

Making the Student Achievement Goals Happen:

Business and Community Advisory Council
October 30, 2007



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Strategic Goal 1: Academics

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

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Peter Noonan, Assistant Superintendent
for Instructional Services

Student Achievement Goal I: Academics

Aspirational Goals

Students will:

- 1.1 Achieve to their full potential in core disciplines.
- 1.2 Communicate in at least two languages.
- 1.3 Explore, understand and value the fine and practical arts.
- 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5 Effectively use technology to access, communicate and apply knowledge and to foster creativity.



Goal 1: Academics

20 Projects to be Completed

1. Establish long-term performance expectations for students in ELA, Math, Science, Social Studies, Foreign Language, CTE and Fine Arts
2. Improve teacher access to best practices in curriculum and instruction in the four core content areas
3. Improve access to electronic instructional and assessment resources
4. Develop and implement K-12 strategies to improve graduate rate through regular high school, alternative high school and adult completion programs

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Goal 1: Academics

5. Develop school-based intervention strategies for all students in all content areas for students who are not mastering content
6. Develop an implementation and funding plan to provide intervention and support to low-performing schools
7. Increase enrollment in Algebra I by the end of grade 8
8. Develop a mathematics reasoning assessment for students below grade 3

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9. Develop and implement an Economic Literacy program at the middle and high school levels
10. Develop and implement a research project for students in grade 7 that will show student mastery of the desired technology skills
11. Develop and implement K-12 foreign language programs to ensure that students can communicate in at least two languages
12. Develop an assessment of student understanding and appreciation of the Fine Arts

Goal 1: Academics

13. Increase student participation CTE courses and performance on industry credentialing measures
14. Develop and implement a Global Awareness Project for students in grade 5
15. Implement practices in advanced academic courses to maximize student strengths and increase student participation
16. Develop and implement a grading and reporting system that effectively uses technology, reflects future practices and content, aligns with the strategic goals for students, and is meaningful to parents and families

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Goal 1: Academics

17. To create opportunities for teachers to develop and share their talents in leadership positions that promote the division's mission to inspire, enable, and empower students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship
18. Identify best practices for scheduling the elementary school day, optimizing student learning in the core content areas, the arts and foreign language programs
19. To design a high school curriculum that includes strategic location of, and access to, specialized programs, including career and technical education opportunities and dual enrollment options for high school and college credit.

Goal 1: Academics

20. Develop a web-based application for capturing and displaying instructional program information and generating continuous improvement reports on each instructional program identified in the Operational Expectation: Instructional Program and Treatment of Students.

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Student Achievement Goal I: Academics

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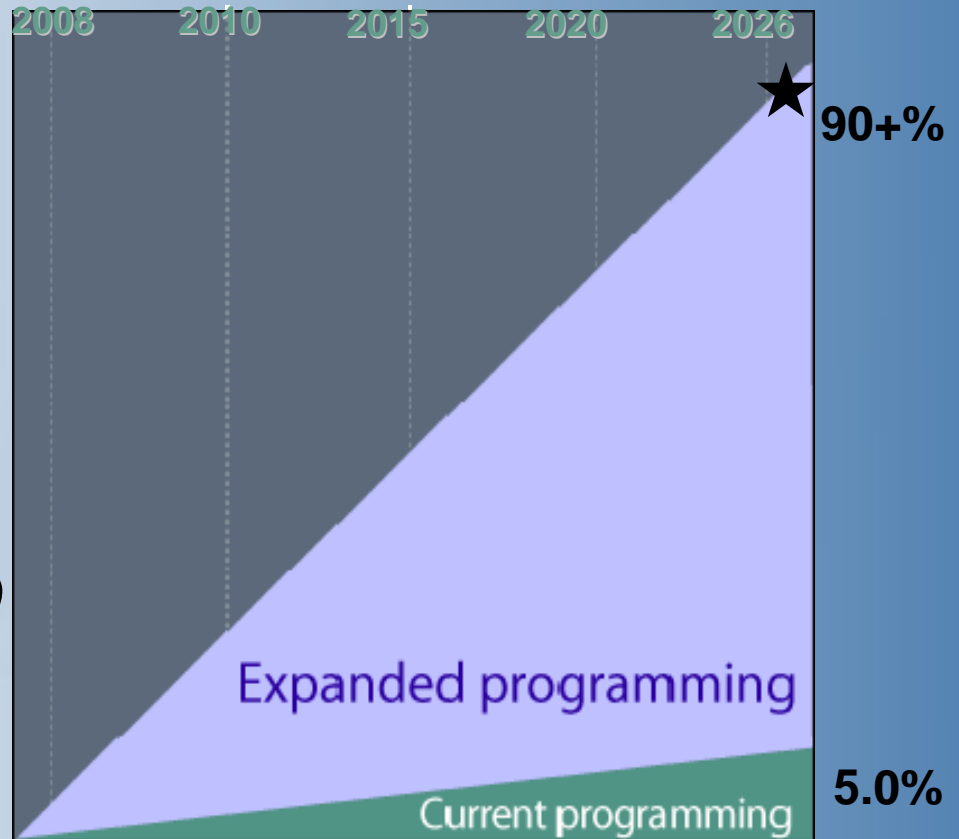
Foreign Language Instruction: *Access & Performance Expectations*

MEASURE:

Percent of graduates who have been enrolled in foreign language instruction since Grade 1

(Reflects approximate increases in FLES implementation & resulting program enrollment growth)

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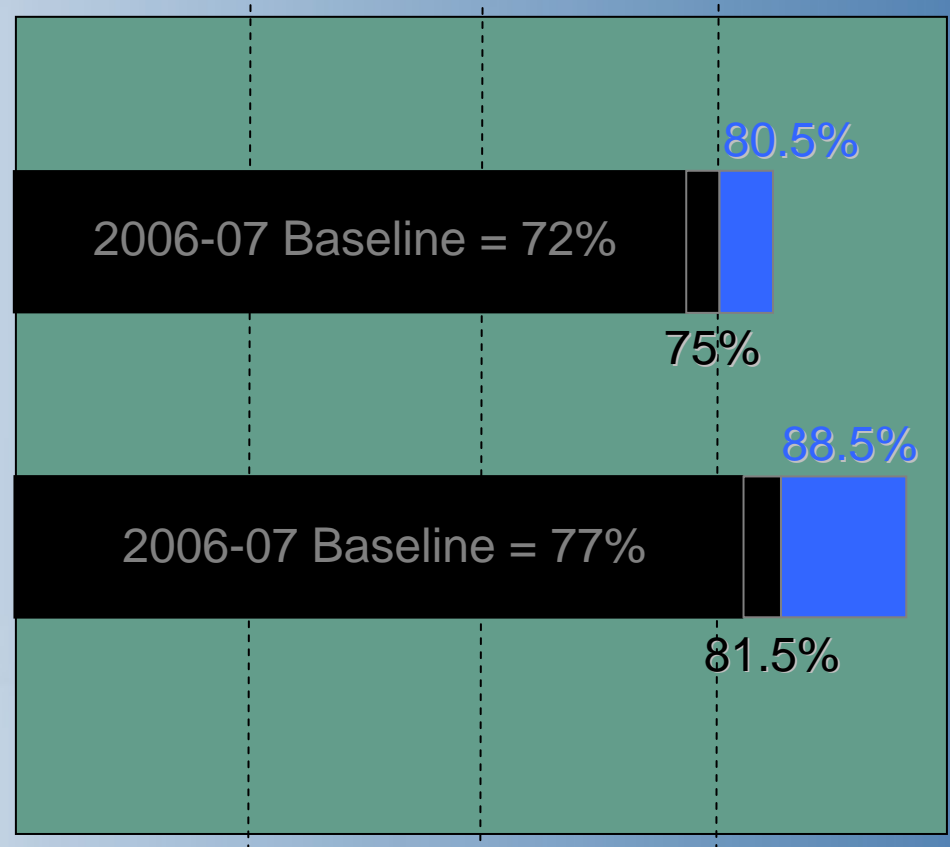


(Interim) Performance Measures:
Student Study of Foreign Languages

- ***Grade 6 Passage:***
- Percent of Grade 6 students who attain “Junior Intermediate Low” or higher on the LISA (immersion) or on the APPELL (FLES)
- ***Grade 8 Passage:***
- Percent of Grade 7/8 students enrolled in Level 1 foreign language who attain a “Novice Low” or higher on the PALS

2010-2011 and 2014-2015 Performance Expectations:
Student Study of Foreign Languages

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Percent of Grade 7/8 students enrolled in Level 1 foreign language who attain a “Novice Low” or higher on the PALS

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Performance Measures: *Students Receiving ESOL Services*

- Percent of LEP students who advance 2 or more levels within 3 years, based on FCPS calculations of *individual* performance on State-approved English proficiency assessments
- Percent of LEP students who exit ESOL services within 4 years, based on FCPS calculations of *individual* performance on State-approved English proficiency assessments

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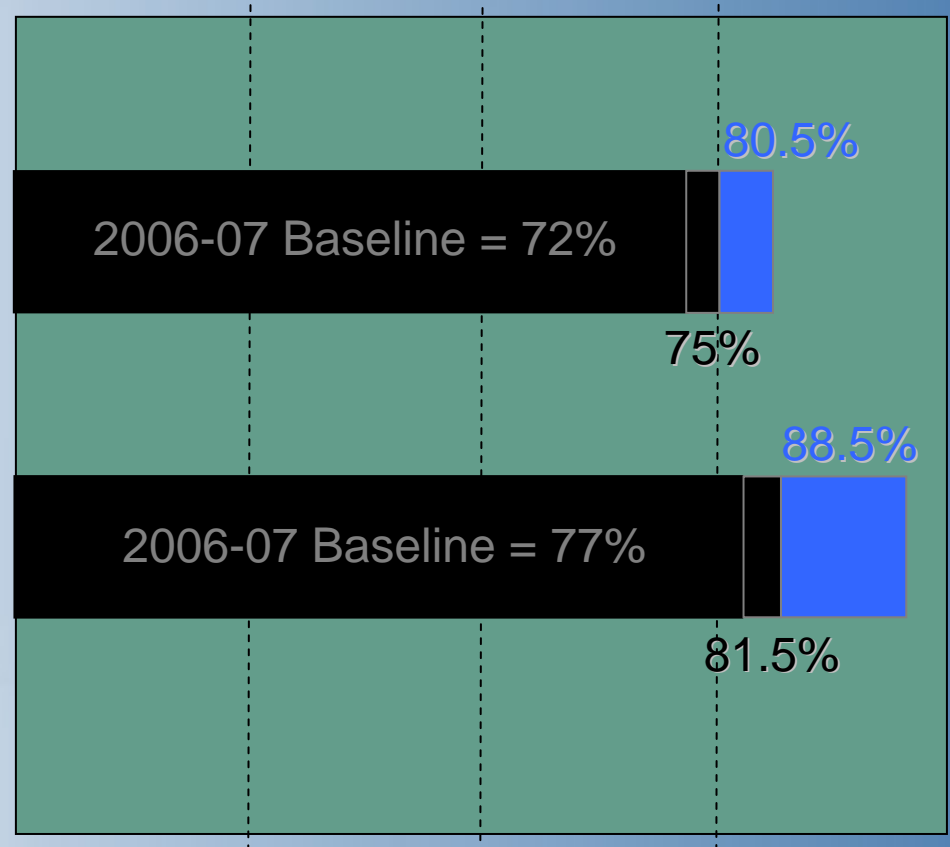
Percent of LEP students who exit ESOL services within 4 years, based on FCPS calculations of *individual* performance on State-approved English proficiency assessments

		2006-07 Baseline TBD	90% Aspirational Goal
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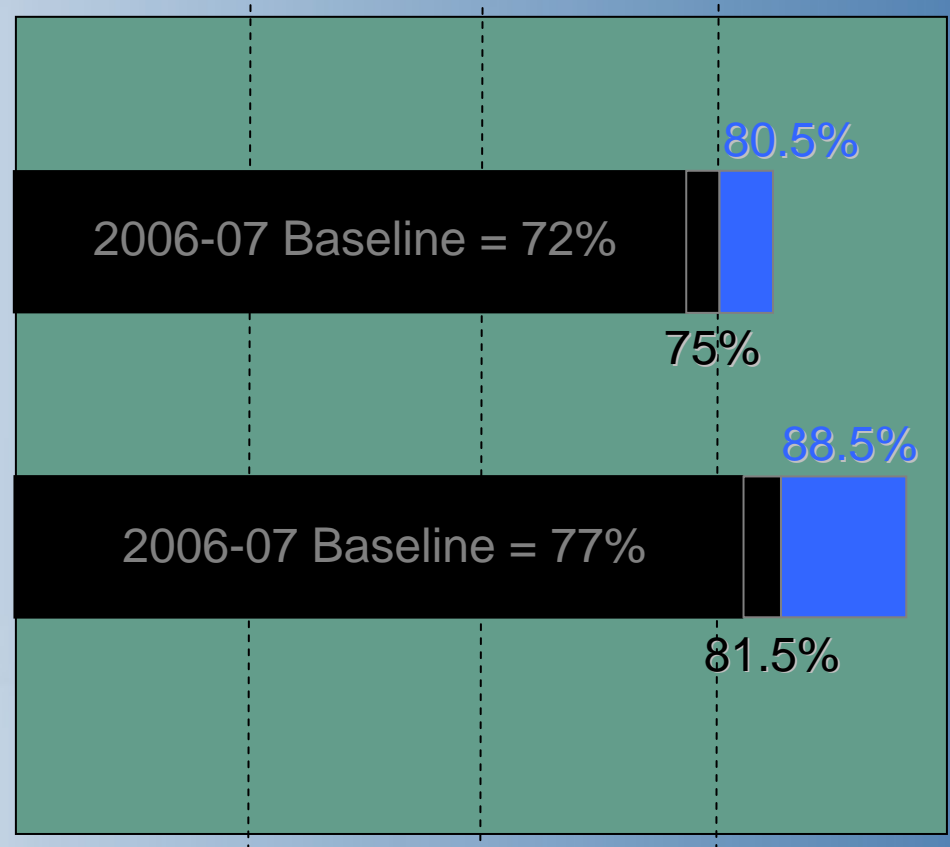
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Strategic Goal 2: Essential Life Skills

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

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Alice Farling, Assistant Superintendent
for Special Services



Goal 2: Essential Life Skills

1. Establish and implement a system-wide character education program that includes school board sub-goals that includes honesty, integrity, and responsibility for actions, respect for people and authority, empathy and the other traits outlined in the School Board's goals.
2. Develop and implement a project in grade 7 that demonstrates stewardship of the environment
3. Provide training and monitoring for a positive behavior approach in all schools with articulation within each pyramid

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Goal 2: Essential Life Skills

4. Integrate group process skills into the curriculum at appropriate developmental levels; and provide students with opportunities to demonstrate these skills
5. Expand peer mediation and conflict resolution skills to all schools K-12, with articulation within each pyramid
6. Integrate problem-solving, critical thinking skills, work habits, work ethics and time management into K-12 projects and curriculum
7. Identify, define and integrate into the curriculum the knowledge and skills necessary for students to make safe and healthy choices throughout their lives.

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Goal 2: Essential Life Skills

8. Integrate strategies into the K-12 curriculum that teach students how to develop goals, measure progress and reflect on their accomplishments
9. Develop and implement survey to collect student perceptions of their behavior relating to essential life skills and citizenship.

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Student Achievement Goal 3

All students will understand and model the important attributes that people must have to contribute to an effective and productive community.

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***Phyllis Pajardo, Cluster II
Assistant Superintendent***



Goal 3: Responsibility to the Community

1. Develop guidelines and opportunities for service learning at each passage level (elementary, middle and high school)
2. Develop and implement an individual student learning plan that employs annual goal-setting in order to prepare students for success
3. Establish student government organizations in each school that model the democratic system; extend student forums for students to identify and debate relevant issues; provide opportunities that link students to operations of local, state and federal government
4. Establish a proactive support mechanism in every school to assist students who are experiencing difficulties with life's challenges and to develop the resilience and self-confidence necessary to make healthy and safe life choices.

Aligning the Work in the Schools with the Student Achievement Goals



FCPS School Improvement Planning Process “Continuous Improvement”



Highlights of New SIP Process and Template

- Provides framework for greater school autonomy and responsibility
- Requires schools to formulate at least one objective for each Student Achievement Goal
- Requires the use of in-process measures (*evidence of progress*) to facilitate monitoring of strategies
- Schools complete new plan by **November 1, 2007**
(Beginning in 2008-09 the plan is due October 1)

Components of the School Improvement Plan

- Committee Members (including parents and the community)
- Vision and Mission Statements and Core Values/Beliefs
- Special Programs
- Student Achievement Goals
- School Improvement Plan Objectives
- Rationale
 - Data Sources
 - Knowledge of Programmatic/Instructional Strengths
 - Best Practice Research
- Performance Indicators
- Work Plan
- Results and Reflection

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Goal #1: Academics

- Rationale
- Objective 1: To improve SOL test scores for Students with Disabilities for all SOL courses.
- Objective 2: To improve writing skills as applicable across the curriculum.
- Performance Indicators
- Work Plan Strategies

Goal #2: Essential Life Skills

- Rationale
- Objective: To implement programs that lead students to make responsible and ethical decisions
- Performance Indicators (Tardies, Students with 4 or more Fs, Honor Code)
- Work Plan Strategies (Subschool design, 9th grade Life Skills Seminar, New Tardy Warning Bell, AIT – Whole Student Approach to At-risk students, Revisit and revise FHS Honor Code)

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Goal #3: Responsibility to the Community

- Rationale
- Objective: Faculty and Staff will develop and implement service learning opportunities.
- Performance Indicators (100% participation in SIV; 100% Voter Registration, Club service project initiatives)
- Work Plan Strategies: (Rebel Reader Program, In-house voter registration program, Raised SIV profile in government curriculum; Leverage school community activity program, Initiation of Rebel Gold Card program)