

Fairfax County Public Schools

**School Improvement Plan
2008 – 2009**

Westfield High School

Cluster VIII

Tim Thomas, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

COMMITTEE MEMBERS

Name	Position	Name	Position
Tim Thomas	Principal		
Pat Williams	Assistant Principal, Chair		
Kim Greer	Assistant Principal, Co-chair		
Wayne Biernesser	Math Teacher		
Bill Blank	Health & PE Teacher		
Phil Cox	Social Studies Teacher		
Erica Detwiler	Health & PE Dept. Chair		
Eldredge, Kylie	Special Education Teacher		
Jennifer Flora	Assessment Coach		
Armando Garcia	Guidance Counselor		
Steve Panoff	Performing Arts-Band Director		
Virginia Muller	Business Department Chair		
Linda Rapp	English Department Chair		
Salma Ashmawi	PTSA President		
Christina Schmitt	Special Education Teacher		
Gretchen Shook	Science Teacher		
Patricia Skiffington	ESOL Teacher		
Donna Winstanley	Latin Teacher		
Julian Bellamy	Student WHS		
Shaquella Slaughter	Student WHS		
Angelina Giancola	Student WHS		
Irwin Chavez	Student WHS		

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

Each One, Reach One, Teach One

SCHOOL—MISSION STATEMENT

As members of a learning community that includes students, parents, staff, local businesses, and global partners, the mission of Westfield High School is to educate and remediate our students within a nurturing inclusive environment that promotes high academic achievement, focuses on improving reading strategies, and uses technology to promote learning.

Teachers take a collaborative and integrated approach to provide each student with the maximum opportunity to develop skills needed to succeed as a citizen.

An emphasis placed on informed problem-solving enables all graduates to independently create workable solutions within a changing society.

The goal of the school and community is to focus on the entire person so that each student can achieve success in academic, artistic, and athletic areas while maintaining individuality and integrity.

School—Core Values/Beliefs

Westfield **PRIDE**: a new character education campaign that identifies a set of common core values/beliefs that are representative of feedback from students, staff and parents (ex. Surveys). Promotion includes, but not limited to, banners, signs, staff t-shirts, etc.

- **P =personal responsibility**, (understanding the impact that your behavior has on other students, teachers, staff, parents, community, etc.) accepting responsibility for your behavior at school, at home and in the community.
- **R=respect**, for self, others and property. Examples: cleaning up after yourself in the cafeteria, tolerance for others, appropriate language and behavior, respecting the school, no vandalism, no defacing school property, etc.
- **I=integrity**, truthfulness, honesty. Examples: avoid cheating, plagiarism, misrepresentation, calling yourself in sick, sportsmanship, etc.
- **D=discipline**, demonstrating self-discipline, work ethic, good sportsmanship, etc., at school, at home, in the community, on and off the playing field, courts, and on and off the stages.
- **E=excellence**, in all that we do academically, artistically, and athletically.

SPECIAL PROGRAMS

This Special Programs page provides Westfield High School the opportunity to highlight programs/organizations and initiatives that promote student achievement and support the FCPS student achievement goals. Some of the programs/organizations and initiatives are:

- Full Inclusion High School
- College Partnership Program
- After school Programs
- Annual Ethics Seminar in conjunction with Business Partners
- Professional Learning Communities (PLC's)
- Student Mentoring Programs
- Saturday Alternative Suspension Program
- Restorative Justice Program
- Literacy Teams
- Advanced Placement Courses
- Saturday Bulldog Instructional Tutoring Services
- P.R.I.D.E. ("P"ersonal Responsibility, "R"espect, "I"ntegrity, "D"iscipline, and "E"xcellence)
- Algebra Summer Refresher Course

Student Achievement – Academics

After school SOL Remediation/Intervention Program
Variety of Honor Societies
Book Club/Creative Writing
International Night
Debate/Forensics
A variety of Foreign Language Classes
It's Academic
Odyssey of the Mind
Literary Art Magazine
SAC – (Student Advisory Council)
SGA – (Student Government Association)
Thespian Society
Math Team (Junior/Varsity)
Quill and Scroll
A variety of Advanced Placement/Honors classes

Student Achievement Goal – Essential Life Skills

Peer Mediation
Six Pillars of Character (Character Education Program)
Best Buddies
DECA – Marketing Students
FBLA – (Future Business Leaders)
Future Health Care Professionals
MESA – Middle East South Asia Society
Ethics Seminar
Leadership & Resiliency Program

Student Achievement Goal – Responsibility to the Community

Alliance of Concerned Men Leadership Organization
Bulldog Buddies
Bulldog Block
Environmental Club
Helping Hands
Model United Nations
New Kids Club
Recycling Club
English As Second Language (ESOL) Parent Night
Martin Luther King Community Festival
Interact Club
The Watchdog
Islamic Cultural Awareness
Political Action Organization
Girls' Leadership Organization
Step Team
Latino Dance Club

STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

Check all that apply to this school improvement plan objective.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input 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 type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input checked="" type="checkbox"/> 1.1.3 Science | |
| <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)* Through improved differentiation of instruction and integration of reading and writing skills in all curriculum area, student achievement will increase.

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

Data Sources:

For Math, Science, and English we examined the 2007-2008 SOL test data. We realized that while our overall pass rates (English: 96% passing; Math: 93% passing; Science: 90% passing) are well above the annual measurable objectives set by the state (77% = English; 75% = Math; 70% = Science), our subgroup populations are struggling. We found a significant achievement gap in our data. For instance, our Black students in mathematics are achieving at a 77% pass rate while their White counterparts are achieving at a 96% pass rate. In the same subject our Hispanic students and students identified as disadvantaged are achieving at only 85% passing. While the overall pass rate at Westfield High School is 93%, 90% of our Limited English Proficient students passed and only 71% of our students with disabilities passed the math SOL Test.

For ESOL: Fall 2007 and Spring 2008 FCPS writing and Reading Assessment Scores.

For Foreign Language: PALS results from 2007-2008.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The strength of the Westfield faculty lies in its dedicated teachers, its varied curriculum, and its willingness to focus on literacy across the curriculum. PLC meetings are held regularly for the purpose of sharing common assessments as well as resources for the development of skills and strategies. Teachers in all departments teach the appropriate content and curriculum that is aligned with the Standards of Learning and with FCPS Program of Studies. Programmatic and instructional weaknesses include inter-departmental coordination and inconsistent vertical teaming with feeder middle schools. Teachers will continue to improve the integration of technology by using E-Cart, Blackboard, and various other department-specific technology resources. Through Professional Learning Communities, teachers will continue to focus on sharing effective strategies and common assessments with one another.

Best Practice Research:

According to Kelly Gallagher, author of *Teaching Adolescent Writers*, “In an increasingly demanding world of literacy, it has become critical that students know how to write effectively. From the requirements of standardized tests to those of the wired workplace, the ability to write well, once a luxury, has become a necessity. Many students are leaving school without the necessary writing practice and skills needed to compete in a complex and fast-moving Information Age. Unless we teach them how to run with it, they are in danger of being run over by a stampede - a literacy stampede.

Research in best practices for instruction, specifically *Marzano Principles and Strategies*, needs to be used to develop expertise in differentiating instruction. Professional development activities for the coming years at WHS will focus on developing differentiating instruction techniques for the instructional areas using Marzano-based strategies. Strand data, common assessment data, and teacher informal/formal assessments will continue to be used to analyze students’ understanding and will also be used as a starting point for on-going teacher discussions in the curriculum PLC teams.

Kylene Beers, in her book *When Kids Can’t Read*, addresses students’ reading difficulties: “To help dependent readers become independent readers, we (teachers) must teach them strategies that will help them understand texts. These strategies include: clarifying, comparing and contrasting, connecting to prior experiences, making inferences, predicting, questioning the text, recognizing the author’s purpose, seeing relationships, summarizing, and visualizing” (41).

On the importance of writing for student success in later life, Kelly Gallagher writes in his book. *Teaching Adolescent Writers*, “In an increasingly demanding world of literacy, the importance of our students leaving our schools as effective writers has magnified. The ability to write well, once a luxury, has become a necessity. Today, writing is foundational for success” (4).

In *Teaching Adolescent Writers*, Gallagher references a 2003 Study by the National Commission on Writing, which notes “American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts the power of language and communication in their proper place in the classroom” (30). He goes on to say that the Commission recommends “a doubling of the time out students spend writing” (30).

When addressing the power of differentiated instruction, Carol Ann Tomlinson, in an article entitled, “Making a Difference,” appearing in the Fall 2008 issue of *Teacher Professional Development Sourcebook*, defines it (differentiated instruction) as “...keeping kids together in the context of high-quality curriculum but attending to their readiness needs, their interests, and their preferred ways of learning.” She goes on to say, “...we have a fairly good body of research to suggest that when you do that the results are pretty impressive. Differentiated instruction assumes a more positive mindset: Let’s assume they can all do good work, and let’s attend to the ways that they need us to teach them in order to get there” (28).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.1	When comparing the 2007-2008 SOL test data to the 2008-2009 test data, the percentage of NCLB subgroups with a Reading SOL pass rate less than 81% will improve by at least 2%
1.1.2	When comparing the 2007-2008 SOL test data to the 2008-2009 test data, the percentage of NCLB subgroups with a Math SOL pass rate of less than 79% will improve by at least 2%.
1.1.3	When comparing the 2007-2008 SOL test data to the 2008-2009 test data, the percentage of NCLB subgroups with a Science SOL pass rate of less than 74% will improve by at least 2%
1.1.4	When comparing the 2007-2008 SOL test data to the 2008 test data, the percentage of NCLB subgroups with a Social Studies pass rate of less than 74% will improve by at least 2%.
1.3	Each chorus student will improve in individual music sight-reading achievement by 15-20% by the end of the school year based on measurements taken in September, 2008, and again in June, 2009, in addition to ongoing, incremental.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through improved differentiation of instruction and integration of reading and writing skills in all curriculum areas, student achievement will increase.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
1. Teachers will engage students in personal writing (such as free write) no fewer than 5 times per quarter.	Department Chairs	None	X	X	X	X	SOL Practice Test Results SOL Test Results 9 th and 11 th grades
2. Teachers will use before, during and after, reading strategies to increase comprehension of non-fiction texts.	Department Chairs	Professional Development	X	X	X	X	SOL Practice Test Results SOL Test Results 9 th and 11 th grades
3. Teachers will formally instruct students on vocabulary related to test taking strategies.	Department Chairs	Minority Achievement Pamphlet	X	X	X	X	SOL Practice Test Results SOL Test Results 9 th and 11 th grades
4. Students are assigned to sight-reading work groups of 4-6 people based on individual music aptitude and music achievement data. Content is tailored to specific capabilities of each group in order to differentiate instruction.	Jessica Lardin	Advanced Measures of Music Audiation (AMMA) music aptitude test. AMMA purchased by chorus boosters. Other measures and content are teacher-created.	X	X	X	X	Ongoing individual sight-reading evaluation (both formal and informal) takes place regularly in order to monitor progress and adjust content.
5. Students in band will research and write about various aspects of the life and influence of Abraham Lincoln in celebration of his 200 th birthday year.	Steve Panoff	None	X	X	X	X	Papers to be graded and presented.
6. Students in theater will partner with English classes in the study, examination, and presentation of "A Doll House".	Scott Pafumi	Costs associated with production	X				Papers, discussion groups, and presentation and evaluation of mainstage productions.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through improved differentiation of instruction and integration of reading and writing skills in all curriculum areas, student achievement will increase.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
7. Special Education teachers will incorporate fluency, decoding, and reading comprehension in their instruction across the curriculum.	Mary Lauer, Special Education Department Chair	Curriculum Based Assessments	X	X	X	X	Provide unit assessments to show subject matter proficiency.
8. All rising 9 th grade special education students who have not passed the 8 th grade reading SOL will be identified no later than June 2009 and placed in a developing literacy course for the 2009-2010 school year while earning an elective credit.	Mary Lauer, Special Education Department Chair Eric Johnson, Assistant Principal Rob Yarborough, Director of Student Services	Literacy Course Materials paid for by county				X	Compare number of students who fail test to number enrolled in developing literacy courses.
9. After the 1 st quarter, Social Studies teachers teaching history courses with EOC SOL tests (WHI, WHII, US/VA) will identify 3 to 5 students within their classes who are at-risk of not passing the EOC SOL test. These students will be encouraged to attend regularly scheduled SOL remediation sessions during Bulldog Block during the 2 nd , 3 rd , and 4 th Quarters.	Susan Bean – SS Dept. Chair Team Leaders	AMSCO SOL Review books, released SOL test questions, on-line SOL review resources, teacher prepared SOL review materials		X	X	X	Social Studies teachers with EOC SOL tests will monitor attendance of students on a weekly basis. At monthly team meetings, Team Leaders will monitor overall attendance at teacher SOL remediation sessions.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through improved differentiation of instruction and integration of reading and writing skills in all curriculum areas, student achievement will increase.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>10. After the 3rd quarter, Social Studies teachers teaching history courses with EOC SOL tests (WHI, WHII, US/VA) will identify 3 to 5 students within their classes who are at-risk of not passing the EOC SOL test. Teachers, in cooperation with the National History Honor Society and the National Honor Society chapters, will implement a peer-tutoring program which will match members of the honor societies with these at-risk students. During Bulldog Block and/or after-school SOL remediation sessions, peer tutors will assist the teacher in helping to prepare at-risk students to take the EOC.</p>	<p>Susan Bean – SS Dept Chair Team Leaders Phil Cox – NHS Sponsor Danielle Pechin – NHHS Sponsor</p>	<p>AMSCO SOL Review Books, released SOL test questions on-line SOL review resources, teacher prepared SOL review materials.</p>			X	X	<p>Social Studies teachers with EOC SOL test will monitor attendance of students and peer tutors on a weekly basis. NHS and NHHS sponsors will identify peer-tutors and will allow service hours performed during peer-tutoring sessions towards service-hour requirement for membership in the respective honor societies.</p>

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

Check all that apply to this school improvement plan objective.

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

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

Through the implementation of the Character Education Program, Westfield PRIDE (“P”ersonal Responsibility, “R”espect, “I”ntegrity, “D”iscipline, “E”xcellence) Administrators, teachers, and counselors will seek and promote a learning environment where all students are respectful participants in the school community and engaged in the learning process.

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

Data Sources:

Current EDSL disaggregated data regarding student achievement shows 5.5% of current tenth grade students at Westfield High School received at least 2 or more F’s in their ninth grade year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Currently, the administrative and counseling teams have identified the academically at risk 10th grade students. Additionally, numerous “systematic intervention” programs have been implemented to address the needs of this population. Based upon academic information received from their ninth grade academic records, there is a need for intervention programs to reduce the F ratio in 2 or more classes among these students at Westfield High School.

Best Practice Research:

Richard and Rebecca DeFour suggested, “*When educators learn to clarify their priorities, to assess the current reality of their situations, to work together, and to build continuous improvement into the very fabric of their collective work, they create conditions for the ongoing learning and self-efficacy to solving whatever problems they confront* (*Learning By Doing – A Professional Learning Community at Work-* (2006).” Additionally, addressing this need will also assist in helping disengaged students increase their interpersonal skills and willingness to conform to the school culture.

According to Lorraine Stutzman Amstutz and Judy H. Mullett (*Restorative Discipline for Schools* (2006)). “Conflict presents an opportunity for change if the process includes careful listening, reflecting, shared problem-solving, trust and accountability structures that support commitments to work at relationship building.”

As stated in the (*Eleven Principles of Effective Character Education* 2003), Thomas Lickona (1991) cites *respect* and *responsibility* as constituting “the fourth and fifth R’s of school, as well as of life. Respect meaning showing regard for the worth of someone or something. It comes in several forms, such as respect for self, respect for the natural world. In the classroom, students learn about respect primarily through the teacher’s model, classroom norms, and social skills that behaviorally define it. According to Lickona, the social skills that convey respect can be considered “common courtesy”, (e.g., thanking others, saying “excuse me” for interrupting, apologizing for offending someone). However, courtesy does not convey respect unless it is authentic; it cannot be a matter of just “going through the motions.”

If we respect other people, we value them. If we value them, we feel a measure of responsibility for their welfare. - Thomas Lickona, *Educating for Character* (1991).

When schools infuse character into both the pedagogy and the content of academics, they inspire students to engage in learning, pursue truth and understanding, work well with others, and become more self-disciplined and self-motivated in their studies. Kathy Beland (2003).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	<p align="center">Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i></p>
2.1	By the end of the school year (2008-2009) the number of “F”s” earned will decline from 5.5% to 3.0%.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through the implementation of the Character Education Program Westfield PRIDE (“P”ersonal Responsibility, “R”espect , “I”ntegrity, “D”iscipline, “E”xcellence) Administrators, teachers, and counselors will seek and promote a learning environment where all students are respectful participants in the school community and engaged in the learning process.							
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. Bulldog Block Identified at-risk students will attend a mandatory mentoring/tutoring program designed to improve their grades and interpersonal skills. These sessions will be offered through the year every Tuesday and Friday.	Tim Thomas, Principal	None	X	X	X	X	Attendance at the weekly sessions is mandatory and attendance will be taken. Interim and Quarterly grades will be reviewed to monitor progress.
2. A group of teachers, counselors, Administrators, and members of the Alliance of Concerned Men will mentor selected male students to improve academic achievement and decision-making skills.	Pat Williams, Subschool Principal	\$3,000 per semester for food, field trips, and other materials/supplies donated by Celeste Peterson .	X	X	X	X	Interim and Quarterly grades will be reviewed to monitor progress. Behavioral Progress Reports completed on a monthly basis by participants’ teachers.
3. (Bulldog Buddies) Identified 9 th grade students will be matched with mentors via application process. Mandatory weekly meetings with mentors. Seniors can use program for Government Service Hours.	Harry Van Trees, Subschool Principal	Mentoring Books from mentor works		X	X	X	Weekly Attendance Participation Surveys Student Input Monitor quarterly grades Exit Survey from parents, mentors and mentees.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Through the implementation of the Character Education Program Westfield PRIDE (“P”ersonal Responsibility, “R”espect, “I”ntegrity, “D”iscipline, “E”xcellence) Administrators, teachers, and counselors will seek and promote a learning environment where all students are respectful participants in the school community and engaged in the learning process.

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.	
4. (Principal’s Cabinet) Identified at-risk students will attend a mandatory mentoring/tutoring program designed to improve their grades and interpersonal skills. These sessions will be offered through the year. These sessions will be conducted by the Subschool Principals and volunteers from the staff and community.	Tim Thomas, Principal Dave Jagels, Assistant Principal and Subschool Principals; Harry Van Trees, Pat Williams, Brian Grainer, Kim Greer, Eric Johnson and Scott Davies	15 teachers at \$29.00 per weekly session. \$150.00 per month for food =\$1,500.00	X	X	X	X	Attendance at the weekly sessions is mandatory and attendance will be taken. Interim and Quarterly grades will be reviewed to monitor progress.
5. “Hispanos at Progreso” a new initiative to increase outreach to Spanish speaking students/parents to increase student achievement.	Tim Thomas, Principal Hilda Ventura, Parent Liason	Materials and refreshments for Parent Meetings	X	X	X	X	Interim and Quarterly grades will be reviewed to monitor progress.

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 sound moral character and ethical judgment. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> 2.2 Be able to contribute effectively with a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input checked="" 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)* Teachers will assist students in developing healthy and safe life choices and character education through Health, Driver education and Physical Education Classes.

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

Data Sources:

In reviewing the obesity rate, crash/accident rate, and fitness scores of the school population there is concern that students are transferring the understanding of curricular concepts demonstrated in classroom activities over to performance on assessment measures. While other endeavors to strengthen classroom methodology may provide improved student retention, it is believed that efforts to improve student resilience and study dynamics may also be needed. An analysis of obesity rate reveals that 15% of children 6-19 years old are seriously overweight and another 15% are at risk of becoming overweight. An analysis of fitness testing reveals that upper body strength levels and cardiovascular levels need to be improved.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Informal observation and teacher feedback tell us that our direct study has provided valuable assistance to students in completing and making up work and receiving additional support on demand. At the same time, this support has been primarily teacher centered. Little effort has been made to orchestrate student's support and challenge of each other. We believe that the development of a strong success team culture can create a mechanism that provides ongoing support and encouragement while helping students contribute effectively within a group dynamics. The daily emphasis on fitness in the PE class along with the use of the fitness and weight room has improved our schools fitness levels. Life time activities are emphasized and instructed according to the POS. In health and driver education, the students have improved with the new curriculum. A lack of programming of after school activities that are available to those students not involved in lifetime or extracurricular is our weakness.

Best Practice Research:

Students will be motivated through positive reinforcement in Physical Education classes. If our students gain profound knowledge (Schlechty, 2002), they will show interest, work toward developing a healthy lifestyle, and retain what they learned. Students will be pre-tested and post-tested each quarter throughout the year in each of the five areas of the Virginia Wellness test. Teachers will evaluate these pre-tests scores and set goals for each class and the students. When students are allowed to set their own goals, they can define their own criteria for success (Osberg, 1997; Renchler, 1992). A plan to work toward these goals will be set. Fitness concepts will be incorporated into our activity units throughout the year in various skills and games. Daily fitness practice and activities will be geared toward improving these fitness scores, and developing the life skill of maintaining wellness. Students will be graded on their own personal improvement goals, not generalized, arbitrary goals. "The tasks students are assigned and the work students are encouraged to undertake have meaning and significance in the present lives of students and are related to consequences to which students attach importance." (Schlechty, 2001, p. 127). Teachers will encourage make-up work for fitness activities that the student missed due to illness, injury, etc. The use of heart rate monitors, pedometers, and other modalities will be utilized to facilitate individualized programs. What really motivates children? "Teachers and parents who take the time to reach, assess, and give direct formative feedback to their students." The Health and Physical Education Staff at Westfield High School will continue to work toward the attainment of the philosophy, "No child is left behind; all children move ahead". (Mauch, 2007).

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound)</i>
2.8	The percentage of students passing 9 th grade Health and PE will exceed the 2007-2008 percentage of 90% to 95% in 2008-2009. (Westfield HS)
2.8	The percentage of 9 th graders passing and certifying in CPR will exceed the 2007-2008 percentage of 85% to 88% in 2008-2009. (Westfield HS)
2.8	The percentage of student students passing 10 th grade Health and Physical Education will exceed the 2007-2008 percentage of 90% to 95% in 2008-2009. (Westfield HS)
2.8	The average percentage of all students that tested in the Virginia Wellness Test will exceed the 2007-2008 percentage of 94% to 96% in 2008-2009. (Westfield HS)
2.8	The average percentage of students passing each Virginia Wellness Test will exceed the 2007-2008 percentage of 63% to 75% in 2008-2009. (Westfield HS)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Teachers will assist students in developing healthy and safe life choices and character education through Health, Driver education and Physical Education Classes.							
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 use 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. Encourage more student involvement in lifetime activities	PE Staff	Bowling, Frisbee, badminton, archery, volleyball	x	x	x	x	Through the PE, Health and Driver Education Curriculum
2. Increase staff wellness	PE Staff	Fitness room and weight room available to WHS staff before and after school	x	x	x	x	Observation and use
3. Provide remediation to students	PE Staff		x	x	x	x	Through PE make up classes
4. Increase students knowledge of heart rate and exercise	PE Staff	Heart rate monitors and exercise physiology class	x	x	x	x	Pre and Post Testing
5. Provide Parents of Driver Education students with up to date driving information	Driver Education Teachers	Partners for Safe Teen Driving Program	x		x	x	Crash/accidents statistics Testing
6. PE staff will utilize Blackboard as a communication tool	PE Staff	Schedule staff development on use and implementation of blackboard	x	x	x	x	Assistant Principals will monitor staff utilization of blackboard weekly
7. Promote inclusion of all students in physical education program	Todd Utter	Scheduling coordination with adaptive PE and SPED personnel	x	x	x	x	Through programming each quarter
8. Begin implementing Character Education Program Westfield PRIDE. “P”ersonal Responsibility, “R”espect “I”ntegrity, “D”iscipline, “E”xcellence	Brian Grainer, Assistant Principal Scott Davies, Assistant Principal		X	X	X	X	Observation and use

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.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* Increase student involvement in an awareness of the democratic process by providing educational and service learning opportunities for all students.

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

Data Sources:

US Census figures show that 48.5% of eligible voters ages 18-24 did not register prior to the last Presidential election in 2004, the highest percentage of unregistered voters of any age group. In addition, only 41.9% of eligible voters ages 18-24 cast a vote in the last Presidential election, the lowest percentage of voters of any age group. Concerning volunteerism, the United Way states that youth who participate in volunteer and service learning activities tend to do better in school, graduate, and vote. The United Way, on its website, states that volunteering provides benefits such as “learning to respect others, learning to understand people who are different from (yourself), learning leadership and job skills, and learning what it means to be a good citizen.”

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Service learning opportunities are available in 12th grade through the US/VA Government course. Students are assigned a fall and spring project that requires 10 and 15 hours of service hours respectively. In addition, the Government team each year initiates a voter registration drive that brings into the school, for a week, volunteers from local voter registration organizations. Through the Social Studies classes, the annual Constitution Day holiday is observed during which students are educated on their rights and responsibilities under the U.S. Constitution. An area of weakness that was identified was an inconsistency in discussing current events and issues relating to good citizenship and voting into 9th, 10th, and 11th grade history class. Also, no service hours were required of students in 9th, 10th, or 11th grade except for those members of service or honor society extra-curricular clubs and organizations. Members of the faculty of the Social Studies department also play a prominent role in Westfield's annual all-day Ethics Day seminar for 10th grade students.

Best Practice Research:

According to a report by Civic Enterprises, sponsored by the Gates Foundation, one of the main reasons why American youth drop out of school was due to the fact that instruction was not meaningful or relevant to their lives. The report goes on to say that of the youths who dropped out of school who were surveyed by Civic Enterprises, "a full 81% said that their chances of graduating would have improved if schools had provided opportunities for learning outside the school walls such as internships, service-learning projects, and other opportunities (Metz, The Science Teacher April-May 2007)." In addition, the Intercollegiate Studies Institute produced a study that was critical of the job of institutions of higher education in teaching their students about American history, politics, and economics. It is therefore imperative that high school inform and educate students in these areas. It was reported by the Carnegie-Knight Task Force that teachers are not bringing into their instruction discussion on current events and the news and the Task Force raised questions about the effect this situation would have on the status of civic education in America.

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>ealistic and <u>T</u>ime-Bound Goals)</i>
3.1	The percentage of eligible student voters enrolled in US/VA Government courses who register to vote will be between 95 and 100%
3.1	The percentage of students enrolled in US/VA Government courses who participate in a Mock Election will be between 95 and 100%.
3.1	The percentage of students enrolled in US/VA Government courses who volunteer for a minimum of 10 hours in a political campaign will meet or exceed 75% of the total number of students enrolled in US/VA Government.
3.1	The percentage of students enrolled in US/VA Government courses who complete a Bill of Rights project will be between 95 and 100% of the total number of students enrolled in US/VA Government.
3.2	The percentage of students enrolled in US/VA Government course who, as part of a service-learning project, volunteer 15 hours to community service will be between 95 and 100% of the total number of students enrolled in US/VA Government.
3.3	The percentage of all students enrolled in history and social science courses who participate in activities associated with the Constitution Day observance will be 100%.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student involvement in an awareness of the democratic process by providing educational and service learning opportunities for all students.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use 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. All students in US/VA Government classes will be given the opportunity to register to vote using volunteers from the local voter registration organizations. US/VA Government teachers will provide time and space in their classrooms to allow for voter registration of eligible student voters.	Walt Addie – US/VA Gov’t Team Leader, US/VA Gov’t teachers			X			US/VA Gov’t teachers will encourage eligible students to register to vote. Voter registrations will be counted and compared to enrollment numbers of eligible students in US/VA Government classes.
2. All students in US/VA Government classes will participate in an online Mock Election. Students will understand the issues surrounding elections, participate in the political debate brought on by the election, and cast a vote based on their knowledge of the candidates and issues.	US/VA Gov’t teachers			X			US/VA Gov’t teachers will assign a project using an on-line Mock Election site and will assess students’ participation, completion, and understanding of the election process.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student involvement in an awareness of the democratic process by providing educational and service learning opportunities for all students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use 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.	
3. All students in US/VA Government classes will complete a Campaign and Elections project. An option of the project will be for students to volunteer for a minimum of 10 hours in a local, state, or national campaign. Students who choose this option must write a 2 page reflective essay and hand-in a verifiable volunteer hours sheet. Another option will require students to research 12 local and state campaigns and write a paper that analyzes each of the campaigns.	US/VA Gov't teachers		X				US/VA Gov't teachers will assign the project and will verify volunteer hours. US/VA Gov't teachers will assess the papers for understanding of the campaign(s).
4. All students in US/VA Government classes will complete 15 hours of community service as part of the Westfield Civic Service Project. If students volunteered during the Campaign and Elections project, they may use the 10 hours required of that project towards the 15 hours required for this project. Students must submit a journal, reflective essay, or PowerPoint detailing their experiences in completing this service project.	US/VA Gov't teachers				X		US/VA Gov't teachers will assign the project and verify volunteer hours. US/VA Gov't teachers will assess the handed-in items for understanding of community service.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Increase student involvement in an awareness of the democratic process by providing educational and service learning opportunities for all students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
5. All students in a history or social science class will participate in Constitutional awareness and educational activities as mandated by the federal government as part of the Constitution Day holiday.	Walt Addie – US/VA Government Team Leader, Social Studies Department		X				Social Studies teachers will be given resources and/or activities to increase student awareness of the Constitution and the structure of government. Individual teachers will monitor the understanding of the Constitution through class discussion prompted by the Constitutional Day resources.
6. Class instruction in history and social science classes will include, periodically, discussion of current events and issues as part of the curriculum when possible or if relevant or topical to the students' lives	Social Studies Department		X	X	X	X	Individual teachers will attempt to include current events and issues into their instruction when necessary and/or possible. PLC team leaders will monitor teachers' inclusion of current events and issues by asking for examples of such inclusion during PLC team meetings.

RESULTS AND REFLECTION

A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics English</p> <p>Objective: 1.1.1 Through improved differentiation of English instruction and integration of literacy skills and higher order thinking skills student improvement in English will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percentage of AP Language students scoring at least 3 on the AP Lang exam increased from 75% to 77% • The writing SOL passing rate increased from 96.0 to 96.1 • The English Reading/Literature and Research SOL passing rate increased from 96.6% to 96.79% <p>No:</p> <ul style="list-style-type: none"> • The percentage of AP Literature students scoring at least 3 on the AP test decreased by 3 percentage points. 	<p>Supported:</p> <ul style="list-style-type: none"> • Systematic use of Professional Learning Communities • Effective collaboration among AP teachers • Use of common assessments • Analyzed results of pre/post test to target review and reteaching strategies • After school remediation assistance for targeted 11th grade students • Timed writings administered at all grade levels • Support of Special Education Students in teamed English classes <p>Inhibited:</p> <ul style="list-style-type: none"> • Increased enrollment of student taking AP Literature classes 	<ul style="list-style-type: none"> • Encourage increased participation of AP students in test preparation with AP teachers • Continue implementing Professional Learning Communities and common assessment • Continue analyzing pre/post test results to target review and re-teaching • Continue after school remediation assistance for targeted 11th grade students • Continue support of Special Education students in mainstreamed English classes

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics English as a Second Language</p> <p>Objective: 1.1.1 Through the improved differentiation of English instruction and integration of literacy skills and higher order thinking skills student improvement in ESOL will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • Performance indicator met 	<p>Supported:</p> <ul style="list-style-type: none"> • Use of differentiated instructional strategies to enhance reading and writing skills • Effective preparation and collaboration among ESOL teachers • Ongoing assessment of students' writing skills 	<ul style="list-style-type: none"> • Continue use of differentiated instructional strategies as delineated by work plans • Continue use of technology such as laptops in the classroom
<p align="center">Academics English Special Education</p> <p>Objective: 1.1.1 Through the improved differentiation of English instruction and integration of literacy skills and higher order thinking skills student improvement in Special Education will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percentage of Special Education students passing the English SOL Reading/Writing Test increased in writing to 81.2% and in reading to 79.5% 	<p>Supported:</p> <ul style="list-style-type: none"> • Effective teacher preparation • Remediation Programs • Collaboration among English content and Special Education teachers • Communication and collaboration with parents regarding student progress 	<ul style="list-style-type: none"> • Continue Saturday remediation programs • Encourage increase participation in "Academic Challenge" held on Thursdays • Continue to provide quarterly reading assessments in classroom to determine students' progress • Continue to communicate and collaborate with parents regarding student progress

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics Mathematics</p> <p>Objective: 1.1.2 Through the improved differentiation of Math instruction and integration of problem solving and higher order thinking skills student improvement in Math will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percent of students passing at proficient or advanced levels on the SOL End of Course tests in Algebra I, Geometry, and Algebra II combined increased from 89.6% to 92.7%. • The percent of students enrolled in AP mathematics courses scoring three or higher increased by 11%. <p>No:</p> <ul style="list-style-type: none"> • Enrollment of African Americans and Hispanic students in AP mathematics courses did not increase • Geometry SOL End of Course Scores for NCLB subgroups still remain an area of concern 	<p>Supported:</p> <ul style="list-style-type: none"> • Professional Learning communities and common assessments • Effective teacher preparation • Incorporated critical thinking questions in warm-ups and assessments • Utilization of Saturday BITS Tutoring Program and MNHS Peer Tutoring Program <p>Inhibitors:</p> <ul style="list-style-type: none"> • African America and Hispanic students’ perception of rigor of AP mathematic courses • Traditional teaching methods 	<ul style="list-style-type: none"> • Continue Professional Learning Communities and common assessment • Encourage increase participation in Saturday BITS and MNHS Peer Tutoring Program • Continue incorporating critical thinking activities • Early identification of minority students for AP mathematics courses • Partnering with minority parents to encourage increase participation of minority students in higher level mathematics courses

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics Science</p> <p>Objective: 1.1.3 Through the improved differentiation of Science instruction and integration of literacy and higher order thinking skills student improvement in Science will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • Student performance in all science areas was maintained • The percentage of Black students passing Science SOL tests increased from 72.9% to 75.3%. <p>No:</p> <ul style="list-style-type: none"> • NCLB subgroup performance in Chemistry is an area of concern The SOL pass rate in Chemistry among NCLB groups was 61%. • The percentage of Hispanic students passing Science SOL tests decreased from 77.5% to 74.48%. 	<p>Supported:</p> <ul style="list-style-type: none"> • Professional Learning Communities and common assessments • Focused reviews and redirected teaching • Smaller class sizes and additional support for Special Education students • Increased collaboration with self-contained teachers • Use of Bulldog Block time for remediation <p>Inhibitors:</p> <ul style="list-style-type: none"> • Under representation of NCLB groups in higher level mathematics classes • Traditional teaching methods appear to not meet needs of NCLB groups 	<ul style="list-style-type: none"> • Continue Professional Learning Communities and common assessment • Improved collaboration with Math, Special Education, Biology and Active Physic teachers • Increase use of differentiated instructional strategies • Continue use of Bulldog Block, Peer-tutoring, and Science Honor Society students

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics Social Studies</p> <p>Objective: 1.1.4 Through the improved differentiation of Social Studies instruction and integration of problem solving and higher order thinking skills student improvement in Social Studies will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percent of students passing World History II increased to 96%. • The percent of students passing US/VA History did not increase; however, the current pass rate was maintained. • The percentage of sophomores, juniors, and seniors enrolled and passing AP Social Studies was maintained. • The number of Special Education students in mainstream Social Studies classes increased. <p>No:</p> <ul style="list-style-type: none"> • The percent of students passing World History I decreased to 95.2%. 	<p>Supported:</p> <ul style="list-style-type: none"> • Professional Learning communities and common assessments • Improved literacy strategies implemented in all Social Studies lessons • Students’ participation in the AP Honors Institute • Implementation of the six-trait style of writing strategies • SOL remediation provided by Social Studies department • Support and collaboration with the Special Education Department 	<ul style="list-style-type: none"> • Continue Professional Learning Communities and common assessment • Continue use of literacy strategies in all Social Studies classes • SOL remediation via department • Continue collaboration with Special Education Department • Continue use of Bulldog Block • On-going recruitment of minority students in AP and honors courses

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics</p> <p align="center">Foreign Language</p> <p>Objective: 1.2 Through the improved differentiation of Foreign Language instruction and integration of literacy skills and higher order thinking skills student improvement in Foreign Language will increase.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percentage of minority students and students with disabilities enrolled in upper-level Foreign Language classes increased. • The percentage of teachers using technology to enhance student learning in Foreign Language increased by 5%. 	<p>Supported:</p> <ul style="list-style-type: none"> • Professional Learning communities and common assessments • Use of shared strategies to improve PALS test scores • Use of “Stevens Renaissance 2200 System” lab (A pilot program) 	<ul style="list-style-type: none"> • Continue Professional Learning Communities and common assessment • Continue use of after school assistance and use of Foreign Language Honor Society tutoring • Continue use of online resources to improve PALS test scores • Continue use of differentiated instruction

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Academics Performing Arts</p> <p>Objective: Performing Arts 1.3 - 1.4 To continue to improve student achievement through ever increasing performance and study of music, theatre and art that is culturally, ethnically and geographically diverse.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • Minority participation in Theatre Production increased. • Multi-cultural music selections performed by choral/instrumental students increased. • Music ensembles increased minority student participation. • Student art and classroom discussion on the influences of art of non-western cultures in contemporary and historical art increased. 	<p>Supported:</p> <ul style="list-style-type: none"> • Effective collaboration among Performing Art Teachers. • Performing Arts teachers increased awareness of cultural diversity. 	<ul style="list-style-type: none"> • Increased recruitment efforts of minority students in all areas of Performing Arts. • Continue to incorporate culturally diverse selections throughout Performing Arts.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Essential Life Skills CTE Department</p> <p>Objective: 2.7.1 90% of CTE students that prepare and sit for a CTE certification test will pass the certification test directly associated with their CTE course.</p>	<p>Yes:</p> <ul style="list-style-type: none"> • 88% pass rate of 230 CTE national certification tests taken 	<p>Supported:</p> <ul style="list-style-type: none"> • Systematic use of practice software and remediation • Effective collaboration among CTE teachers and test taking practices and procedures • After school remediation during computer lab hours <p>Inhibited:</p> <ul style="list-style-type: none"> • Significant changes in test materials for certification tests • New testing software that blocked efficient testing practices while significant trouble shooting and reorganization needed to be done 	<ul style="list-style-type: none"> • Encourage CTE student to continue to prepare for and to sit for national certification tests. • Continue to implement Professional Learning Communities to assist with testing practices and processes • Continue after-school assistance and remediation opportunities • Continue to analyze test results in planning review and remediation activities
<p align="center">Essential Life Skills CTE Department</p> <p>Objective: 2.7.2 CTE teachers will incorporate specific lessons that directly correlate to developing literacy skills, problem solving skills, critical thinking skills, positive work habits, and to practice ethical decisions. CTE course will monitor students' achievement and work to maintain a quarterly class average of 75% or higher on these practical life skill assignments</p>	<p>Yes:</p> <ul style="list-style-type: none"> • CTE grades related to WRS lessons and practical life skill assignments maintained at least a 75% class average 	<p>Supported:</p> <ul style="list-style-type: none"> • Use of WRS lessons as outlined by Virginia DOE • Professional Learning communities to share and support inclusion of WRS and practical life skill lessons 	<ul style="list-style-type: none"> • Continue to implement effective professional learning communities to share best practices for WRS lessons to include practical life skill lessons

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Essential Life Skills CTE Department</p> <p>Objective: 2.7.3 90% of CTE students that prepare and sit for a CTE certification test will pass the certification test directly associated with their CTE course.</p>	<p>Yes:</p> <ul style="list-style-type: none"> An online survey was conducted to gather feedback regarding best practices for WRS lessons and practical life skills 	<p>Supported:</p> <ul style="list-style-type: none"> Results were anonymous feedback regarding best practices for WRS and practical life skill lessons Overall, favorable feedback <p>Inhibited:</p> <ul style="list-style-type: none"> Time in regular lessons to integrate WRS and practical skills 	<ul style="list-style-type: none"> Continue to implement effective Professional Learning Communities to share best practices for WRS lessons to include practical life skill lessons Work to integrate WRS and practical skill lessons into curriculum framework

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Essential Life Skills Health and Physical Education</p> <p>Objective: 2.8 Teachers will assist students in developing healthy and safe life choices through Health, Physical Education, and Driver Education classes</p>	<p>Yes:</p> <ul style="list-style-type: none"> • The percentage of students passing HPE9 exceeded 2006-2007 percentage of 90% to 98% • The percentage of students passing and certifying in CPR exceeded 2006-2007 percentage from 80% to 89% • The percentage of students passing HPE 10 exceeded 2006-2007 percentage of 90% to 98% • The percentage of students that tested in the Virginia wellness test seems to have exceeded the 2006-2007 percentage of 87%; however, final numbers have not been received from the VA DOE • The average percentage of students passing each VA wellness test seems to have exceeded the 2006-2007 percentage of 63%; however, final numbers have not been received from the VA DOE 	<p>Supported:</p> <ul style="list-style-type: none"> • Continual encouragement of student involvement in lifetime activities • Systematic use of team meetings, common assessment, and other Professional Learning Communities strategies • Increase staff wellness as role models for healthy choices • Provide opportunities for remediation a minimum of 3 days each week • Increase student knowledge of heart rate monitoring and its effectiveness during exercise • Utilize Blackboard as a strong communication tool • Promote inclusion of all students in the activities offered during the physical education program 	<p>Implications for ongoing improvement efforts</p> <ul style="list-style-type: none"> • Encourage increased participation of all students in activities in and out of school setting • Further implementation of Professional Learning Communities, especially meeting for instructional dialogue to improve instruction • Continue after-school remediation as well as remediation during the school day • Continue to encourage the use of heart rate monitors in all classes during cardiovascular exercise activities

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p data-bbox="195 175 474 277">Responsibility to the Community Social Studies</p> <p data-bbox="128 321 537 570">Objective 3.1, 3.2, 3.3 Increase student involvement in and awareness of the democratic process by providing educational and service learning opportunities for all leaders</p>	<p data-bbox="569 175 632 204">Yes:</p> <ul data-bbox="615 215 953 1531" style="list-style-type: none"> <li data-bbox="615 215 953 427">• The percentage of students enrolled in US/VA Government courses who participate in a mock election increased <li data-bbox="615 435 953 833">• The percentage of students enrolled in US/VA Government courses who volunteered for a minimum of 10 hours in a political campaign exceeded 75% of the total number of students enrolled in US/VA Government <li data-bbox="615 841 953 1239">• The percentage of students enrolled in US/VA Government courses who completed a Bill of Rights project was between 95% and 100% of the total number of students enrolled in US/VA Government <li data-bbox="615 1247 953 1531">• The percentage of students enrolled in US/VA Government course, who as part of a service learning project volunteered 15 hours to the community increased 	<ul data-bbox="1035 175 1503 1101" style="list-style-type: none"> <li data-bbox="1035 175 1503 354">• Increased number of eligible students given an opportunity to register to vote using volunteers from local voter registration organizations <li data-bbox="1035 402 1503 467">• Students participated in Online Mock Elections <li data-bbox="1035 516 1503 613">• All students in US/VA Government classes completed a campaign and election project <li data-bbox="1035 662 1503 800">• All US/VA Government students completed 15 hours of community service as part of Westfield Civic Service Project <li data-bbox="1035 849 1503 1027">• All students in a history or social science class participated in a Constitutional Awareness Activity as part of Constitution Day <li data-bbox="1035 1068 1503 1101">• Effective teacher preparation 	<ul data-bbox="1591 175 1948 1060" style="list-style-type: none"> <li data-bbox="1591 175 1948 280">• Continue to encourage eligible students to register to vote <li data-bbox="1591 329 1948 427">• Continue to allow students to participate in Mock Elections Online <li data-bbox="1591 475 1948 654">• Continue to require all US/VA Government students to complete a campaign and election project <li data-bbox="1591 703 1948 914">• Continue to require all US/VA Government students to complete 15 hours of community service as part of a civic service project <li data-bbox="1591 963 1948 1060">• Continue to implement Professional Learning Communities

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community Social Studies</p> <p>Objective 3.2 Administrators and teachers will seek to promote a learning environment where all students are respected participants in the school community and engaged in the learning process.</p>	<p>Yes:</p> <ul style="list-style-type: none"> The suspension rate of recidivist students declined from 2% to 1% 	<ul style="list-style-type: none"> Use of Principal’s Cabinet afterschool mentoring/tutoring program Use of Project Pass to weekly monitor the academic progress of the ninth grade students Use of Bulldog Block time for remediation Effective collaboration among administrative team, teachers, and counselors Use of weekly attendance meetings Use of the Alliance of Concern Men Mentoring progress for indentified male students Use of Bulldog Buddies Mentoring Program for identified 9th grade students 	<ul style="list-style-type: none"> Continue Principal’s Cabinet After -School Mentoring/Tutoring Program Continue Alliance of Concern Men Mentoring Program Continue use of Bulldog Block Continue collaboration among administrative team, teachers, and counselors Continue weekly attendance meetings Continue use of Bulldog Buddies Mentoring Program for identified 9th grade students