HN	134	142	144
AP German Lang	1	2	1	English 9 HN			299
AP Government	91	139	173	English 10 HN	152	165	254
AP Human Geography	25			English 11 HN	105	122	
AP Latin-Cat/Cic	5			Geometry HN	147	130	159
AP Latin-Vergil		5	1	Geosystems HN			55
AP Macroeconomics		16	47	Physics 1 HN	64	68	93
AP Microeconomics		16	46	PreCalculus HN	74		
AP Music Theory	9	16	20	PreCalculus w/Trig HN		66	111
AP Physics C	13	9	27	World Civ 1 HN			271
AP Psychology	79	90	109	Wld Hist/Geog 1 HN			51
AP Spanish Lang	34	42	50	Wld Hist/Geog 2 HN	152	165	
AP Statistics	75	61	53	Total	2898	3113	3521
				PERCENT INCREASE		7.4	13.1

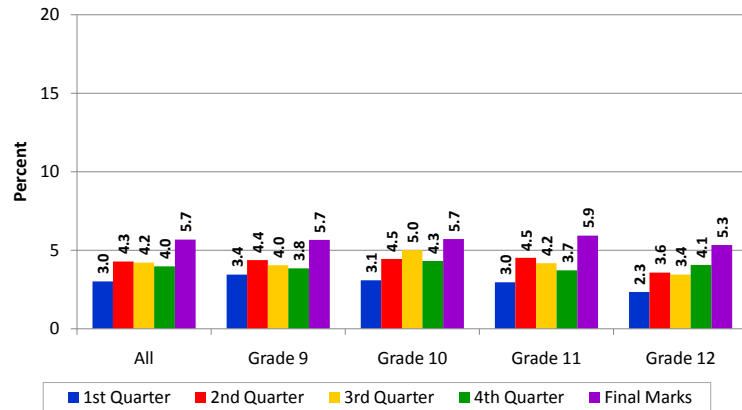
Data Source: SASI

Table 1.4—Percent of Students in AYP Subgroups Passing the Reading and Mathematics SOL Tests

English Performance	2009-2010	2010-2011	2010-2011	Mathematics Performance	2009-2010	2010-2011	2010-2011
Student Subgroup	Passed	Goal	Passed	Student Subgroup	Passed	Goal	Passed
All Students	94	96	94	All Students	91	93	83
Black	86	88	88	Black	85	87	73
Hispanic	92	94	91	Hispanic	86	88	76
White	98	99	97	White	96	97	93
Students with Disabilities	81	83	73	Students with Disabilities	77	79	59
Economically Disadvantaged	90	92	89	Economically Disadvantaged	87	89	74
Limited English Proficient	86	88	86	Limited English Proficient	88	90	76

Data Source: Virginia Report Card

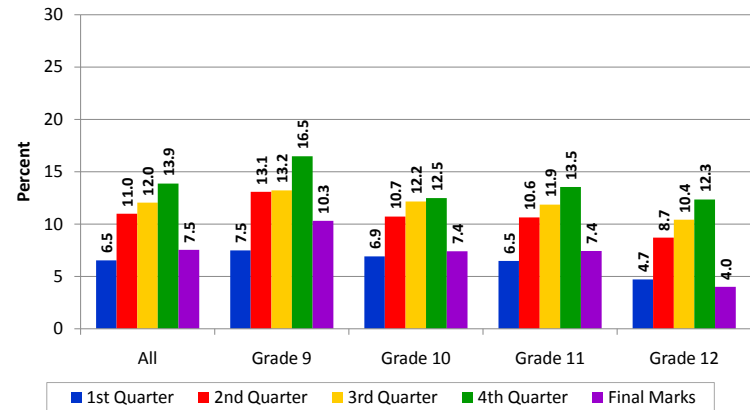
**All Course Marks 2010-2011
D Marks by Grade Level**



West Potomac High School

Data Source: EDSL, Enrollment and Marks, Analytical Reports

**All Course Marks 2010-2011
F Marks by Grade Level**



West Potomac High School

Data Source: EDSL, Enrollment and Marks, Analytical Reports

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Common planning time for core departments has established the practice that teachers of the same course meet together in teams, and terms and concepts commonly associated with PLCs are used throughout the building.

Areas for Improvement: We need to develop a shared understanding across the building of behaviors and actions for successful collaboration. We need to enhance the data analysis skills of faculty and staff. We need to collect data consistently on the use and effectiveness of intervention strategies across the building.

Best Practice Research:

“Intervention will have a powerful impact on student achievement when the educators in a school:

- Acknowledge a collective responsibility to ensure that students learn rather than that they are taught.
- Are organized into collaborative teams whose members work interdependently to achieve common, results-oriented goals for which members accept mutual responsibility.”

(DuFour et al, *Raising the Bar and Closing the Gap*, page 23)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1—1.5	The percentage of students with an F grade as the final mark will decrease from 7.5 to 7.0.
1.1—1.5	The percentage of students with a D grade as the final mark will decrease from 5.7 to 5.2.
1.1—1.5	The total enrollment of students in advanced academic courses (honors and AP) will increase from 13.1% to 15.1%.
1.1—1.5	The percentage of students in all sub-groups passing the Reading and Math SOL test will increase (see table below).

Table 1.5—Percent of Students in AYP Subgroups Passing the Reading and Mathematics SOL Tests

English Performance			Mathematics Performance		
2010-2011	2011-2012		2010-2011	2011-2012	
Student Subgroup	Passed	Goal	Student Subgroup	Passed	Goal
All Students	94	96	All Students	83	90
Black	88	91	Black	73	90
Hispanic	91	93	Hispanic	76	90
White	97	99	White	93	95
Students with Disabilities	73	76 (R10)	Students with Disabilities	59	63 (R10)
Economically Disadvantaged	89	91	Economically Disadvantaged	74	90
Limited English Proficient	86	91	Limited English Proficient	76	90

Data Source: Virginia Report Card

The highlighted goals are the Annual Measurable Objectives for 2011-12—English = 91 and Math = 90.

R10 is a 10 percent reduction in the failure rate.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.							
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. Monitoring authenticity and follow through of collaborative teams (e.g., common planning, professional learning plans)	APs & TILs	None	X	X	X	X	CLT agendas and meeting notes Quarterly cluster check sheet CLT products
2. Strengthening the capacity of CLTs in collaborative protocols.	Emily Millians & TILs	Staffing Hourly Pay Central Office Support	X	X	X	X	Products (e.g., SMART Goals) produced by CLTs Teacher Survey
3. Supporting use of multiple assessments & data analysis.	Blair Robertson & Chris Kamar	Staffing Hourly Pay	X	X	X	X	Products (e.g., common assessments) produced by CLTs Teacher Survey
4. Formulating intervention & enrichment strategies/actions.	Gloria Robinson & TILs	Staffing Hourly Pay Central Office Support	X	X	X	X	Products (e.g., intervention list for Wolverine Time) produced by CLTs Teacher Survey
5. Establish school-wide literacy programs.	Cliff Hardison, Alex Case & Eston Melton	Staffing Hourly Pay	X	X	X	X	Growth data from QRI assessment for special education students Reading center participation rate Number of students participating in literacy courses

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 checked="" 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)*

The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's *Drive*).

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

Data Sources:

Table 2.1—2010-2011 Attendance and Behavioral Data

Month	Number of Unexcused Tardies	Number of Truancies	Number of Office Discipline Referrals*	Number of Days In-School Suspension	Number of Days Out-of-School Suspension	Number of All Day Unexcused Absences
September	2,581	10	138	4	22	252
October	4,090	9	106	7	41	480
November	2,679	1	106	5	21	817
December	4,565	7	64	44	39	401
January	5,022	126	108	23	23	484
February	5,721	3	112	37	84	538
March	7,303	12	91	46	119	734
April	4,507	0	39	26	42	576
May	5,873	0	33	16	84	836
June	2,483	0	16	1	39	689
Total	44,824	168	813	209	514	5,807

*Discipline Referrals does not include truancies.

Data Source: SASI, attendance reports

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Faculty and staff share a strong belief based on research that consistent attendance is essential for student success. The school has allocated a full-time staff member who monitors attendance in the building, facilitates communication between the school and families, and works with administrators to track teacher use of protocols in a non-threatening manner. There are several mentoring programs at the school in which students can participate as mentors, and the school began a program last year in which staff served as mentors for students identified as at-risk.

Areas for Improvement: We inconsistently use current attendance processes resulting in high levels of frustration with student attendance for staff and parents. Success of the staff mentoring program varied from person to person and student to student.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Faculty and staff share a strong belief based on research that consistent attendance is essential for student success. The school has allocated a full-time staff member who monitors attendance in the building, facilitates communication between the school and families, and works with administrators to track teacher use of protocols in a non-threatening manner. There are several mentoring programs at the school in which students can participate as mentors, and the school began a program last year in which staff served as mentors for students identified as at-risk.

Areas for Improvement: We inconsistently use current attendance processes resulting in high levels of frustration with student attendance for staff and parents. Success of the staff mentoring program varied from person to person and student to student.

Best Practice Research:

“The best predictor of success...was the prospective cadets’ ratings on a noncognitive, nonphysical trait known as ‘grit’ – defined as ‘perseverance and passion for long-term goals’....[In another study, the same] researchers found that grittiness – rather than IQ or standardized test scores – is the most accurate predictor of college grades.” (Dan Pink, *Drive*, pages 124-125)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.3, 2.7	The number of unexcused tardies will decrease from 44,827 to 40,000.
2.3, 2.7	The number of all-day unexcused absences will decrease from 5,807 to 5,000.
2.3, 2.7	The number of students participating in mentoring programs as mentees will increase from 12 to 44.
2.3, 2.7	The percentage of students participating in advanced academic mentoring programs as mentees will increase from 200 to 220.
2.3, 2.7	The percentage of staff participating in mentoring programs as mentors will increase from 10% to 20%.
2.3, 2.7	Baseline data will be collected on the number of parents and community members participating in mentoring programs as mentors.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's <i>Drive</i>).							
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. ROAR will establish a task force to formulate and implement an attendance process for the school.	Sal Olivo & Erin Whitaker	Staffing Hourly Pay		X	X	X	Student attendance data Student survey Teacher survey
2. Strengthen programs in which students participate as mentees (e.g., Best Buddies, Mentoring Matters, Real World AP/Honors).	Nancy Indelicato, Joann Molnar, Allison Satterwhite & Tia Walker	Staffing Hourly Pay	X	X	X	X	List of mentors & mentees Activity list for Best Buddies Training Sessions Focus groups
3. Involve staff, parents, and community members as participants in mentoring programs.	Nancy Indelicato, Joann Molnar, Allison Satterwhite & Tia Walker	Staffing Hourly Pay		X	X	X	List of mentors & mentees Training Sessions
4. Expand the advanced academic mentoring program (Real World AP/Honors)	Allison Satterwhite & Kazue Watlington	Staffing Hourly Pay	X	X	X	X	Student mentor list Calendar of meetings & Attendance
5. Provide focus groups that support specific needs of students (academic, personal/social, and career development)	Madelyn Turner	Staffing Hourly Pay Supplies Refreshments	X	X	X	X	Participant list Focus groups list
6. Build and strengthen relationships between students and counselors	Carmon Golden	Staffing Instructional Time	X	X	X	X	Touch Base surveys Wolverine Time Passes Student Survey

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

The WPHS teachers/staff and parents will support community service learning.

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

Data Sources:

Results from Student and Staff Surveys Related to Community Service

Approximately 82% of students indicated they participated in a community service activity during the 2010-2011 school year. The following tables show the types of community service and how students learned about the community service opportunity

Table 3.1—Percent of Students Indicating the Type of Community Service They Did

Type of Service	Response Percent
Civic Group	26.8%
Religious	28.2%
Political	6.3%
Educational	39.6%
Other	40.1%

Table 3.2—Percent of Students Indicating How They Learned about Community Service Opportunities

How Students Learned about Community Service Opportunities	Response Percent
Teacher	56.6%
Counselor	17.2%
College/Career Center	7.3%
Senior Project Handbook	3.9%
Morning Announcements	6.6%
School Club or Organization	23.0%
Parent/Family Member	54.9%
Other	19.3%

Table 3.3—How Students Shared Their Community Service Learning Experience

	Students*	Teachers
Oral Presentation	33.4%	18.9%
Written Presentation	49.5%	5.4%
Not at All	36.6%	37.8%
Other Ways	5.5%	18.9%

**Students were asked to check all that apply.*

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Service learning is an established part of the curriculum in the 12th grade through the Senior Project component of our Government courses, and service learning is also an integral element of the JROTC curriculum.

Areas for Improvement: Service learning is incorporated into courses at the 9th, 10th (English) and through 11th grades (US History) and service is a component of all of the honors societies at West Potomac, but the school lacks a cohesive, coordinated and building-wide approach to service learning.

Best Practice Research:

According to ASCD’s article *Building Student Engagement, Compassion, Service Learning* (taken from *Pathways to Civic Character: A Shared Vision for America’s Schools* by Character Initiative, 2005) cites four approaches. One is Service Learning which “uses service learning as a vehicle to teach important objectives. The Service learning cycle includes planning, action, reflection, and demonstration or celebration. It can be tied to any subject matter, can be implemented in any grade level, and can be of any duration.” Other approaches are character education, civic education and social emotional learning. The Civic Education “promotes the knowledge, skills, and dispositions needed to engage in civic life. At its best, it combines a challenging curriculum that addresses our history, government, and local, state, national, and international issues with active democratic involvement in the classroom and community.”

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	The percentage of seniors participating in SHOUT will increase from 22.3% to 33%.
3.2	The percentage of students reporting participation in service learning this school year will increase from 82% to 85%.
3.2	Baseline data will be collected on the percentage of students participating in mentoring programs as mentors.
3.2	The percentage of teachers incorporating service learning as part of their instruction or enrichment will be 33% (baseline).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The WPHS teachers/staff and parents will support service learning.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Establish a process improvement team for service learning.	Zina Facemire, Susan Howard-Kongolo, Adya Meeks & Eston Melton	Staffing Hourly Pay	X	X	X	X	Survey of teachers Survey of students Survey of parents
2. Strengthen programs in which students serve as mentors (e.g., Best Buddies, Mentoring Matters, Real World AP/Honors).	Nancy Indelicato, Joann Molnar, Allison Satterwhite & Tia Walker	Staffing Hourly Pay	X	X	X	X	List of mentors & mentees Activity list for Best Buddies Training Sessions Focus groups
3. Refine procedures for collection of service learning hours data.	Zina Facemire & Carmon Golden	None	X	X	X	X	Data collection spreadsheet Data entered into SASI
4. Refine timeline and process for seniors participating in SHOUT (Students Helping Others United Together).	Susan Howard-Kongolo & Adya Meeks	Staffing Hourly Pay Bus to transport students to service sites	X	X	X	X	Teacher & Student sign-in sheet for SHOUT information sessions List of organizations and students participating in the service learning fair List of students submitting completed SHOUT applications

SCHOOL-BASED ACHIEVEMENT GOAL

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

The WPHS teachers and staff will build a more cohesive environment through enhanced communication.

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

Data Sources:

In February 2011, West Potomac hosted a Quality Assurance Review (QAR) team for the purpose of accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The QAR team identified required actions for improvement—one of which dealt with communication.

Various stakeholder groups indicated strong practices within the building but a disconnect among departments. Communication channels often rely on TIL dissemination and sometimes result in various messages being conveyed. School self assessment indicated inconsistencies in implementing programs and procedures. Students appreciate the enormous affect of strong student-teacher relationships and hope to expand the number of teachers on whom they rely. The West Potomac climate embraces diversity but must at the same time strengthen unity. Synergy and systemic improvement arise from unity.

In June 2011 as part of the continuous improvement cycle of West Potomac’s school improvement plan, surveys were administered to students, staff, and parents. The purpose of the parent survey was to collect opinions on how well the West Potomac High School (WPHS) staff communicates with parents. The number of parents who responded to the survey was 386. The results are based on the responses of 340 parents who responded to at least one question beyond the first question, which required an answer.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Parents and community members report that they can locate useful and/or significant information with greater ease at the redesigned school web site. A majority parents responding to a survey last spring agreed with the messages sent through the Keep In Touch system communicated relevant information

Areas for Improvement: Increased consistency of communication when dispersing information within the building is needed. We also need to be more consistent to communicate with parents about students’ progress in their courses, as well as improve the climate for discussion of school issues among parents, faculty, staff and administrators.

Best Practice Research:

“Powerful communication is simple and succinct, driven by a few key ideas, and is repeated at every opportunity (Collins, 2011; Pfeffer and Sutton, 2000; Tichy, 1997). Leaders must realize, however, that the most important elements is communicating is congruency between their actions and their words.” (DuFour et al. *Learning by Doing*, 2006, page 28)

Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
Increase the number of parents responding to the parent survey from 386 to 425.
Increase the parent survey satisfaction rating of the following: <ul style="list-style-type: none">• Communication about child’s progress—from 51.2% to 54%• Timely communication from administrators—from 58.5% to 62%• Timely communication from teachers—from 48.8% to 52%

SCHOOL-BASED ACHIEVEMENT GOAL WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The WPHS teachers and staff will build a more cohesive environment through enhanced communication.							
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. Establish a consistent West Potomac brand (e.g. visual, common language) on communication and spirit wear.	Aaron Engley	Supplies	X	X	X	X	Survey of parents Survey of staff
2. Creation of a comprehensive and school-wide academic calendar	Ivan Johnson & TILs		X	X	X	X	Survey of parents Survey of staff
3. Ramp up staff and student use of class Blackboard sites, and monitor usage.	Zina Facemire		X	X	X	X	Survey of staff
4. Revise the staff handbook.	Alex Case		X	X	X	X	Survey of staff
5. Create version of the SIP to facilitate internal and external communication.	Emily Millians		X				Survey of Staff Survey of parents
6. Develop parent outreach opportunities (e.g. Parent Learning and Assessment Committee, Student Services Advisory Council, offsite town hall meetings, parent handbook, classes through Parent Resource Center)	Carmon Golden		X	X	X	X	Survey of parents

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The WPHS teachers and staff will build a more cohesive environment through enhanced communication.							
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 students and parents information on ways to relieve stresses associated with tests/exams.	Leigh Broady		X	X	X	X	Survey of students Survey of parents
8. Administer a survey to parents, students and teachers to measure communication across the domains of: internal, external, language divide, and digital divide.	Blair Robertson & Emily Millians				X	X	Student survey Teacher survey Parent survey

3-Year Timeline of Expectations

Steps/Activities toward Mastery Learning	Schedule											
	10-12/11	1-3/12	4-6/12	7-9/12	10-12/12	1-3/13	4-6/13	7-9/13	10-12/13	1-3/14	4-6/14	7-9/14
Building Collaborative Culture	████████████████████											
Response to Intervention (RTI)	████████████████████											
Intervention Integrated into Daily & Routine Instructional Practices			██									
Rigorous & Engaging Instruction in all Courses	██											
Standards-based Assessment					██							
Full Integration of Mentoring Programs	██											
Student Ownership of Learning	██											
Effective Communications (Internal & External)	██											

APPENDIX A: Performance Indicator Report & Reflections on 2010-211 SIP

STUDENT ACHIEVEMENT GOAL—ACADEMICS

2010-2011 Performance Indicator: As a result of the incorporation of AVID strategies, final course grades of B and A will increase from 61.6% to 63.6%. *Results: 59.4%, did not meet goal. Cannot make a direct correlation from AVID to final course grades—need to abandon this performance indicator.*

2010-2011 Performance Indicator: The percentage of students taking at least one advanced academic course (honors or AP) will increase from 53.2% to 56.2%. *Results: 56.5%, exceeded goal*

2010-2011 Performance Indicator: The total enrollment of students in advanced academic courses (honors or AP) will increase from 7.4% to 12.4%. *Results: 13.1%, exceeded goal*

2010-2011 Performance Indicator: The percentage of students in all sub-groups passing the Reading and Math SOL test will increase. *Results: only the Black subgroup in reading met the goal (see table below for all results)*

Table A.1—Percent of Students in AYP Subgroups Passing the Reading and Mathematics SOL Tests

English Performance	2009-2010	2010-2011	2010-2011	Mathematics Performance	2009-2010	2010-2011	2010-2011
Student Subgroup	Passed	Goal	Passed	Student Subgroup	Passed	Goal	Passed
All Students	94	96	94	All Students	91	93	83
Black	86	88	88	Black	85	87	73
Hispanic	92	94	91	Hispanic	86	88	76
White	98	99	97	White	96	97	93
Students with Disabilities	81	83	73	Students with Disabilities	77	79	59
Economically Disadvantaged	90	92	89	Economically Disadvantaged	87	89	74
Limited English Proficient	86	88	86	Limited English Proficient	88	90	76

Data Source: Virginia Report Card

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

2010-2011 Performance Indicator: The ratio of students to counselors in Student Services will decrease from 263 to 244. *Results: Met goal. This performance indicator has become standard—does not need to be continued in the SIP.*

2010-2011 Performance Indicator: The number of support groups provided by Student Services will increase from 10 to 15. *Results: Met goal. Student Services staff will continue to monitor this performance indicator.*

2010-2011 Performance Indicator: The opportunities for 9th grade students to touch base with their counselors will increase from once in the fall to once a quarter. *Results: Met goal. Counselors met 9th grade students 5 times during the year as part of the Freshman Transition Program—once with Freshman Touchbase, three times through physical education classes, and once for registration.*

2010-2011 Performance Indicator: Baseline data will be collected on the frequency of contacts between mentees and mentors who are participating in a formal mentoring program. *Results: The data was not collected in 2010-2011.*

2010-2011 Performance Indicator: The suspensions will decrease from 312 to 272 out of school suspensions and 25 to 15 recommendations for expulsions. *Results: When verifying the number of out-of-school suspensions, the data source could not be found. Therefore, the SASI Discipline Listing Report (DIS02) was used to determine the number of suspensions. For 2009-10, the number of out-of-school suspensions was 185. The 2010-11 report listed 157 out-of-school suspensions. This was a decrease of 28 suspensions. Recommendations for expulsions went from 25 in 2009-10 to 20 in 2010-11. Although there was a decrease, the goal was not met.*

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

2010-2011 Performance Indicator: The percent of seniors participating in SHOUT will increase from 37.4% to 47.4%. *Results: 22.3% of seniors participated; did not meet goal. Received 113 proposals; 103 students participated; 75% of participants completed a culminating activity regarding their SHOUT projects.*

2010-2011 Performance Indicator: Baseline data will be collected regarding the number of community service learning hours by individual students, grade levels and schoolwide. *Results: The data collection instrument is still in the developmental stage; therefore the data was not collected in 2010-2011.*

2010-2011 Performance Indicator: The percent of seniors receiving graduation service cords will increase from 23.9% to 28%. *Results: Exceeded goal due to the decision to award service cords to the entire graduating class.*

2010-2011 Performance Indicator: Baseline data for community service learning hours for Academy students will be collected. *Results: The data collection instrument is still in the developmental stage; therefore the data was not collected in 2010-2011.*

School Improvement Plan Reflections, May 2011

CTE Department
Becky Schott, Interim TIL
Aaron Engley, Administrator

STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>				
Teachers in the same sub department (i.e. Business, Marketing, FCS, Tech Ed) will team up to ensure collaborative summative and formative assessments	In process of implementation	Meet weekly, best practices shared	Majority of teachers in CTE do not teach any of the same classes...makes it difficult to collaborate on assessments	Modify
Teachers will utilize Flex for students to make up missing assignments or to review previous topics	Students' average score	Students who attended flex did better	Students and teachers did not utilize flex time	Modify
<i>Goal # 2: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's Drive).</i>				
Teachers will motivate students by engaging them through real world application	Students' average scores	Better engagement	CTE's strength-real world application	Standardize
Teachers will maintain open communication with parents to ensure students are meeting expectations	Communication log	Parents' involvement and support	A few teachers need to improve in this area and gain the support from parents and guardians	Modify
<i>Goal # 3: The WPHS Faculty and Staff will support community service learning.</i>				
Teachers will support community service through CTSO's.	Community service hours	Varies per sub department	Students who participated in community service projects gain confidence and hours for graduation	Modify

ESOL Department Nicole Leger, TIL Janice Monroe, Administrator				
STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>				
Purchased bilingual dictionaries for level 3 ESOL students in Biology and World 1 to provide support in SOL classes	Formative and summative assessments, SOL Asking teachers of student use	Not as many students are using them as we'd like		Modify. More persistent about using them; more activities on how to use them
Strong Alg 1/ESOL team to support students	Formative and summative assessments, SOL	Lower pass rate, but due to attendance?	Scores are low, but team reports they would be lower without the support	Modify. Stress importance to students of being present in class
<i>Goal # 2: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's Drive).</i>				
ESOL BTSN to inform parents about the program and expectations for students		Great turnout	Successful	Standardize. Hope to repeat next year
Level 3 Global Awareness (project-based learning)	Quarter 3 assessments	4 students presented at county-wide showcase; 2 students won 1 st place		
<i>Goal # 3: The WPHS Faculty and Staff will support community service learning.</i>				
Used a few exited ESOL students to help current ESOL students during their Academy flex			Students failed to show as year went along; lost community service papers	Modify. Need more of s structured plan

Library/Media Center Adya Meeks, Head Librarian Cliff Hardison, Administrator				
STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>				
Librarians will form a school-wide CLT, requesting representatives, from each core SOL group, to participate. The need to communicate with teachers, regarding upcoming classroom projects, is essential in order for all students to be exposed to quality research materials.	Librarians assist individual students with classroom projects, without seeing the entire classroom or speaking with teachers. Librarians have formed relationships with some teachers in some departments.			
Librarians will coordinate with the <i>Great Beginnings New Teacher Mentoring Program</i> to ensure all new teachers are exposed to the Library programs, materials and support.	WPHS librarians introduce themselves to new teachers at the beginning of the school. WPHS librarians will have a greater impact coordinating library services with the <i>Great Beginnings New Teacher Mentoring Program</i> .			
<i>Goal # 2: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's Drive).</i>				
Librarians will consult with ES and MS cluster and pyramid librarians to ensure that rising 9 th graders are coming equipped for the rigors of high school.	WPHS librarians have met informally with Pyramid Librarians to discuss the needs of students, and vertical alignment of research skills and expectations			

Goal # 3: The WPHS Faculty and Staff will support community service learning.					
Library Staff will continue to support the Senior SHOUT program by producing a list of viable volunteer organizations, who have requested SHOUT participants in the past.	As a result of organizing the SHOUT program in 2011, the Library Staff is trying to improve future choices for students by maintaining a list of contacts of valid volunteer organizations.				
Social Studies Emily Millians, TIL Alex Case, Administrator					
AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.					
World History & Geography I Collaborative Team	<p>Standard level students will participate in a yearlong project that focuses on reading and writing. All students will keep a writing journal which will be based around writing prompts at the end of each week. All students will participate in uninterrupted reading during Flex and produce reflections and summaries of their articles.</p> <p>Team will use writing lab/center as a resource. Team has agreed to an 80% achievement rate. Team will follow accommodations set forth in student IEPs.</p>		<p>Goal was not met with the rigor intended.</p> <p>One common rubric was used but not in coordination with the English department.</p> <p>Individual teachers assessed students with an emphasis on paragraph writing and with short essay assignments during each quarter.</p>	<p>The "I" Policy confusion during the 1st Quarter and into a large part of the 2nd Quarter became a distraction that essentially derailed planned time on both reading and writing. Time originally intended to be focused on skill improvement turned into assignment chasing as students reacted to both the rigor of high school and confusion and distraction caused by inconsistent approaches to, and changing direction</p>	<p>The team recommends that this goal remain in place with following comments:</p> <ul style="list-style-type: none"> - request the school put in place a writing program that articulates a common set of goals and expectations for each grade level with modifications for ESL and Special Education. - request the English and Social Studies TILs come to a common understanding concerning cross curricular coordination and set reasonable expectations - the world one team needs to embrace the writing center and require it's use - the world one team will develop quarterly culminating projects that

				<p>about the policy.</p> <p>At the Standard level classes there was no energy within the English Department to embrace a coordinated approach to reading and writing improvement.</p> <p>Ninth Grade standard level students continue to struggle to write coherent sentences and display a general laziness to writing.</p>	<p>require students to think and write analytically about themes taught that quarter.</p> <ul style="list-style-type: none"> - the world one team is prepared to support sustained silent reading during flex if articulated and embraced as a school wide goal. - the world one recognizes that expectations need to be raised both on the student's part and the teacher's part.
	<p>We will extend existing collaboration to be authentic for Humanities; unit pacing will be agreed upon and carried out consistently. We will post our common plans to the shared drive at least weekly after they are discussed at collaborative team meetings. We are also revising common assessments to include better graphic organizers and imagery, ensuring all questions reach all multiple intelligences, for each unit.</p>	<ul style="list-style-type: none"> -Weekly meetings (second A-day block of the week) -Email sharing of best practice lessons 	<ul style="list-style-type: none"> -Repository created on the share drive; to include updated assessments <p>Goal was met. Unit pacing was common throughout the year. Lesson plans and ideas were consistently put on Blackboard in an organized manner so new teachers could easily find them. Common assessment included more graphics for all units.</p>		<p>Better sharing of activities and products needs to be accomplished through proper Unit planning.</p> <p>The Unit guides as they exist are not completely relevant to the Pre-AP curriculum.</p>
	<p>By the end of third quarter all 9th grade humanities students will participate</p>	<p>Practice thesis writing with students at least three times each</p>	<p>Goal met. Students in all Humanities classes wrote a</p>	<p>Since there will be no Humanities next year, a semester research</p>	<p>History Day Papers and Presentations completed.</p>

	and complete a National History Day project, a common assessment between English and Social Studies classes with quarterly deliverables that reinforce writing skills and the transference of analytical skills across disciplines.	quarter. Collaborate with English to create a common vocabulary and instructional techniques	National History Day paper with a common assessment between English and social studies	paper might work better.	Vet topic better and have a coordinated approach for due dates, research process for history.
	From the pool of Humanities & World 1 Honors students, there will be an 85 percent enrollment in a 10 th grade AP course (e.g. AP World History, AP Human Geography) for the 2011-2012 school year.	Utilize AP readings several times during the year to familiarize students with AP level reading. Practice DBQ questions to familiarize students AP level documents			Do not have data but estimate is that team attained at least a 75% enrollment rate for AP courses. A contributing factor overall was the significant drop of non-humanities accessions into AP subjects.
AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
World History & Geography 2 Collaborative Team	<p>1. The first Unit 1 test will be used to identify whether there is an achievement gap in current classes.</p> <p>2. Unit 1 test results will be the baseline for our efforts to eliminate gaps.</p> <p>3. After establishing a baseline, we will increase the achievement level of all students in our classes, eliminating subgroup gaps.</p>	<p>-Formative Assessments</p> <p>-After school interventions</p> <p>-Use of "incomplete" marks to ensure all students are submitting their coursework. (First quarter, only).</p>	<p>(See attached spreadsheet).</p> <p>-Overall, white and Asian students had the highest pass rate over all on the three unit tests.</p> <p>-Through looking at the data, it is evident that an achievement gap exists.</p> <p>- The achievement gap had marginal did not change</p>	<p>1. The group that had the largest fail rate over the course of the three unit tests was Black students. Hispanic students also had a noticeably high fail rate on unit exams. As a team, we believe this can be attributed to lower reading comprehension levels and language proficiency.</p>	<p>1. It will continue to be important to differentiate instruction for all students of all abilities. The World 2 team plans to use this data to modify lesson plans and instruction over the 2011-2012 school year.</p>

			much over the 3 unit tests.		
	<p>On-going student self-assessment and direct feedback for instructors.</p> <p>Collaboration and common assessment, analysis of assessment data and planning.</p> <p>Creation of intervention system.</p>				
AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
AP World History Collaborative Team	Using the 1 st quarter grade as a baseline, all students will improve 2 or more points on the 1-5 scale by the end of the course.	<ul style="list-style-type: none"> • On-going student self-assessment and direct feedback for instructors. • Collaboration and common assessment, analysis of assessment data and planning. • Creation of intervention system. • Syllabus • Team meeting minutes • Quarter and final course grades • Course evaluations 	We anticipate few F and D grades for the year but we think there will be more Cs than we anticipated at the start of the school year.	The assessment system that we implemented was crucial for helping to move students to higher levels of performance, but we did not have an accompanying system of intervention. We believe that developing systematic intervention as a part of the course will move more of the Cs to Bs and As, and move more of the F and D students to higher levels of performance.	Create system of intervention and modify assessment and other team processes to support.

	<p>Over the course of the school year, students will develop facility to use information generated through formative assessments to adjust their learning strategies.</p>	<p>from students</p> <ul style="list-style-type: none"> • Materials prepared for intervention sessions • Attendance of students participating in intervention sessions • Pre-tests and formative assessments administered in 2011-2012. 	<p>Students developed the capacity to articulate the purpose of formative assessments and to use that information to guide their learning.</p> <p>Students made decisions to participation in intervention, remediation and/or test corrections & retakes based on information from assessments, and participation in these “2nd chance” opportunities was high across all class periods.</p>	<p>While students developed their reflective capacities in response to formative assessments, parents had greater difficulty in adjusting to the assessment system as they did not interact with it on a consistent basis.</p>	<p>Standardized but include a greater parent outreach component including a “back to school night” for AP World parents only in September.</p>
	<p>Using the AP instructional planning report, the AP World team will identify two topics needing model lessons or mini-units scaffolded and taught in World 1 so that future AP World students may have broader exposure and deeper content knowledge in those areas before taking AP World History.</p>	<p>Baseline assessments will be designed and administered in 2010-2011 to current AP World students.</p> <p>Exemplar lessons will be taught to current World 1 students by June 2011, allowing peer observation and reflection by both</p>	<p>Not attempted.</p>	<p>As we examined the instructional planning report, we concluded that the areas that challenged students were the multiple-choice questions themselves and the post-1500 C.E. content.</p>	<p>Abandon this goal and replace with an alternative sequence for the course beginning in 1000 C.E. to set the context and the focusing most of the year on the last three time periods where students have the greatest difficulty according to the instructional planning reports.</p>

AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
collaborative teams.					
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
US History Collaborative Team	Survey of department strategies across curriculums.	1 st semester PLC specific to assignment	Student assessment and feedback indicated popular assignment	Encourage more risks in terms of products.	Expand possible product list – have exemplars
	Formulate rubric	Accumulated resources as examples of past projects	Products were as diverse as expected	Further refinement of rubrics necessary	Continue to find rubrics and other best practices
<i>Goal # 2: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's Drive).</i>					
US History Collaborative Team	Develop task sheets for students with outstanding work post-assessment	1 task sheet per unit of instruction	Mixed results with post test task sheets	Difficult to implement as a Team due to different learning assessments	Revisit this goal for the summer/fall
<i>Goal # 3: The WPHS Faculty and Staff will support community service learning.</i>					
US History Collaborative Team	Provide list of volunteer opportunities	Lists on blackboard	Have not gathered stats on this initiative yet	To be determined	To be determined
	Incentivize early submittal	Constant updates and feedback on possible opportunities	Have not gathered stats on this initiative	To be determined	To be determined
AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
APUS History Collaborative Team	A system of standards-based assessment built around diagnostic, formative and summative assessment practices;	Syllabus Team meeting minutes Quarter and final course grades Course evaluations from students			
	Assessing both learning and behavior but only grading	Materials prepared for intervention			

	learning. Late work policy that compels students to complete all assignments.	Using Flex time as intervention time (along with after school interventions); tracking attendance in intervention sessions Learning walks within the team Pre-tests and formative assessments			
AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
US Government Collaborative Team	100% pass rate for the 2010-2011 School Year	<ul style="list-style-type: none"> PLC team members are monitoring quarter grades and continuing averages for failures or potential failures A “credit recovery” has been implemented in order to re-teach and learn material after school on Mondays and Wednesdays. New lessons individually differentiated involving reading and writing skills are used for student mastery of the essential knowledge. Team members provide constant email and verbal 	<p>There are 22 students identified as potential failures and are participating in the PLC’s “Credit Recovery” program.</p> <p>The vast majority, if not all of them, will pass the course.</p> <p>We will not know final results until final grade submission.</p> <p>There is one student that has never stepped foot in West Potomac and continues to be on all his class rolls. Teachers have tried to get him off their class roster since it is past the 15 day mark – but</p>	<p>The one student who is enrolled in US/VA Government but has never attended a class is an outlier of the data and should not be used in the reporting of the results to the goal.</p> <p>We will not know the results of this goal for several more weeks, when final grades are due and therefore our PLC has no reflection at this time.</p>	<p>We recognize that we are very close to the 100% pass goal and last year (2009-2010) there was also an almost 100% pass rate.</p> <p>It is our (PLC) consensus that this goal should be standardized</p>

		communication with counselors, parents and administrators about updated grade reports and concerns.	to no administrative avail.		
	60% of students will earn a “B” or better on their final grades	Taking a quick snapshot of grades, one of the PLC team members reached this goal. As a team we are currently at about 48% of students with a “B” or better <u>thru the 3rd quarter grading results.</u>	We will not know final status of this goal until 4 th quarter and final grades are submitted.	We cannot analyze this goal as data is incomplete. Our reflection is that we need to modify this goal. Two suggestions were made at our last meeting. One is to take this year’s percentage as a baseline and increase it for next year. The other suggestion is to not have goals based on grades as it might encourage grade inflation and lower “GRIT”. Holding PLC team members honest would be stressed if this goal is to continue.	Modify, but no team consensus yet. We will revisit this as data is completed.
Goal # 3: The WPHS Faculty and Staff will support community service learning.					
US Government Collaborative Team	80% of eligible students will apply for the civics seal (50 hours of community service as a requirement)	<ul style="list-style-type: none"> • “B” or Better at semester US/VA Government and “B” or better in US History. • 30 hours of community service 	Full results cannot be analyzed for a number of reasons 1) PLC US/VA Government teachers were not provided with US	Data Analysis: it will be very difficult to determine, which students are eligible for the civics seal. Reflection: It is the	Modify – we will work more closely with Student Services in order to identify potential candidates and work on the process.

		<p>for US/VA Government, tracking kept in paper format as well as shared on the “R” Drive.</p> <ul style="list-style-type: none"> • 20 hours of community service from the students underclassmen years to be reported on the “R” drive • No unexcused absences or disciplinary actions against the student in their Senior year. 	<p>History grades of their students.</p> <p>2) Previous community services hours earned as underclassmen are not shared with US/VA Government teachers on the “R” drive AND this is the 1st year of having the “R” drive as a data center for collect multi-year data (It will take time to build on that data center)</p> <p>3) US/VA Government teachers have very little control of unexcused absences and disciplinary actions taken on the student.</p>	<p>consensus of the PLC Team that the goal needs to be modified to identify and monitor potentially eligible students.</p> <p>US/VA Government students with a “B” or better in US History should be identified at the beginning of the year. Those students could then be more closely monitored AND students would have a goal to work for throughout their Senior year to obtain the Civics Seal.</p> <p>Then re-dress the goal after the 1st Semester to identify the students that have meet or might still meet the “B” or better requirement in US/VA Government by the end of the year.</p> <p>Those would be the students that would be “eligible” and we would increase the number of those students.</p> <p>No unexcused absences or disciplinary actions</p>	
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AREA AND CHECK DATE	STRATEGY OR SUB-GOALS	IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
				would be an administrative requirement and not for the purpose of data collection or analysis.	
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
AP US Government Collaborative Team	#1 Provide review structure for all AP students	Syllabus – materials for reviews – attendance of students in review	Nearly 70% of all AP US students attended review session	Build in review test date into school calendar	Formalize review process by creating team wide review structure
	#2 simulate one AP test and provide differentiated review practices for all learners	Secure rooms – creation of rubrics and summary exercises	Above 95% participated in simulation	Compel attendance through parental buy in	Advertise the review structure better with stakeholders.
	#3 provide classroom conditions which mimic AP testing and support and debriefing	Secure Kogelman	Nearly 70% of all AP US students received FRQ feedback	Continue to build commonality amongst review products	Continue to develop strategies designed to improve FRQ writing
<i>Goal # 2: The WPHS teachers/staff and parents will foster student tenacity or GRIT (Dan Pink's Drive).</i>					
AP US Government Collaborative Team	#1 Adhere to service learning protocol and discourage lack of engagement	Syllabus and blackboard reporting	48 out of 87 completed hours by 5/24/2011	Build incentives to early completion – standardize those assessments.	Discuss incentives over summer
	#2 communication with parents regarding expectations. Tighter rubric models for common assessments.	Email communication and blackboard	Unknown data in other AP US classes	Presentations due post AP test, not early June	Build into pacing guide and create stronger communication with parents – sell it!
	#3 Utilize one common formative assessment per unit of instruction.	Used online tests from 1989, 1994, 2002	Data on common assessment will be forthcoming	Continue to modify and formalize process to ensure compliance	Discussion on best practices left for summer

<i>Goal # 3: The WPHS Faculty and Staff will support community service learning.</i>					
AP US Government Collaborative Team	#1 meet formally once per two week cycle	Used norms established in September.	US Govt. teachers met more frequently and informally	Continue this formal and informal approach	Continue to formalize process
	#2 Share and collaborate on shared drive	Compared activities and collaborated daily	Continuing to build this aspect	Spend time in summer cleaning/purging R drive	Shared drive must be revamped and trimmed
	#3 Create common unit assessments and lesson plans	Created common review strategy	Able to construct common review process	Debrief process then make suggestions	Creation of unit templates for each teacher
Student Services Madelyn Turner, TIL Carmon Golden, Administrator					
STRATEGY OR SUB-GOALS		IN-PROCESS MEASURES	REPORT(s) and/or RESULTS	ANALYSIS and REFLECTION	THUS... Standardize, Modify, Abandon
<i>Goal # 1: The WPHS faculty, as a Professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all sub-groups.</i>					
To decrease the number of Fs in 9 th grade required classes (math, English, social studies, science, PE) during the academic year 2010-2011.		This year the Department of Student Services held three freshman transition programs during PE classes (Oct. 2010, Nov. 2010, and March 2011. The topics included information and coping strategies to help freshman adjust well to the high school environment. Some of the items discussed were study and organizational skills, note taking, test taking, academic goal setting, bullying and	Pre and post tests were taken at each of the Freshman Transition Programs and during the study skills sessions to test for understanding of the material covered. Graphs for final mark of F for all grade levels by ethnicity and by gender were produced for the three previous academic years	The Freshman Transitions Program has been a positive addition to the Student Services calendar. This year we have seen our 9 th graders five times (three freshman transition meetings in PE, Freshman Touchbase in October, and 9 th grade course advisement and registration). Ninth graders are the most vulnerable of all grade levels coming	We recommend continuing the Freshman Transition Program. Study Skills group opportunities will be continued throughout the year. We recommend publicizing the groups at conferences, parent programs and at Back-to-School Night. The Most Improved Student ceremonies have been well attended and are very appreciated by both students and parents. Student and adult speakers have been a great inspiration. We will continue to monitor the Fs and the Ds and will strive for

	<p>cyberbullying, sexual harassment, stress, and college and career information .</p> <p>Counselors also conducted four sessions of study skills for recommended students who were not performing well academically in their classes.</p> <p>Most improved student recognition ceremonies helped students who were not necessarily on the honor roll gain recognition for their successes which also reinforced positive behavior improvements.</p> <p>Latino Community Parent Outreach conducted meetings in the community on topics such as the importance of school attendance, learning about Blackboard and understanding report cards.</p> <p>Student Services is also committed to supporting the AVID Program where</p>	<p>(2007-8, 2008-9, 2009-10). Also first semester mark of F for 9th graders were graphed by ethnicity, gender and required courses for 2009-10 and 2010-11.</p> <p>Other SASI reports, teacher and counselor reports, and anecdotal evidence was reviewed.</p> <p>Concerning the AVID students, as of the end of the first semester, the average cumulative AVID GPA was 2.82 and the average current AVID GPA was 3.16. This is data specifically for the 80 student AVID population which includes 45% black, 31% Hispanic, and 15% Caucasian (compared to the school population of 22% black, 25% Hispanic, and 41% Caucasian).</p>	<p>into high school for the first time. Historically 9th graders have earned the highest number of Fs of all grades. All of our efforts this year have been designed to reduce that number of failures.</p> <p>Last year at the first semester mark, 400 Fs were given to 9th graders. This year 383 Fs were given. Because of new leadership in the PE Department, there are many less Fs in PE which is a required course. Last year at the semester mark, 15.5% of the Fs were given in PE; this year only 7.8% of the Fs were in PE.</p> <p>Comparing students from different ethnicities, Hispanic students receive the highest percentage of failures (both over the three year study as well as the comparison of failures from last year's semester grades to</p>	<p>mastery learning in the school. The Latino Community Outreach programs should be supported by all as this is a very important function of our parent liaisons and our counselor in charge of these events.</p> <p>AVID is continuing to grow (enrollment at 110). It is critical that staff continue to be exposed to AVID strategies which are designed specifically to target underrepresented student populations in advanced level classes. In addition, with the continued growth of AVID, continued training of faculty and support of the AVID program are also critical. As the AVID program grows, so must the AVID Site Team which drives the AVID Program.</p>
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	<p>underrepresented student populations are encouraged to engage in a rigorous curriculum, to include at least one advanced level class and be enrolled in AVID. AVID students' grades are monitored on a bi-quarterly basis with reports generated by the AVID counselor and distributed to AVID teachers. When needed, "AVID probation" is implemented to ensure students stay after to work on specific courses. Also AVID grade reports are used to target subject tutorials in which students need to participate.</p>		<p>this year's). The Latino Community Outreach programs are very important in reaching this vulnerable population.</p> <p>As for AVID, through the support of all faculty and staff who have been introduced to AVID strategies during rolling staff meetings and the education of parents about their child's rigorous course load during AVID Back-to-School Night and AVID midyear potluck, the AVID Site Team continues to use a variety of measures and strategies to encourage AVID students to be successful academically.</p>	
<p>To increase minority enrollment in AP US History and AP English Language by 2012-2013.</p>	<p>During the Sophomore Touch Base Program in November 2010, all 10th grade students enrolled in non-AP World History II classes were asked to complete a survey regarding reason why they did/may not sign</p>	<p>Significant findings from the survey included the following:</p> <p>In comparison to Caucasian students, minority students were more likely to</p>	<p>The perception among students that there is not enough ethnic diversity within the classroom population in advanced courses is supported by the enrollment figures for the 2010-2011 school</p>	<p>In order to address the concerns raised by minority students, the Student Services team will implement the following:</p> <ol style="list-style-type: none"> 1. In fall 2011 identify minority students with

	<p>up for advanced courses. The data were analyzed according to students' self-reported racial/ethnic backgrounds.</p>	<p>state that they did not think they were academically prepared to take AP World History.</p> <p>In comparison to Caucasian students, minority students were less likely to state that they will enroll in AP English Language and/or AP US History classes.</p> <p>While all ethnic subgroups consider Study Skills support important for AP enrollment, minority students identified ethnic diversity in the classroom population just as important.</p>	<p>year for AP World History, AP English Language, AP World History, and English 10 Honors. Caucasian students outnumber the total number of minority students by almost 2 to 1 in AP English Language and AP US History. However, the total number of minority students enrolled in AP World History and English 10 HN show a slightly higher ratio in comparison to Caucasian students.</p> <p>Minority students also considered study skills support as a significant factor in deciding which classes to enroll above other factor such as teacher help and availability outside of class and an after school study hall.</p>	<p>potential for success in advanced classes by using AP Potential and soliciting faculty recommendations.</p> <ol style="list-style-type: none"> 2. Invite these identified students to a town hall meeting at the beginning of the 2011-2012 school year in which issues vital to minority enrollment will be discussed. 3. Establish focus/support groups for the identified students that will meet regularly throughout the 2011-2012 school year with the goal of preparing them for and enrolling them in AP US History and AP English Language for 2012-2013. 4. In spring 2012 compare the registration date for the 2012-2013 with the enrollment date for 2011-2012 to assess the changes in enrollment.
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APPENDIX B: CLT and/or Department/Program SMART Goals

Career Technical Education

Team Members: Schott, Mackey, Wise, Franco, Bergan, Easter, Carlos, Renner

Team SMART Goal: By the end of the 2012 school year, WPHS CTE will increase certification passing rates by 4.5% from 366 to 383 passing test takers.
SIP Objective Addressed by this SMART Goal: Student Achievement Goal-Academics.
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">• incorporating literacy and practice exams into curriculum• all WPHS CTE teachers
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <ul style="list-style-type: none">• 366 students passed an industry certification last year at WP HS.• Last year, FCPSs averaged a 4.5% increase in certification passing rates in all schools.
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): <ul style="list-style-type: none">• To give students life skills and credentials to enter the workforce.• To support our school wide reading goal.

ESOL: Level 1 CLT

Team Members: Rose Akpati, Heather Turner and Amal Hannine

Team SMART Goal: At least 65% of the ESOL level 1 students will move up to at least one ELP level by the end of this school year.
SIP Objective Addressed by this SMART Goal: This will be accomplished by using CLTs to narrow the student achievement gap for all sub-groups.
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">- Use of WIDA like assessments throughout the year- Use of common academic language- Introduction of writing-use of sentence frames to assist- Introduction of basic reading strategies- Building up oral skills
Current Reality-(including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strength & Areas for Improvements): <ul style="list-style-type: none">- Diversity of students' skill sets within the class- Lack of test taking skills- Low reading and writing skills- Lack of background knowledge of the subjects and lack of academic vocabulary- Time frame is shortened due to the testing window is in February
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): We want them to gain confidence in an academic atmosphere so they can later take academic credit bearing/graduation bound classes.

ESOL: Level 2 CLT

Team Members: Aubree Weeks and Beverly Thomas-Barnett

Team SMART Goal: At least 65% of the ESOL level 2 students will move up at least one ELP level by the end of this school year.
SIP Objective Addressed by this SMART Goal: This will be accomplished by using CLTs to narrow the student achievement gap for all sub-groups.
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">- Use of WIDA like assessments throughout the year- Use of common academic language- Use of transitions within writing structures- Introduction and Use of sentence structures- Teach and incorporate reading strategies during reading time and assessments
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <ul style="list-style-type: none">- Diversity of students' skill sets within the class- Lack of test taking skills- Low reading and writing skills- Lack of background knowledge of the subjects and lack of academic vocabulary- Time frame is shortened due to the testing window is in February 2012
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): We want them to gain confidence in an academic atmosphere so they can take academic credit bearing/graduation bound classes.

ESOL: Level 2-3 CLT

Team Members: Susan Boswell-Sears

Team SMART Goal: The average number of students moving to Level 3 or higher, scoring an overall score of 3.5 or above, will increase from 49% to 55%.
SIP Objective Addressed by this SMART Goal: Faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">• Level 2/3 teachers will implement WIDA type assessments to support student acquisition of effective test taking skills.• Introduce and implement reading strategies.• Increase scaffolding to focus equally on the steps of the writing process to include pre-writing, and writing.• Design activities to increase student use of academic and content language through use of sentence frames.• Will use Wolverine Time to target students who may require additional remediation.
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <ul style="list-style-type: none">- Diversity of students' skill sets within the class- Lack of test taking skills- Low reading and writing skills- Lack of background knowledge of the content and lack of academic vocabulary
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): We think that if we concentrate on collaborating on the essential skills and standards required to move to Level 3, we can better prepare students to advance to academic credit / graduation bound classes.

ESOL: Level 3 CLT

Team Members: Susan Boswell-Sears

Team SMART Goal: The average number of students moving to Level 4, scoring an overall score of 4.0 or above, will increase from 53% to 66%.
SIP Objective Addressed by this SMART Goal: Faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">• Level 3 teachers will explicitly design activities to support student acquisition of effective test taking skills.• Increase scaffolding for reading strategies.• Increase scaffolding to focus equally on the steps of the writing process to include pre-writing, writing, revising, editing.• Design activities to increase student use of academic and content language.• Will use Wolverine Time to target students who have protracted enrollment and/or may need extra small group/individual remediation.
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): The WIDA assessment for ELLs has been used to measure student performance since 2009. WPHS data has been collected but not formatted for analysis for Level 3 students until 2011. Of the 47 Level 3 students, 16 have protracted status of being in the ESOL program for more than 6 years and repeating one level for more than 3 years. An increase in enrollment has gone from 34 Level 3 students to 47 Level 3 students or a 28% increase.
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): The team was troubled that there was a relatively low number of students moving up a level last year, especially given the fact that a high percentage of current students have protracted enrollment. We think that if we concentrate on collaborating on the essential skills and standards required to move to Level 4, we can better support students to reach higher levels of English language acquisition.

ESOL: Level 4 CLT

Team Members: Rose Akpati, Nicole Leger

Team SMART Goal:

At least 40% of ESOL 4 students will move up an ELP level for the 2012-2013 school year, based on WIDA results.

SIP Objective Addressed by this SMART Goal:

The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Using WIDA-like assessments
- Incorporating Academic language
- Reading strategies
- Free writing/narrative
- WIDA writing checklist

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- Last year, 33% of ESOL 4 students moved up at least one ELP level.
- Shorter time frame – WIDA is in February, only a few months away!
- Typically, low reading and writing skills compared to speaking and listening
- Lack of test-taking skills
- Lack of academic vocabulary
- Lack of parental involvement

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

We want these students to exit the ESOL program so they can take more credit-bearing classes which will hopefully lead towards graduation. We want students to gain more confidence in an academic atmosphere.

HPE SMART Goals for 2011-12

Goal #1: The teachers/staff will use Professional Learning Teams (PLC) to close the achievement gap for all sub-groups and decrease the failure rate in PE from 20% to 10% by June 2012.

STRATEGIES	PERSON RESPONSIBLE:	MATERIALS NEEDED/COSTS	TIME LINE	IN-PROCESS MEASURES
Evaluate previous grading system	Staff	None	Quarterly	Compare interim and quarter grades to find common tendencies for failure
Meet bi-weekly to discuss common assessments	Staff	None	Year long	Continue to discuss best practices for grading, developing common assessments,
Implement Standards based grade book to validate grades	Staff	None	September	Meet with Central Office staff to learn about standards based grade books, meet with PLC PE to determine percentages for each standard, and continue to develop common assessments.
Evaluation of teaching methods and classroom management	Broady/Helmick	Visits to Central office/Best Practice Info	Yearlong	Bi monthly check on processes used to keep students engaged. Student evaluation input, teacher evaluation, admin visits

Goal 2: The WPHS teachers/Staff and parents will foster student achievement.

STRATEGIES	PERSON RESPONSIBLE:	MATERIALS NEEDED/COSTS	TIME LINE	IN-PROCESS MEASURES
Daily check on student participation in class	Broady	More uniforms to lend either short or long term, more socks and sneakers for boys to borrow	Daily/as necessary	Compare number of non dress during first quarter of this year to previous years. Keep track of who is consistently borrowing uniforms
Identification of students who failed 8 th grade PE	Broady/Individual teacher	Meet individually	May 2012	Confer with Sandburg teachers/guidance staff

Math

Team	Smart Goal	SIP Objective addressed by the Smart Goal	Work Plans	Current Reality	Rationale for the SMART Goal
Individual Math		The WPHS faculty, as a professional Learning Community (PLC) school, will use collaborative teaming to close the student achievement gap for all-sub groups			
Algebra Double Blocked	85% of our students will be able to solve multistep equations using the proper procedure for order of operations and properties of equality.	The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups	<ul style="list-style-type: none"> • Common Summative Assessments • ECART • Retakes • Remediation 	2010 – 2011 Percentages <ul style="list-style-type: none"> • Black 73% • Hispanic 76% • Students with Disabilities 59% • Economically Disadvantaged 74% • Limited English Proficient 76% 	Algebra I is the foundation for higher level Math. It is imperative that students are grounded in concepts that are used in higher level Math.
Algebra I	80% of our students will be able to solve multistep equations using	The WPHS faculty will use collaborative teaming to narrow the student	<ul style="list-style-type: none"> • Common Summative Assessments • Offer retakes on assessments • Collaborative 	2010 – 2011 Percentages <ul style="list-style-type: none"> • Black 73% • Hispanic 76% • Students with 	Algebra I is the foundation for higher level Math. It is imperative that students are

	the proper procedure for order of operations and properties of equality.	achievement gap for all sub-groups	Intervention	<ul style="list-style-type: none"> Disabilities 59% Economically Disadvantaged 74% Limited English Proficient 76% 	grounded in concepts that are used in higher level Math.
Geometry	85% of Geometry students will have 70% mastery of the essential indicators for each standard.	The percentage of students with a D or F will decrease.	<ul style="list-style-type: none"> Common Summative Assessments Offer retakes on assessments Collaborative Intervention 	2010 – 2011 Percentages <ul style="list-style-type: none"> Black 73% Hispanic 76% Students with Disabilities 59% Economically Disadvantaged 74% Limited English Proficient 76% 	Students should achieve their full academic potential in the core discipline of Mathematics.
Algebra 2	To decrease the difference in SOL passing percent between the highest performing sub-group and each of the other sub-groups by 5% or more.	The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups	<ul style="list-style-type: none"> The Algebra 2 team will continue and increase the amount of collaboration instructional practices and assessment through more effective and structured CLT meetings. Use data to make instructional decisions and intervention plans a team. 	2010 – 2011 Percentages <ul style="list-style-type: none"> Black 73% Hispanic 76% Students with Disabilities 59% Economically Disadvantaged 74% Limited English Proficient 76% 	With increasing enrollment in Algebra 2, especially in sub-groups that have previously underperformed, it is essential that we work together to find ways to reach these students through meaningful work and engaging instruction.

Pre-Calc Regular	80% of students will pass 2 Trigonometry gateways. Passing is 14/17.	The percentage of students with an D or F will decrease.	<ul style="list-style-type: none"> • Common Notes and Teaching strategies • Pacing and testing opportunities • Remediation 	Total Number of Students who failed: 18	Passing these tests shows a mastery of key Trigonometry concepts.
Pre-Calc Honors	90% of students in Honors will be able to accurately construct the unit circle.	The percentage of students with an D or F will decrease.		Total Number of Students who failed: 3	The unit circle is the foundation for trigonometry which is a large percentage of the curriculum. Thorough understanding of the unit circle is necessary to be successful.
AB/BC Calculus	Increase the passing rate (score of 3 or higher) on the AP exam by 10%	The total enrollment of students in advanced academic courses (honors and AP) will increase from 13.1% to 15.1%	<ul style="list-style-type: none"> • Teaching strategies discussion • Monthly Calculus discussion groups • Intervention and Enrichment 	Passing Rates for 2010-2011: Calc AB: 11/39 28 % Calc BC: 21/27 78 %	Student success
Discrete Math/	To improve their	The percentage of	<ul style="list-style-type: none"> • No Calculator 	70% of students coming	This allows for

Prob Stat	basic math skills and the use of math so that when the students go to college they have a better chance of placing above Algebra 2 on the placement exam. 70% of the students will be able to do Math without a calculator.	students with an D or F will decrease.	<p>Warmup</p> <ul style="list-style-type: none"> Review Basic Math Concepts Have them work more without a calculator 	into the course require a calculator to do basic math. Most of the students are also seniors and will be going to colleges where calculators are not allowed on the math placement test.	students to have an additional math and not have to take Calculus or Stats.
Computer Science	100% of the students will be able to analyze a simple problem, write an algorithm to solve the problem, and write a program to implement the algorithm.	The total enrollment of students in advanced academic courses (honors and AP) will increase from 13.1% to 15.1%	<ul style="list-style-type: none"> Collaborate with teachers from other schools Intervention and Enrichment 	2010 – 2011 Average Score is 1.77	Increase enrollment in Computer Science A.
AP Stats	Increase the number of students receiving a 3, 4, or 5 on the AP Exam by 10%.	Raise student achievement	<ul style="list-style-type: none"> Data Analysis throughout the course to ensure Spiraling concepts throughout the year. Collaboration with teachers 	2010 – 2011 Average Score is 2.5	Students will be college ready.

			<p>from different schools to share resources and experience.</p> <ul style="list-style-type: none">• Differentiate instruction		
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Social Studies: World 1 CLT

Team Members: Beeby, Coe, Coffey Costantini, Cox, Dahlgren, Hawkins, Ingeman, O'Brian

Team SMART Goal:

1. Sol pass rates will improve to fall into a range between 80-85%, pass advanced rates will improve to fall into a range between 18 and 22%
2. All world one students will complete a writing process using a common rubric.

SIP Objective Addressed by this SMART Goal:

Goal One: The WPHS faculty will use collaborative teaming to narrow the achievement gap for all subgroups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Explicitly design lessons and activities around the new SOL/ POS framework and the skills required for the writing activities. – all team members are responsible
- Create a common bank of questions to use on assessments- one question for each SOL/ POS standard. – Mr Dahlgren has agreed to create and maintain the test bank template, the team will all contribute questions.
- ALL content assessments will use common questions for each SOL/ POS standard from the test bank.
- The team will use two common writing rubrics- one created for assessing paragraphs developed in concert with English and based on the English II SOL requirements, and the other being the AP world comparative essay rubric.
- The team will develop a writing process – including prewriting, drafting, revising etc as part of a quarter project.
- The team has agreed to 4 writing based projects spread across the four quarters.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- SOL scores dropped considerably last year both for pass and pass advanced. The team has decided this is a major problem that needs to be addressed.
- Students see writing, which is an important part of any advanced academic class at West Potomac in Social studies and also an important life skill, as NOT related to the curriculum in social studies but as related to their English class. They resist using the same grammatic, spelling etc conventions.
- Many of our lowest achieving students lag behind in writing and reading. These skills are essential for success in Social studies as well as in life.
- While the team has used common assessments in the past- quarter tests- the tests do not identify the standards the questions are related to. They can be used to say a student needs help but it is difficult to use them to focus in on EXACTLY what the deficit is.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

We are worried based on last year's SOL data and other factors, that we did not meet our expectations from last year. We feel that a process needs to begin to address the issues in a rational step by step manner. We feel we need to improve student skills in writing as a part of that.

Social Studies: World 2 CLT

Team Members: Sara Whitley, James Dahlgren, David Houston, Maren Hoover, Kerri O'Brien, Versity Wallace

Team SMART Goals:

1. The World History 2 pass rate on the 2011-2012 SOL Exam will increase by 5%.
2. Ninety percent of students in World History 2 class will demonstrate in improvement in writing on the Unit exams.

SIP Objective Addressed by this SMART Goal:

- Goal 1: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Explicitly design lessons and activities around the skills required for the SOL Exam.
- Explicitly design lesson activities to support student acquisition of effective test-taking skills.
- Increase in teaching and learning the writing process; starting with writing topic sentences, and transitioning to writing structured paragraphs and essays.
- Work collaboratively to create strategies for improving the writing process.
- Provide constructive feedback on writing assessments.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- Last year the pass rate on the SOL decreased from over 95% to around 78%.
- Students are struggling with the writing process and many do not know how to write a good paragraph.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

The World 2 team is concerned about the decline in pass rate on the SOL. The team has also noticed that many students struggle with writing and cannot write a paragraph with topic sentences that answer the prompt question.

Social Studies: AP World History CLT

Team Members: George Coe, Chris Ingeman, Emily Millians, Sara Whitley

Team SMART Goals:

3. The mean score for all West Potomac students on the multiple-choice section of the AP World History Exam will increase from 35.8 to a range of 37- 40 (out of 60 possible).
4. The mean score for all West Potomac students on the CCOT essay for the AP World History Exam will increase from 1.4 to 2.0-2.5 (out of 9 possible).
5. The mean score for all West Potomac students on the COMP essay for the AP World History Exam will increase from 1.9 to 3.0-3.5 (out of 9 possible).

SIP Objective Addressed by this SMART Goal:

- Goal 1: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Explicitly design lessons and activities around the thinking skills required for the essays and that students will see need to use on the multiple-choice portions of the AP exam.
- Explicitly design lesson activities to support student acquisition of effective test-taking skills.
- Increased in scaffolding for teaching and learning the three types of essays; scaffolding to focus equally on necessary writing skills for essays, the thinking skills required in each of the essay types, and the rubric for each of the essay types.
- Revise standards-based assessment system to include larger focus on thinking skill component of the course.
- Shift final grade calculation from one determined by marking periods to one based on teaching and learning units of the course.

All team members are collectively responsible for these plans, but specific roles will rotate between units of study.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- Data from the instructional planning report for last three years shows that student performance on the AP exam fell from a mean of:
 - 38 in 2009 to 35.8 in 2011 on the multiple-choice section.
 - 3.8 in 2009 to 1.4 in 2011 on the CCOT essay.
 - 3.8 in 2009 to 1.9 in 2011 on the COMP essay.
- There was a sharp increase in enrollment in the course from 2010 to 2011 – 127 students took the AP exam in 2009 and 217 took it in 2011.
- The AP World History course and exam have been redesigned and we will need to shift our lessons and assessments to adjust to these changes.
- The AP World team began to implement standards-based instruction last year based on the work of Ken O’Connor and Rick Stiggins. The system developed by the team made use of formative assessment, elimination of zeros, articulation of the content standards and expectations for writing on the three essay types, and alignment of rubrics with standards.
- Team members and students were consistently frustrated with initial performance on the multiple-choice section of unit tests. The team tried two different second-chance approaches, test corrections and retaking but only the questions missed the first time. At the end of the year, the team concluded that neither one had been a satisfactory response nor had they had benefitted large numbers of students, despite the large number of students who took advantage of the second-chance opportunities.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

The team was troubled that student performance on the AP exam itself did not meet our expectations, especially in light of the fact that we felt that our standards-based assessment system provided us and students accurate information to adjust teaching and learning. We think that if we refocus our efforts as outlined in the work plans, we can better support the students to higher levels of learning and achievement.

Social Studies: US History CLT

Team Members: Herbert Daniels, Mike Erhardt, Eric Henderson, David Houston and Theresa Schneider

Team SMART Goal:

1. Raise the SOL pass rate to 90%.
2. Foster self-advocacy amongst students by having them complete a review sheet before each summative exam. Students can see areas of weakness and then schedule Wolverine time with their teacher for remediation.
3. 80% participation in community service portion of year long project.

SIP Objective Addressed by this SMART Goal:

- Goal 1: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.
- Goal 2: The WPHS faculty will foster student tenacity or GRIT (Dan Pink's Drive).
- Goal 3: The WPHS faculty will support community service learning.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- CLT will continue to work on common lesson plans to engage student learning and ensure a rigorous experience in the on-level class. (Mike, Herb, David, Eric and Theresa)
- CLT will utilize common review guides based on POS standards for every summative exam. Students will be given these guides at least 3 blocks prior to the exam. (Theresa and Mike)
- CLT will use Wolverine time to plan unit-based remediation throughout the year to enhance student proficiency levels. (Herb, Theresa, David, Mike and Eric)
- CLT will provide students with a list of volunteer opportunities by October 15th. (Eric)
- CLT will incentivize the service learning project by eliminating the research portion for students who complete hours and reflection log by the end of second quarter. (Eric, David, Herb, Mike and Theresa)

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- CLT has been sharing only a few lesson plans. We will move to include on our agenda for each meeting, the sharing of one lesson plan or instruction strategy we are planning to use.
- All CLT members use some form of review guide in class before an exam. We will all use the same one, created from the summative exam.
- All members of the CLT currently allow for test corrections. We will continue this pattern, but will seek to utilize Wolverine time not only for test corrections after the exam, but for intervention and remediation using the review guide before the exam.
- Last year, about 60% of students completed the service learning hours. To increase participation to 80% we are compiling a list of places they can volunteer to be posted on our Blackboard pages as well as pushing an incentive which would enable them to omit the written research component.
- Last year SOL the SOL pass rate dipped below the 90% percentile, even after retakes. This year we will address last years' weaknesses.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

The biggest concern our team faced last year was holding students accountable for their success. This year we are seeking to stay on top of students by staging academic intervention earlier and working to ensure that our classrooms are foster achievement through innovative and enthusiastic teaching.

Social Studies: APUS History CLT

Team Members: Jeff Feinstein, Sal Olivo, Pete Ranney

Team SMART Goal:

The average pass score for all West Potomac students on the AP U.S. History Exam will increase from 2.68 to 3.3.

SIP Objective Addressed by this SMART Goal:

- Goal 1: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Design learning activities that promote the development of cognitive skills and content knowledge required for the essay and multiple-choice sections of the AP exam. This will involve (1) developing and sharing successful activities, lessons, and instructional materials that engage and challenge students; (2) implementing common monthly assessments; (3) requiring students to participate in remediation activities.
- Increase the level of scaffolding for teaching students to prepare for and write essays. This will involve the increased use of graphic organizers.
- Increase use of common review strategies and activities. This will include expanding the use of the group review activity conducted last year in late April 2011.
- This work plan will be coordinated by Jeff Feinstein (as team leader) and the work assignments will be shared equally.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- Data from the instructional planning report for most recent test administration showed these trends when comparing student performance of West Potomac students to the global mean:
 - Overall, West Potomac students had fewer high scores (4-5) when compared to the global mean (5: global-11.0; WPHS-6.7; 4: global-20.8; WPHS-19.7).
 - West Potomac students had fewer students scoring a 1 on the exam (global-20.5; WPHS-14.7).
 - On the Multiple-Choice Section, West Potomac students had fewer scores in the Highest Fourth compared to all students globally (global-25.0; 16.4). Overall, in the top 50%, West Potomac students exceeded the global mean (global-50%; WPHS: 61%).
 - On that same section, West Potomac students had fewer students scoring in the Lowest Fourth compared to all students globally (global-25%; WPHS-22.7).
 - West Potomac students fell short of the global mean for multiple choice questions in all 9 reporting categories. Overall, the global mean correct answers were 49.9 (out of 90) and WPHS students answered 47.6 questions correctly.
 - On the Free-Response Section, West Potomac students exceeded the global mean (global-50%; WPHS: 53.7).
 - West Potomac students had fewer students scoring in the Lowest Fourth compared to all students globally (global-25%; WPHS-19.3%).
 - On the DBQ, West Potomac students exceeded the global mean (global-3.4; WPHS-3.7).
 - On the Free-Response questions, West Potomac students exceeded the global mean for one essay group (global-2.7; WPHS-2.9) and tied the global mean for the second essay group (global-3.1; group-3.1).
- There was a sharp increase in enrollment in the course from 2010 to 2011. In May 2010, 112 West Potomac students sat for the exam. That number rose to 239 students in May 2011. An adequate supply of textbooks was not initially available to accommodate that rapid rise in students, but teachers made accommodations.
- The team experimented with new approaches for final review for the exam. Those approaches were deemed successful and valuable by the team and will be expanded this year.
- The team sponsored four field trips last year, working with and through the Humanities Team partners. These field trips were deemed successful and valuable by the team members and will be expanded this year.
- The team experimented with using new instructional materials last year. Many of those new materials will continue to be used this year.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

The biggest concern team members faced last year concerned the rapid rise in our class enrollment. The team continues to see students with a wide range of ability and motivation levels in our sections.

Social Studies: US Government CLT

Team Members: Bret Dunlap, Eric Henderson, Franklin Holland, Jeanine Kiec, Pete Ranney

Team SMART Goal: <ol style="list-style-type: none">1) 100% Pass rate for the US/VA Government Course.2) 100% of students will complete the final exam for the course.3) 65% of student will complete the Senior Service Project.
SIP Objective Addressed by this SMART Goal: <ol style="list-style-type: none">1) The US/VA Government CLT will use collaborative teaming to close the student achievement gap for all sub-groups. (Reference US/VA Govt CLT Goal 1).2) The US/VA Government CLT will foster student tenacity or GRIT (Reference US/VA Govt CLT Goal 2).3) The US/VA Government CLT will support community service learning (Reference US/VA Govt CLT Goal 3).
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <p>Intervention plans will be created for students that will take advantage of after-school time, wolverine time, AVID and the writing center. Closer communication with assistant principals, counselors, parents/guardian and other stakeholders (i.e. mentors, etc.) in order to focus attention on student achievement and GRIT.</p> <p>A “Senior Project” center will be created in individual teacher’s Blackboard sites to encourage and disseminate information regarding the Senior Service Project and community service.</p> <p>Closer coordination with Bucknell Elementary Mentoring Program and other Mount Vernon/Alexandria area non-profit groups as well as political candidates for the 2011 State and Local election.</p> <p>A final exam test as an alternative to the Senior Project Presentations for students to complete and not be academically disadvantaged for not completing the senior project presentations.</p>
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <p>For the 2010-2011 school year, 98.2% of US/VA Government students passed.</p> <p>For the 2010-2011 school year, 75% of US/VA Government students completed the final exam.</p> <p>For the 2010-2011 school year, 52% of US/VA Government students completed the senior service project.</p>
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): <ol style="list-style-type: none">1) A course pass rate of 100% will ensure that all sub-groups achieve, since last year’s team produced a 98.2% pass rate then a 100% pass rate is achievable and supportive of SIP 1.2) Not taking the final exam hurt student achievement. 25% of students not taking the US/VA Government final exam seemed high to our 1st year team members. A goal of 100% taking the final exam is lofty, however it shows GRIT in Seniors finishing their high school career at their highest achievement level.3) Increasing the participation rate for the Senior Service Project supports the SIP community service goal.

Social Studies: AP Government

Team Members: Sal Olivo, Eric Henderson, Theresa Schneider, Herb Daniel

Team SMART Goal:

The average pass score for all West Potomac students on the AP U.S. History Exam will increase from 2.6 to at least 3.0.

SIP Objective Addressed by this SMART Goal:

- **Goal 1: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.**

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- Improve assessment strategies by culling questions used on former AP exam and other resources. (Eric, Sal and Theresa)
- Using common planning to improve lessons and remediation plans. (Eric, Sal and Theresa)
- Utilize chart, graph and table analysis to improve student comprehension of data. (Theresa)
- Increase use of common review strategies and activities especially regarding AP Test Preparation. By keeping formative assessment data, review can be more targeted to needed areas of improvement. (Sal)

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

- Data from the instructional planning report for most recent test administration showed these trends when comparing student performance of West Potomac students to the global mean:
- Student achievement on the AP US Exam stayed steady last year and about 2.6 even with a large increase in enrollment with the change from AP US/AP Comp combined.
- Median scores remain significantly higher than average leading instructors to try to deal with improving scores of 1's and 2's.
- Enrollment continues to rise as AP Government classes now have 8 total sections with 6 being AP US only.
- According to the instructional report from College Board, our students performed below the global mean in questions related to charts and graphs.
- Our students performed close to the national average in essay writing but that is still considerably lower than a 3 for the essays.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

Our biggest challenge has been maintaining motivation amongst seniors. Another challenge we face is helping students score better than 1.

Student Services

Team Members: Cyntia Rodriguez, Kazue Watlington, Anthony Moore, Akon Otoy, Gail Allison

Team SMART Goal: To increase minority enrollment by 10% in AP US History and AP English Language in the 2012-13 school year.
SIP Objective Addressed by this SMART Goal: Academics and Essential Life Skills
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">• Identify students who meet the criteria by contacting English 10, English 10 HN, World History/Geography 2, and AP World History teachers• Invite identified students to a forum with counselors• Provide regular, on-going support via small groups to identified and interested students• At course registration time, measure any increase in enrollment in AP US History and AP English Language
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <ul style="list-style-type: none">• Data collection – the paired English 10/World History 2 students are not representative of overall minority population at WPHS• Student population changes year to year• More students are choosing to enroll in AP courses because they have been encouraged to take Honors level courses at the middle school level• The increasing rigor at the middle school level is better preparing students for AP courses in high school
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): Although more students are taking Honors courses, minority students continue to be underrepresented in upper level AP classes.

Student Services

Team Members: Madelyn Turner, Kevin McMahon, Terri Levine, Elena Johnson, Charlette Jefferson-Dixon

Team SMART Goal: <ul style="list-style-type: none">To minimize the number of Fs that a target group of 9th graders receive during the 2011-2012 academic year.
SIP Objective Addressed by this SMART Goal: <ul style="list-style-type: none">Academics and Essential Life Skills
Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible): <ul style="list-style-type: none">Identify current 9th grade students who received one or more F's last year at Carl Sandburg Middle School.Invite students to a meeting with counselors.Monitor targeted students' attendance, progress, grades and behavior in small group settings.Plan group activities to support the academic achievement of the students (study skills, good organization, time management).Organize group activities for essential life skills (making good decisions, conflict resolution).At the end of the year collect grade data of students.
Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement): <ul style="list-style-type: none">Historically, 9th graders have earned the highest number of Fs compared to all grade levels.In 2010-11, 10.3% of all final course marks earned by freshmen at West Potomac were Fs (compared to 7.4% for 10th graders, 7.4% for 11th graders, and 4.0% for 12th graders).This year our focus is directed to a target group of 9th graders who failed one or more classes last year at Carl Sandburg Middle School. This is a group of 41 students who received at least one F in one of the following classes: civics, English, ESOL, physical education and science.By targeting these students who are at risk of receiving failing grades in high school, our plan is to provide intervention strategies. These strategies include attendance checks, monitoring progress in classes, and group activities to support achievement and essential life skills.Our goal is to reduce or eliminate the number of Fs that these students might receive while in 9th grade at West Potomac.
Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences): <p>The team has decided on this goal as it focuses on two areas of priority for this school year. First, it directly supports the School Improvement Plan in the areas of academics and essential life skills. Second, it focuses on expanding the Freshman Transitions Program which is a priority for the Student Services Department.</p>

World Languages: French CLT

Team Members: Jacques Nong-Bateki, Dan Fitzgerald

Team SMART Goal:

Identify 5 students in each class who are not performing adequately and help each of the students improve their grades on each successive formative assessment for the duration of the quarter, with no formative assessment grades of D or F by the end of the quarter. This goal will be reviewed and recalibrated for second quarter.

SIP Objective Addressed by this SMART Goal

1.2 Communicate in at least two languages

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

We will identify the 5 weakest students in each class, assign them tutors during Wolverine time and help them review to improve their areas of weakness. Help each of the identified low-performing students improve their grades on each successive formative assessment for the duration of the quarter, with no formative assessment grades of D or F by the end of the quarter. Both French teachers will be responsible, along with the French Honor Society students who will be tutoring.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

We have observed that students entering the class with strong academic skills generally succeed, but those with weaker skills are often do not. Students from disadvantaged economic backgrounds and some minority groups are often among those not succeeding.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

The middle and high achieving students are achieving the goal of learning to communicate in a foreign language, but the lower achieving students are not.

World Languages: German CLT

Team Members: Janet Schuresko (note-I am a member of a CLT for middle school foreign language)

Team SMART Goal:

The percentage of students in levels 1, 2, and 3 receiving DNM on the common assessment and on written and speaking PALS will decrease by 5%, from 69 % to 64%, from 11 students to 10 for German 1, from 86% to 81 % or from 12 to 1 for German 2 . Students with overall high academic achievement tend to do well in German, but those getting mostly D’s and F’s in other academic subjects tend to struggle. The percentage of students receiving DNM can be reduced by identifying and targeting these students.

SIP Objective Addressed by this SMART Goal:

In order to narrow the achievement gap, students who are underperforming academically will be given extra help and attention. The percentage of students in levels 1, 2, and 3 receiving DNM on the common assessment and on written and speaking PALS will decrease by 5%, from 69 % to 64%, from 11 students to 10 for German 1, from 86% to 81 % or from 12 to 1 for German 2 . Students with overall high academic achievement tend to do well in German, but those getting mostly D’s and F’s in other academic subjects tend to struggle. The percentage of students receiving DNM can be reduced by identifying and targeting these students.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

Low performing students will be strongly encouraged to come to weekly after school tutoring session staffed by me and members of the German Honor society. An incentive program will be used similar to the school wide incentive, with students who come to tutoring getting extra chances to win weekly prizes. Students will be allowed to retake quizzes after school up until the last week of the quarter.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

Goals for the year are based on LADR data. Individual student transcripts are used to identify students with overall low academic achievement. The relevant data sets are the LADR reports and the school transcripts. For identifying students in need of extra help, I consider anything below a 2.75 in academic subjects as low.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

We have set out goals for our CLT this year because we believe that our our students are capable of achieving mastery of learning.

World Languages: Latin CLT

Team Members: Robert Rigby, Jonathan Shev

Team SMART Goal:

Latin 1

The percentage of students scoring Meets Expectations or Exceeds Expectations on the PALS Latin will increase from 37.2% to 45%.

Latin 2

The percentage of students scoring Meets Expectations or Exceeds Expectations on the PALS Latin will increase from 55.4% to 63%.

Latin 3

The percentage of students scoring Meets Expectations or Exceeds Expectations on the PALS Latin will increase from 76.2% to 80%.

Latin 4/AP

The percentage of students scoring Meets Expectations or Exceeds Expectations on the PALS Latin will increase from 75% to 85%.

SIP Objective Addressed by this SMART Goal:

Academics: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- The Latin CLT team comprises two teachers, Robert Rigby and Jonathan Shev. We also collaborate with Cory Wasielec, the Latin 1 teacher at Sandburg Middle School.
- Mr. Rigby and Mr. Shev meet 4 times per week in the mornings and during 3rd period planning to continue to work on shared lesson plans and common assessments.
- We also collaborate by problem-solving around particular students' needs.
- The Latin CLT team will meet at least twice per week to develop teaching strategies specifically designed to assist students in improving their scores on the formative PALS, and will use the formative PALS data to design and implement remediation programs for students who are not scoring ME or EE on those assessments, in order to assist them in improving their performance for the summative PALS at the end of the year.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

We have used our LADR data and student enrollment to set our goals for this year.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

We have set our goals for our CLTs this year because we believe that all of our students are capable of achieving mastery of learning.

World Languages: Spanish CLT

Team Members: Sonia Castaño, Marisel Castellanos, Yamalie Colón, Jaime Heath, Victoria O'Connor, Nancy Rodriguez, Letitia Silverberg, and Brittany White

Team SMART Goal:

Spanish 1

- The percentage of Spanish 1 students with a DNME (Does Not Meet Expectations) on the Common Assessment will decrease from 40.3% to 35.3%.
- The percentage of Spanish 1 students with a DNME (Does Not Meet Expectations) on the PALS Speaking will decrease from 11.2% to 9.2%.
- The percentage of Spanish 1 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 14.2% to 12.2%.

Spanish 2

- The percentage of Spanish 2 students with a DNME (Does Not Meet Expectations) on the Common Assessment will decrease from 43.7% to 38.7%.
- The percentage of Spanish 2 students with a DNME (Does Not Meet Expectations) on the PALS Speaking will decrease from 8.1% to 6.1%.
- The percentage of Spanish 2 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 10.2% to 9.2%.

Spanish 3

- The percentage of Spanish 3 students with a DNME (Does Not Meet Expectations) on the PALS Speaking will decrease from 10.6% to 8.6%.
- The percentage of Spanish 3 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 16.9% to 14.9%.

Spanish for Fluent Speakers 1

- The percentage of SFS 1 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 38.2% to 29.2%.

Spanish for Fluent Speakers 2

- The percentage of SFS 2 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 43.4% to 33.4%.

Spanish for Fluent Speakers 3

- The percentage of SFS 3 students with a DNME (Does Not Meet Expectations) on the PALS Writing will decrease from 46.9% to 37.9%.

Spanish for Upper Levels

- The total enrollment of students in advanced academic courses (AP Spanish) will increase 28% to 30%.
- The total enrollment of students eligible to advance to Upper Level Spanish courses will increase 63% to 65%.

SIP Objective Addressed by this SMART Goal:

Academics: The WPHS faculty will use collaborative teaming to narrow the student achievement gap for all sub-groups.

Work Plans (strategies and action plans the team will use to achieve its goal, including who is responsible):

- We have divided our CLT Spanish in 4 different CLTs (Spanish 1 CLT, Spanish 2 CLT, Spanish 3 CLT, Spanish 4 CLT, and Spanish for Fluent Speakers CLT) that will meet weekly and work on the following action plans:
 - Spanish 1, 2 and 3 will be giving quarterly multiple choice tests to make sure students are familiar with this format and be better prepared for the final common assessment. Although Spanish 3 didn't have a final common assessment last year, they will this year. Therefore, it is important that students are well prepared for this exam.
 - Spanish 1, 2, and 3 will do more PALS practice for speaking and writing to ensure students have enough practice to perform at a Meets or Exceeds Expectations at the end of the year. We will work on different learning activities for students to have the opportunity to write and speak in class.
 - Spanish for Fluent Speakers 1, 2, and 3 will have more writing activities in class. One of the initiatives this year is to have students write in their composition notebooks every time they are in class. We will have a theme/question for them to write about. Also, this year we will focus our lessons more on grammar and mechanical punctuations.
 - Spanish for Upper Levels will have more media embedded in their lessons to provide a more engaging atmosphere in the class. One of the initiatives this year is to do what we call song quizzes. Students will have the opportunity to listen to a song for a couple of classes and be quizzed on them. This activity will enhance their listening, writing, and comprehension skills.
- All Spanish CLTs will create common assessments and activities and will follow a common pacing to make sure our students are achieving mastery of learning.
- All Spanish CLTs will formulate intervention strategies when students are not achieving mastery of learning. We will let students who did not meet expectations retake the assessments until they have mastered the material. We will use wolverine time and after school to help students understand the material.

Current Reality (Including, but not limited to, Data Sources used to set goal, Best Practice Research, Knowledge of Strengths & Areas for Improvement):

We have used our LADR data and student enrollment to set our goals for this year.

Our Spanish 1, 2, and 3 usually gave quizzes and tests that were not multiple choice, but performance based. We always want our students to be able to write, speak, listen, and read in Spanish. However, because the final common assessment is multiple choice, we need to make a change so that students have the practice on how to take the final common assessment.

Last year our Spanish For Fluent Speaker students were faced with the fact that the only SFS teacher in the school, left on maternity leave for the second semester. Students did not get the right instruction after that and therefore their writing skills suffered. This year we have two teachers that are working together to make sure students are getting the instruction they need to pass with a meets or exceeds expectations in the Writing Summative PALS.

Rationale for the SMART Goal (based on the current reality and the SIP Objective, why is the team setting this goal? Brief statement, 1-2 sentences):

We have set our goals for our CLTs this year because we believe that all of our students are capable of achieving mastery of learning. We have learned from the occurrences of last year to make this year better for our students.

CLT SMART GOAL

Visual Arts 2011-2012

School: West Potomac HS	Team Name: Visual Arts	Team Leader: Kristina Nosal	Date: 9/13/11	
Team Members: Anne Dunn, Adam Sanchez, Amy Stoll, Mel Mobley, Kristina Nosal				
Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>To unify all level 1 art classes so that the same essential knowledge is taught in each class but using a different medium.</p>	<ul style="list-style-type: none"> - Create a unified PPT which explains and shows examples of the element of art and principles of design -Students can find examples that show each element and principle from photographs or magazines -Visual reinforcements in classrooms -Ongoing critiques 	<p>ALL- collaborating to make the quiz during CLT meetings</p> <p>Adam-gather images for PPT and quiz</p> <p>Mel-Rough draft Questions</p> <p>Anne-PPT</p> <p>Amy- Figure out how to make a quiz in BB</p> <p>Kristina-Put everything together</p>	<ul style="list-style-type: none"> -By the end of the year each teacher will have taught all the elements of art and principles of design. -Students will take a pre-assessment quiz on the elements of art and principles of design via blackboard first Quarter -At the end of Quarter 2 & 3 students will take another quiz via blackboard assessing the same essential knowledge but asked in a different way. -At the end of 4th quarter students will take a summative assessment that will measure the knowledge that has been gain throughout the year. 	<ul style="list-style-type: none"> -Quiz Scores -Students will demonstrate an understanding of how to incorporate the elements of art and principles of design to create a meaningful work of art -Use of vocabulary during critiques