

**Fairfax County Public Schools**

**School Improvement Plan  
2011-2012**

**West Springfield High School**

**Cluster VI**



**Paul Wardinski, 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
Paul Wardinski	Principal	Miller, Liz	Teacher, Special Education
Jennifer Knox	SIP Chair, Assistant Principal	Percoco, Jim	Teacher, Social Studies
Becky Brandt	Assistant Principal	Peterson, Karen	Assessment Coach
Jennifer Ferrara	Director of Student Services	Schubring, Rosie	Teacher, ESOL
Andy Muir	Director of Student Activities	Shiffer, Amy	Teacher, HPE
Valerie Winter	Assistant Principal	Smith, Emily	Teacher, Biology
Akingbola, Liz	Teacher, Social Studies	Sokolove, Katy	Counselor
Beach, Jenn	Teacher and Chair, English	Sticker, Tami	Teacher, Special Education
Biddison, JT	Teacher, Special Education	Toothaker, Matt	Teacher, Special Education
Edwards, Mary	Teacher, Special Education	Zemble, Barb	Chair, Special Education
Eligman, Robert	Teacher, Physics	Michael Ann Beissner	Parent
Fawsett, Betsy	Teacher, CTE & Leadership	Chroman, Laura	Parent
Fox, Kathleen	Teacher and Chair, ESOL	Clark, Christine	Parent
Gellner, Jamie	Teacher, English	Hale, Carole	Parent
Greata, Kevin	Teacher and Chair, Math	Joanne Strickland	Parent
Hamilton, Craig	Teacher and Chair, HPE		
Harriman, Marilyn	Teacher, English		
Herzog, Maren	Teacher, ESOL and French		
Hurlburt, Hannah	Career Center Specialist		
Johnson, TJ	Teacher, Special Education		
Keith, Kerry	Teacher, English		
Kevit, Dru	Teacher, Special Education		
Lampazzi, Susan	Teacher, Spanish		
Martin, Deborah	Teacher, Marketing		
Meriwether, Kathy	Teacher, ESOL		

# 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

The faculty, staff, parents, and students of the WSHS community endeavor to create a learning environment conducive to the development of responsible members of society who are prepared to meet the challenges of the 21<sup>st</sup> century. The WSHS community encourages a multi-cultural world view that promotes inclusiveness and tolerance, and motivates students to prepare for life in a diverse world. Finally, the WSHS community seeks to advance achievement and life-long learning for all of its students, not only in core academic subjects, but also in areas of artistic appreciation, civic and historical awareness, environmental sensitivity, and ethical, social and emotional growth.

## SCHOOL—MISSION STATEMENT

The WSHS community is committed to providing opportunities to learn for all students. We emphasize academic achievement, yet acknowledge the importance of a broad spectrum of learning experiences. As a learning community, we strive for excellence in all accomplishments. These are the cornerstones of our school culture as we aim to develop responsible citizens who will contribute successfully to an ever-changing world.

## SCHOOL—CORE VALUES/BELIEFS

- Intellectual Curiosity and Academic Excellence
- Fairness, Honesty, Integrity, and Responsibility
- Accountability
- Good Citizenship in Action
- Creativity
- Wellness

## SCHOOL—VALUES & COMMITMENT STATEMENTS

At West Springfield High School, as professional educators, **we commit to** actively engaging in learning with our colleagues to develop a high-functioning professional learning community. We model:

- **a welcoming, supportive, inclusive, and collaborative environment:**
  - We maintain a physical environment that includes clean facilities and grounds and also benches, parks, and courtyards.
  - We use Spartan Time, PBIS lessons, maps, signage, and plasma screens to provide direction, communicate our school's mission, and share information.
  - We effectively communicate within our community through the use of a weekly Keep in Touch message, a maintained website with a complete master calendar, and quick responses to e-mail, parent workshops, and telephone messages
  - We support our students academically by providing access to embedded student time (Spartan Time) as well as after school help and tutoring, open computer labs, and AP boost camps.
  - We support each other by encouraging civic work and healthy lifestyles (Wellness Committee, faculty flu shots, hosting Relay for Life).
  - We support new teachers and students by providing coaches and mentors for new teachers and structuring transition activities for students who are new to our school.

- We regularly plan together as content teams and as departments.
- We regularly plan together as team teachers, content teams, and as departments.
- We meet the needs of our special education students through access to GET IEP and collaboration as team teachers.
- We have regularly scheduled collaborative meetings with multiple stakeholders (SGA, multiple Parent/Community Groups, business partnerships, SOAR, Student Advisory, Faculty Advisory, etc).
- We share materials, applications, and data (IEPs, common assessment data, SOL scores, lesson plans, etc.) on our network drives.
- We meet the needs of our special education students through access to GET IEP and collaboration as team teachers.
- We value student learning and optimize the school schedule so that the maximum of students' time is spent in instruction.
- We embrace our diverse community by providing opportunities such as our minority parent groups and our YOUNity club.
- **the sharing of ideas, resources, data, challenges and expertise with a goal of improving learning for all our students:**
  - We regularly meet as content teams, with collaboratively developed agendas and a clear set of norms, to create common assessments and share resources and data to raise student achievement.
  - We use in-house experts to design professional development specifically geared toward building success for each student.
  - We use 24/7 Blackboard, shared drives, and e-mail to facilitate sharing and collaboration.
  - We track our top 25 at-risk students at each grade level and monitor our D/F ratios and involve a wide range of personnel to create tiered interventions for our students (Spartan Time, parent-teacher conferences, special education staffing meetings, targeted SOL remediation, IEP's, 504 plans, AP workshops, etc.)
  - We consult with and include parent liaisons and itinerant and support personnel (ESOL itinerant teachers, ATS representative, ETR, etc.) in conferences and planning meetings toward building success for each student.
  - We use OneNote to facilitate collaboration among members of various teams (admin team, curriculum teams, instructional council, etc.)
- **the use of current data to clarify needs and develop short/long range plans for continuous improvement based on best practice.**
  - We survey our students, parents, and staff to guide our continuous improvement.
  - Our content teams analyze the results of common assessment data and use that information to enrich and remediate, to strengthen lesson delivery, and to plan next steps in instruction.
  - Our content teams use item analysis through Opscan, SOL tests, Turning Point student response systems, teacher-designed instruction, and eCart to identify specific areas where students struggle.
  - Student services department conducts an annual needs assessment to address the social emotional needs in order to support instruction.
  - We use D/F lists and interim/quarter grades to identify our failing students and schedule mandatory Spartan Time sessions for them, intervening at increasing levels based on close monitoring.
- **the embodiment of "Good Citizenship in Action" - honesty, integrity, and responsibility in our professional relationships.**
  - WSHS participates responsibly as a member of the greater West Springfield Community (Kristi's Christmas, Pyramid Partnership, School Beautification Day).
  - Students participate in community service and service learning (Senior Capstone Project, Honor Society service hours, Spartan Service Learning, Buddies Club).
  - We support, practice, and enforce the PBIS touchstone "Spartans Do Your P.A.R.T." (prepared, accountable, respectful, and truthful).

## SPECIAL PROGRAMS

**Spartan Time:** Spartan Time is time allotted during the school day for our students to work with teachers in a variety of ways. It provides opportunities for differentiation, remediation and enrichment during the school day. Through the effective use of Spartan Time, students are able to work closely with teachers, collaborate with their peers, and use time to make up work as necessary.

**Academic Intervention Programs:** West Springfield High School is committed to building success for all students, and we offer a wide variety of intervention/remediation programs to build skills. English and Math run after-school SOL remediation sessions beginning in 2<sup>nd</sup> quarter and continuing weekly throughout the year. Additionally, West Springfield High School uses comprehensive scheduling of individual students needing specific remediation during our dedicated Spartan Time each week to provide direct intervention to struggling students. One program highlights for West Springfield High School is our AP Boost Camp.

**AP Boost Camp:** is designed to assist those students who are taking their first AP course in high school. Students are provided the necessary skills to be successful in their AP courses: reading, note-taking, time management, stress management, organization, and study techniques are focus areas.

**Beautification Day(s):** We designate two Saturdays, one in the fall and one in the spring, for the school community to come together in our efforts to improve the appearance of our grounds by mulching, planting, pruning, and removing debris and litter.

**Common Planning for Curriculum Teams and Team Teachers:** While all curriculum teams are engaged in common planning, many of our teams and departments share a common planning period- time built into the school day for teachers to collaborate. Departments with a common planning period are Social Studies, Math, and English. Science and World Languages share common planning by subject, other departments and curriculum teams meet on select Mondays, and general education and special education teams share common planning periods.

**Advanced Placement:** West Springfield High School has an extensive Advanced Placement Program. This year 22 courses are being taken by 872 students, with an expected 1803 total AP tests to be administered in the spring. Although this year's numbers are very close to those of last year, over the previous two years, we increased the number of students enrolled in one or more AP courses from 610 to 860, and increase of 29%, and we have increased the number of AP tests administered from 1256 to 1835, an increase of 32%.

**Technology Integration:** WSHS faculty makes extensive use of technology to support classroom instructional programs, including but not limited to LCD projectors, Smartboards, Turning Point student response systems, Interwrite pads, and Synchroneyes software. In addition, our faculty and staff use technology to facilitate instructional collaboration and meaningful analysis of student achievement data to inform instruction. Multiple stationary computer labs are supplemented by 21 wireless mobile labs and the dedicated language lab. The faculty and staff have use of video conferencing equipment to support instruction. Communication resources include the WSHS website, FCPS supported student email, 24-7, and "Enouncements" from the School Counseling Staff.

**World Language Instruction:** WSHS offers six foreign languages, including Spanish (with Spanish for Fluent Speakers), French, German, Latin, Japanese and American Sign Language.

**German Exchange Program:** WSHS engages in a cultural exchange with the Heisenberg Gymnasium from Dortmund, Germany. From 2001 to the present, eight to twelve German students visit for approximately two weeks each October and spend their time living with host families, attending classes at WSHS, and visiting the DC areas in general. The German exchange program is sponsored by both high schools and the German American Partnership Program.

**Technology Education:** WSHS offers a nationally recognized Technology Education program with fifteen unique courses that provide an opportunity for students to learn about processes and knowledge related to technology. Courses dealing with Engineering, Architecture and Electronics prepare students interested in similar advanced education fields and career paths. Advanced technologies such as a 3D printer, laser engraver and CNC Mills are used by students to enhance learning.

**Family and Consumer Science (FACS):** High school students may wonder why they need to learn math, science, history, language, and English. WSHS FACS Department offers 3 “hands on” experiential courses where students have an opportunity to showcase all that they learn from your “core” classes. FACS offers Child Development, Early Childhood Careers, and Gourmet & International Foods.

**Marketing:** WSHS Marketing program serves grades 9-12 and is known for the following: state recognized and award-winning DECA chapter with over 350 members, 80% of advanced students are course completers and have earned the CTE Diploma Seal, Certification Testing is available in areas of Customer Service and OSHA, and curricular activities include a wide variety of field trips, professional guest speakers, technology software programs, and co-op internships.

**Industry Certifications:** The Business Department is a Certified Testing Center for the Microsoft Certification Test (MOUS Test). This enables qualified students to become “Microsoft Certified” before they enter college. Students in Early Childhood Care are also eligible for the National Occupational Competency Test (NOCTI). This test enables students to receive student-selected verified credit and a CTE seal on their high school diploma.

**Applied History:** The Applied History course provides interested students with a first semester rigorous classroom examination of themes and concepts in historical scholarship including the consideration of public memory as well as historiography (the study of the study of history) and an examination of the craft of the historian and society. An emphasis is placed on public history. In the second semester students receive early release time in order to complete a 100 hour internship at historic sites, house museums, and public history institutions in the Washington, D.C. area.

**Honor Societies:** Sixteen honor societies operate within WSHS. Many of those offer tutorial programs that enable students who are accomplished in a particular discipline to fulfill community service requirements by assisting other students who are struggling in the same subject area.

**Special Education:** A full array of Special Education services is available, including but not limited for students with Learning Disabilities, Emotional Disabilities, Other Health Impairment, Intellectual Disabilities/Intellectual Disabilities Severe, Speech/Language Impairments and Autism. A full range of itinerant services are also available based on students needs.

**Student Services:** The WSHS Department of Student Services offers numerous student enrichment seminars each year. Seminars selections are determined though student responses to a yearly needs assessment which was implemented beginning in 2008 as part of the department’s

accountability driven program. Seminars which remain stable are the Peer Mediation, College Partnership and First Generation College programs.

**RAMP:** WSHS is a Recognized American School Counselor Association Model Program (RAMP) School. The RAMP designation is awarded to schools that align with the criteria set in the ASCA National Model, recognizes schools that are committed to delivering a comprehensive, data-driven school counseling program and an exemplary education environment.

**Career Center:** The WSHS Career Center program is an extensively developed program that is integrated and immersed into the school counseling program. Our students have access to the Career Center Specialist and Naviance College Success program as they pursue career development, track their four year academic and college search process.

**Vertical Articulation:** A growing array of vertical teaming is in place across both curriculum and student services and social-emotional planning, including articulation with Irving Middle School in Band, Art, World Languages, Special Education, School Counseling, and Assistant Principals.

**Student Activities:** WSHS offers a full array of co-curricular and extra-curricular activities to our students. This includes a very large and flourishing Fine and Performing Arts program and plenty of opportunities for co-curricular activities such as DECA and FBLA.

**Parent Involvement:** The work of the faculty and staff is supported by the WSHS Parent Teacher Student Association (PTSA), Spartan Booster Club, and a variety of program specific booster organizations, a Concerned Parents Group, the Parent Support Network and two Parent Liaisons (Spanish and Korean).

**Facilities:** WSHS enjoys unique facilities including a planetarium, turf field, state-of-the-art professional track, Japanese garden, Memorial Garden, electronic sign, international certified athletic track, and one of the largest capacity auditoriums in the county.

**Senior Capstone Project:** Conceived originally as TLDG project, the Senior Capstone Project is now embedded into the academic and service learning culture at West Springfield High School. All seniors participate in this project, which unites both English and Social Studies curriculum requirements into a student owned service learning project.

**Writing Center:** The West Springfield Writing Center is a place where students improve their writing skills by conferencing with trained peer tutors. Students can bring writing assignments from any of their classes, resumes, college applications, or other types of writing. Eighteen students were selected for their strong writing and interpersonal skills and are provided specialized training that will allow them *to improve the writer* through questioning, active listening, responding as a reader, and modeling effective writing practices.

**Spartan Service Learning:** We have embedded four service learning lessons into our school year in order to provide structure and opportunity for all our students, grades 9-12, to participate in service learning opportunities.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

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

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <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 type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |
- 
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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Using a variety of formative and summative assessments, English, math, and ESOL collaborative teams will examine data on student progress to drive curriculum and adapt instruction for all students in order to raise the bar and to provide systematic, tiered intervention strategies for struggling students to close the achievement gap.

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

Data Sources:

- SOL end-of-course test results
- D/F ratios, by quarter and end-of-year
- Interim and quarterly grades
- Final course grades
- Attendance data
- Attendance data in remediation sessions
- Discipline referral data
- Middle school SOL and VGLA scores
- Formative assessments
- WIDA test results

While all subjects and subgroups are passing SOL end-of-course tests, the increasing pass rates of NCLB emphasize and demand an unwavering commitment to improving student learning. Specific subgroups need improvement in nearly all core areas, and while we have done some work to close the achievement gap, our work is far from complete. Other school data, such as D/F rates, quarterly grades, common assessments results, indicate both general and specific areas of focus for increasing student learning and achievement.

#### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We believe increasing our understanding of and use of balanced yet comprehensive assessments, with a particular emphasis on formative assessments, will increase our overall student achievement when the time comes for high-stakes summative assessments such as the SOL or AP tests. Once we have improved our ability to pinpoint specifically what students have and have not mastered, we will be able to communicate this information to our students well before the “final” assessment and assist them with targeted interventions. As a result, both teachers and students will be able to direct learning more precisely to improve each individual’s achievement. Because so many of our standardized test results are very high, our focus on specific needs by student, within subgroups, will help us raise the bar of academic achievement for all but also close achievement gaps where they do exist.

SOL scores have increased across all subjects and all subgroups over the last eight years, despite annual dips here and there. Our Assessment Coach provides departments and curriculum teams with detailed analyses of test results and meets with teams of teachers to discuss team goals, strategize areas in need of improvement, and interpret the data more precisely and accurately.

We understand, however, that the usefulness of SOL test results from prior years has limitations. To supplement end-of-course testing data, WSHS curriculum teams have embedded the use of common assessments into their practice. While the emphasis had previously been on summative assessments such as quarter tests and exams, our teachers currently include more frequent and more varied formative assessments as well. This allows us to become more intentional and strategic about the ways we adapt our instruction and intervene with struggling students. We look to grow in our capacity to analyze results and then use those results to modify our instruction and provide a series of tiered interventions for those students most at risk. In this way, the intensity of our support directly corresponds to the demonstrated need, ensuring a continuum of available resources for our students.

Our faculty has proven adept at embracing and integrating technology into our instruction: we are county leaders in our use of 24/7 as an instructional tool, and we consistently use student response systems such as Turning Point. Our faculty utilizes the power of technology to harness formative assessment data. We continue to increase our focus on eCart/Horizon use at our local school level as well as online resources for remediation and enrichment. We seek ways to maximize the use of our technological resources while increasing our knowledge and skill through ongoing staff development.

Moreover, our strengths include a strong commitment to student learning, varied instruction aligned to SOLs and the FCPS program of studies, appropriate pacing of instruction, and dedicated teachers who make themselves available after school to help struggling students. Our embedded student time, Spartan Time, while still evolving, is a strong part of our school culture and allows teachers and students to come together during the school day to further increase student learning. Collecting rich formative assessment data to identify weaknesses, by name and by need, paired with our growing understanding about how to use that data, will help us maximize

the potential of the Spartan Time we have embedded in our school day and will also lead us toward strengthening our academic “pyramid of interventions.”

Our emphasis for this school year is on increasing our understanding of Responsive Instruction as well as the use of Horizon for interpretation of, and action based on the data gathered from all assessments, but particularly formative ones, and on empowering our PLC teams with expanded formative assessment support. Our long-term emphasis rests on what we eventually are able to do with the data gathered and how we incorporate the implications of our data results into our instructional cycle.

#### Best Practice Research:

Significant current research guides our emphasis on formative assessments and timely intervention as a key to improving student learning. Best practice research based on the work of Robert Marzano (2003) indicates that appropriate support increases student achievement, and that appropriate support should be guided by formative assessment. Williams, Saunders, and Rivers (2003) demonstrate that good teaching and student achievement improves when teachers monitor student understanding and provide individualized help when needed.

By design, formative assessments spell out to both the teacher and the student specifically what the student has and has not mastered. Rick Stiggins’s research shows that when used appropriately, formative assessments are diagnostic in nature and lead to modifications in instruction and/or individually designed student interventions, both of which ultimately lead toward increased mastery prior to summative assessments.

As part of Cluster VI professional development, we use the following books to guide our learning and development of a comprehensive and balanced assessment and intervention system:

- *Classroom Assessment for Learning: Doing It Right—Using It Well* by Stiggins, Arter, Chappuis, and Chappuis
- *Assessment Balance and Quality: An Action Guide for School Leaders* by Chappuis, Commodore, and Stiggins
- *Seven Strategies of Assessment for Learning* by Chappuis
- *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn* by Buffman, Mattos, and Weber

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	During the 2011-2012 school year, overall SOL pass rates will meet/exceed the AYP goal of 91% for English Reading and 90% for Math.
1.1.2	<p>Specifically, the following subgroups will increase/maintain their performance as compared to their AYP pass rates from 2010-2011 as indicated:</p> <p><u>English –Reading AYP pass rates from 2010 – 2011 (goal for 2011 – 2012: 91% or higher)</u>            White: 100%            Black: 86.0%            Hispanic: 99%            LEP: 94%            Special Education: 92%            Econ. Disadv.: 93%</p> <p><u>Math - AYP pass rates from 2010 – 2011 (goal for 2011 – 2012: 90% or higher)</u>            White: 95%            Black: 84%            Hispanic: 88%            LEP: 94%            Special Education: 86%            Econ Disadv: 88.0%</p>

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Using a variety of formative and summative assessments, English, math, and ESOL collaborative teams will examine data on student progress to drive curriculum and adapt instruction for all students in order to raise the bar, and provide systematic, tiered intervention strategies for struggling students to close the achievement gap.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. English, math, and ESOL collaborative curriculum teams will design and implement frequent formative assessments, analyze the results, and provide targeted, tiered interventions that will raise the bar for all students and close the achievement gap.  Formative assessments may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• eCart assessments</li> <li>• Writing conferences</li> <li>• Turning Point student response systems</li> <li>• Released SOL tests</li> <li>• Thumbs up/thumbs down</li> <li>• Fist-to-five self-rating of understanding</li> <li>• Entrance and exit slips</li> <li>• 24/7 Blackboard assessments</li> </ul>	Principal, subject administrators, department chairs with curriculum team leaders and curriculum team members	Common template and/or OneNote for collaborative curriculum teams to use; shared drive space for posting of minutes	X	X	X	X	Administrators will monitor progress by attending Collaborative Curriculum Team meetings, working closely with team leaders, and consistently reviewing the Collaborative Curriculum Team Minutes collected on a common template and/or OneNote.

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			<p>1<sup>st</sup> Qtr.</p>	<p>2<sup>nd</sup> Qtr.</p>	<p>3<sup>rd</sup> Qtr.</p>	<p>4<sup>th</sup> Qtr.</p>	
<p>2. Individual English teachers and curriculum learning teams will examine student achievement data (including common team assessments, writing assignments, formative class assessment, summative assessments, eCart assessments, released SOL tests, and others) to identify at risk students for remediation.</p> <p>3. In grades 9, 10, and 11, English curriculum learning teams will identify and use common sample SOL question sets, both via eCart and paper/pencil, to identify students at risk for not passing the SOL and to target skills areas that need remediation.</p> <p>4. English 9 teachers will additionally keep detailed records (Learning Acceleration Plans) for students identified by Cluster VI as at risk.</p>	<p>Subject administrator and subject department chair with curriculum team members.</p>	<p>OneNote as curriculum collaborative template for meeting notes and data sharing</p> <p>Shared drive space for posting minutes, common assessment materials, and data</p> <p>Remediation materials for use with individual students, including laptops for online resources.</p> <p>Funding for after-school Bootcamp instructors.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Minutes from meetings collected in OneNote, including lists of at risk students and team remediation plans.</p> <p>SOL Reading practice tests and other common assessment data to determine which students are at risk.</p> <p>Classroom writing and reading performance ratings.</p> <p>English grades.</p> <p>Database of students recommended for remediation/bootcamp.</p> <p>Attendance data for Spartan Time and Bootcamp remediation opportunities.</p>

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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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<p>5. In English department vertical team meetings, teachers will examine the new SOL Reading standards to be tested in 2013 to develop common assessments and lesson materials to prepare 9<sup>th</sup> and 10<sup>th</sup> graders for the revised test they will be taking.</p> <p>Students identified as at-risk who will be taking the SOL Reading test in spring 2012 will be part of the following tiers of remediation as needed:</p> <p><b>Tier 1 Remediation: Classroom Teacher Level</b></p> <p>Individual English teachers, in collaboration with the Special Ed and ESOL departments and the Assessment Coach, will arrange remediation for individual students found to be at risk for not passing the Reading SOL test. Tier 1 remediation may include:</p> <ul style="list-style-type: none"> <li>• Spartan Time or after school work with the classroom teacher on SOL skills</li> <li>• Assigning work with online tools such as Words and Their Stories, online SOL practice sets, or online grammar practice</li> </ul>							

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Using a variety of formative and summative assessments, English, math, and ESOL collaborative teams will examine data on student progress to drive curriculum and adapt instruction for all students in order to raise the bar, and provide systematic, tiered intervention strategies for struggling students to close the achievement gap.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<ul style="list-style-type: none"> <li>targeting students' areas of deficit to help students build skills</li> <li>In class remediation</li> </ul> <p><b>Tier 2 Remediation: Team and Department Based Remediation</b></p> <p>The next tier of remediation will provide opportunities for students to attend Spartan Time and afterschool Bootcamp sessions prior to the SOL to practice the skills needed for the Reading test.</p> <p>A list of students who are at risk of failing the Reading SOL will be developed by the department based on class grades and practice SOL style tests. These students will be invited to after school Bootcamp sessions and will be required to attend Flex Spartan Time Sessions. Parents will be contacted to stress the importance of Bootcamp attendance.</p>							

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Using a variety of formative and summative assessments, English, math, and ESOL collaborative teams will examine data on student progress to drive curriculum and adapt instruction for all students in order to raise the bar, and provide systematic, tiered intervention strategies for struggling students to close the achievement gap.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<p>Open Session: The department will hold an open Reading Test Strategies Bootcamp session that is open to all students before the Reading SOL.</p> <p><b>Tier 3 Remediation: Assignment of a Specialized Remediation Course</b></p> <p>Students who need more remedial efforts than the individual classroom teacher and our Bootcamp sessions can provide will be encouraged to enroll in Expanding Literacies for added remediation as part of their class schedule. Early intervention is helpful for Tier Three, so that identified students have the most time in the Expanding Literacies class possible before the Reading SOL. English 11 teachers will monitor students' performance on class assignments and recommend the remediation course for students with weaknesses in reading/vocabulary/ comprehension and other skills needed for success on the Reading SOL.</p>							



**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Using a variety of formative and summative assessments, English, math, and ESOL collaborative teams will examine data on student progress to drive curriculum and adapt instruction for all students in order to raise the bar, and provide systematic, tiered intervention strategies for struggling students to close the achievement gap.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3) <b>Remediation Tier</b> The Math Department, ESOL and Special Education Departments will work together to organize various remediation sessions. These sessions can be either narrow, or broad in focus and can occur during Flex Time, after school, or on certain Saturdays.	Teachers, Administrators	Classrooms on Saturday, Funds to pay teachers to come in on Saturday		X	X	X	Attendance will be taken for any remediation and placed on a shared drive. An analysis of attendance vs. SOL scores will be done at the end of the year.

## 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.<br><input type="checkbox"/> 2.2 Work effectively within a group dynamic.<br><input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life’s challenges.<br><input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.<br><input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals.<br><input type="checkbox"/> 2.7 Develop practical life skills.<br><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 West Springfield High School community will work effectively together to promote an environment of respect, responsibility, and academic integrity where Spartans do their P.A.R.T. by being Prepared, Accountable, Respectful, and Truthful.

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

Data Sources:

- SASI Discipline Data:** While we made significant improvements from 2008-2009 to 2010-2011, we still have a long way to go, particularly in lowering our unexcused tardies:

	2008-2009	2009-2010	2010-2011
ALL infractions	2033	1242	1423
Attendance infractions	1337	932	1216
Unexcused Tardies	22567	15452	21345
Respect infractions	468	187	127

- **Benchmarks of Quality – Self Assessment Spring 2011:** The PBIS/PART Committee completed the Benchmarks of Quality Team Scoring Form and identified the following areas of strengths and areas in need of development:

Areas of Strength	Areas in Need of Development
<ul style="list-style-type: none"> <li>• Admin support</li> <li>• Posting of expectations</li> <li>• Expectations apply to students and staff</li> <li>• Developed plans (monthly)</li> <li>• System of acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of data with staff regularly</li> <li>• Students need more input on incentives</li> <li>• More student involvement in lesson planning</li> <li>• Need broader distribution of responsibilities</li> </ul>

- **Working Conditions Survey:** Data from the February 2010 Working Conditions survey include the following statistics regarding points on which teachers “Strongly Agree”

Strongly agree with this statement	WSHS	HS Avg
Students at this school understand expectations for their conduct	27%	32%
Students are caring toward one another	8%	14%
Policies and procedures about student conduct are clearly understood by the faculty	25%	31%
The rules for student conduct are enforced consistently	5%	16%
Teachers’ efforts to maintain discipline in the classroom are supported	20%	30%
The rules for student conduct are clearly laid out for faculty	26%	39%
There is an atmosphere of trust and mutual respect within the school	20%	21%
School leadership makes a sustained effort to address teacher concerns	38%	27%
Students at this school understand expectations for their conduct	41%	32%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We are a good school with relatively well-behaved students. Compared to other FCPS high schools, we have relatively few serious disciplinary infractions. Attendance infractions account for, by far, the greatest percentage of our discipline infractions. Respect-related infractions such as classroom disruptions, use of inappropriate language, and defiance make up the next greatest percentage of total referrals.

A common visual of a Positive Behavior Support system is a green-yellow-red pyramid, where approximately 80% of students are in the “green zone” and need only minimal supports to meet expectations; at West Springfield High School, we are close to having 90% of our students in the green zone. Likewise, up to 5% of students will fall into the “red zone” defined as an at-risk population in need of highly individualized interventions; at West Springfield High School, we have less than 2% of our students who fall into this danger zone.

We began publicizing our Spartans Do Your P.A.R.T. set of common expectations at the beginning of last year, and by the second semester we were able to kick off a student recognition system of “PART cards.” In just three months of implementation, we scored a

90% average from an outside reviewer (SET), and we were able to recognize 38% of our students by the end of the year. More than 80% of our staff gave at least one of these PART cards.

The Site Evaluation showed areas of strength (defining of common expectations, for example) but also areas of weakness, particularly in frequent and consistent teaching of those expectations. Also, while we did an excellent job as a committee of gathering discipline data on a monthly basis, we may not have done as good a job at sharing the discipline information with our colleagues.

While we have done a good job at providing “universal” systems (clear expectations, student recognition system, supportive and caring faculty), and while our staff of specialists does a terrific job of providing highly individualized interventions for that small handful of students who need them, we are less systematic at providing for our yellow zone students.

As is expected with PBS in high schools, we also continue to overcome resistance on the part of teachers when it comes to recognizing students. Specifically, teachers ask “Why should I reward a student for doing what he/she is supposed to be doing?” We continue to market the PART card as a “thank you card” and the weekly drawing as the reward.

Although we redesigned our discipline referral system with the intent of making the referral process more clear and thus more consistently used among both teachers and administrators, the February working conditions survey still showed a relatively low score on discipline consistency.

#### Best Practice Research:

Sprague and Golly (2005) in *Best Behavior: Building Positive Behavior Support in Schools*, write that “students who are not safe, respectful, and responsible in schools impede the learning process for others. School personnel who do not work together and focus on outcomes will be frustrated, inconsistent, and ineffective.” Studies using Best Behavior have shown a reduction in office discipline referrals of up to 50%, with continued improvement over a three-year period in schools that sustain interventions.

The Virginia Department of Education in *An Introduction to Effective Schoolwide Discipline in Virginia* states that “effective discipline means decreasing the use of punitive disciplinary practices, and increasing school personnel’s reliance on more positive intervention plans.” A system of discipline that emphasizes prevention consists of strategies that focus on teaching and rewarding student behavior—teaching clear expectations in both instructional and non-instructional settings. In the classroom, differentiated and individualized instruction combined with consistent classroom management effectively prevents most disciplinary infractions.

The Virginia Department of Education pamphlet states that in establishing a system such as Positive Behavior Support, “faculty members work together and work smarter to narrow performance gaps among students and to raise the level of academic achievement of all students.” Positive Behavior Support is just one of an array of tools we use in reaching our primary objective: high levels of achievement for all students.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1	By the end of the 2011-2012 school year, 100% of our faculty and our students will be able to explain our four core values: Prepared, Accountable, Respectful, and Truthful.
2.1	During the 2011-2012 school year, 75% of PART lessons will be student centered (student designed, student facilitated, etc)
2.1	By the end of the 2011-2012 school year, students will have decreased their number of unexcused tardies by 10% from the 2010-2011 school year and by 5% quarter by quarter (2 <sup>nd</sup> quarter shows a 5% decrease from 1 <sup>st</sup> quarter, 3 <sup>rd</sup> quarter a 5% decrease from 2 <sup>nd</sup> quarter, and 4 <sup>th</sup> quarter a 5% decrease from 3 <sup>rd</sup> quarter)

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The West Springfield High School community will work effectively together to promote an environment of respect, responsibility, and academic integrity where Spartans do their P.A.R.T. by being <u>P</u> repared, <u>A</u> ccountable, <u>R</u> espectful, and <u>T</u> ruthful.							
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<p>1. Promote a school environment where all school community members model being Prepared, Accountable, Respectful, and Truthful.</p> <ul style="list-style-type: none"> <li>• Display and communicate Spartans Do Your PART through magnets, posters, window clings, student planners, KIT messages, PBS handbook, and more</li> <li>• Continue and expand implementation of the PART cards student recognition system, with an emphasis on effectively communicating to students why they receive cards</li> <li>• Create and implement monthly PBS lessons during scheduled Spartan Times</li> <li>• Provide refresher and introductory training for staff</li> </ul>	Administration	\$500 for additional t-shirts for this year's staff	X	X	X	X	Classroom and school-wide walkthroughs, conducted by administration and by SGA members
	PBS Steering Committee	\$2,500 for the purchase of more business cards  \$1000 for prizes if we do not solicit enough donations	X	X	X	X	Weekly drawings—tracking and monitoring of prizes  Weekly monitoring of PART cards
	PBS Committee	Create, copy, and distribute lesson materials for classroom teachers	X	X	X	X	Classroom walkthroughs during Special Spartan Time, lesson products such as quizzes/exit slips.
	PBS Committee	N/A	X				Attendance, distribution of materials (shirts, stickers, lanyards, etc)

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** The West Springfield High School community will work effectively together to promote an environment of respect, responsibility, and academic integrity where Spartans do their P.A.R.T. by being Prepared, Accountable, Respectful, and Truthful.

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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
2. Streamline and standardize the discipline referral process, reduce repeated offenses <ul style="list-style-type: none"> <li>• Identify and monitor at-risk students for targeted interventions</li> <li>• Increase the support and interventions we provide for those students who remain in the yellow or red zones.</li> <li>• Redesign our Alternate Instructional Arrangement to include components of PBS, self reflection on offenses and motivation, and targeted behavioral interventions</li> <li>• Streamline attendance discipline process, with an emphasis on unexcused tardies and unexcused absences</li> </ul>	Assistant Principals, Dean of Students, School Counselors, Student Intervention Team Members, AIA instructional personnel	Staffing of two positions: Dean of Students Instructional Aide for AIA Student	X	X	X	X	Regular review, at interims and end-of-quarter at minimum, and monitoring of “Top 25” lists.  Tracking of interventions by grade level counselors and administrator.  Daily and weekly monitoring of attendance and follow-up interventions, with an emphasis on unexcused tardies and unexcused absences.  Recidivism rates in detentions, AIA, Saturday School, and suspensions.

## 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 West Springfield High School Community will collaborate to guarantee every student a self-designed, independent, and meaningful service learning project.

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

Data Sources:

Surveys, formative assessments, and culminating summative assessments have all proven to be useful in tracking student progress through the Senior Capstone Project, and our Capstone completion rate has been approaching 100% for the four-year duration of the project. We are currently creating a data tracking system to document service learning opportunities at the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade. In addition, our Civic Seal statistics show a need to incorporate service learning opportunities across all grade levels in order to increase the number of students receiving this seal on their Virginia diplomas, for we believe many more students would be eligible with increased opportunities and a well-designed monitoring and tracking system:

2008 = 0 Civic Seals

2009 = 3 Civic Seals

2010 = 32 Civic Seals

2011 = 75 Civic Seals

Student and parent survey data combined with anecdotal community data all suggest that the large majority of our students find the Capstone Project—and service learning in general—meaningful and that the community and beneficiaries strongly endorse the mission.

#### Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Senior Capstone Project at West Springfield High School remains a hallmark of our accomplishments, a testament to the power of teacher collaboration, a county-wide success story, and solid evidence in the power of service learning. The project took one year to design, and one year of implementation before our completion rate approached 100% with a consistently implemented curriculum. Truly, the only things more amazing than the quick ramp-up of the Senior Capstone Project are the projects themselves, which span a huge range: from planting oyster beds in the Chesapeake Bay to teaching music to children, from organizing a benefit concert for a cancer patient to organizing WSHS's first ever Relay for Life.

On the Fairfax County Public Schools' Service Learning rubric, West Springfield's Capstone Project fits within the criteria for Level 4 (the highest) implementation: Authenticity—meets an authentic community need through the use of a needs assessment with relevant stakeholders; Intentionality—evidence of extensive planning and collaboration with relevant stakeholders; Curricular Connections—evidence of curricular connections with special emphasis on the Virginia Board of Education Diploma Seal for Excellence in Civics Education; Opportunities for Reflection—evidence of student reflection where implications of student service is addressed, along with root cause analysis of the issue(s); Impact—evidence provided of impact on stakeholders and student where analysis of and possible solutions to issues are addressed; Application—evidence of application to future service opportunities.

Evidence spanning the five years of our Senior Capstone Project suggests that a standardized curriculum creates a more successful program and that consistency among teachers aids with clarity of expectations among students and parents. Implementation of a standardized curriculum to implement further service learning opportunities is a critical step, and has been instrumental in the positive reception of this next step in our SIP Goal 3 program.

The success of our Senior Capstone Project has relied on a commitment to high expectations, the designing of exemplars, the completion of detailed tracking, and a reliance on frequent monitoring. While integrating service learning into the rest of the student body at West Springfield High School, the same or similar methods will be used to track student and project progress. As was the case while working on the Senior Capstone Project, tracking of project components using these tools will also be valuable.

Working from "Lessons Learned" over the past five years; we have created a strong, clear, standardized curriculum to initiate this new expansion of our Service Learning opportunities. The successes and failures of our Senior Capstone Project, point us in the right direction for expanding our efforts; but our greatest strength by far is a community-wide support for the Senior Capstone Project and service learning in general.

Best Practice Research:

Service learning affords students the following six benefits, according to Cathryn Berger Kaye’s *The Complete Guide to Service Learning*: 1) apply academic, social, and personal skills to improve the community; 2) make decisions that have real, not hypothetical, results; 3) grow as individuals, gain respect for peers, and increase civic participation; 4) experience success no matter what their ability level; 5) gain a deeper understanding of themselves, their community, and society; and 6) develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others.

Kaye also states that “By encouraging and supporting thoughtful civic involvement and participation by young people, the entire community benefits. Young people are acknowledged—and see themselves—as resourceful, knowledgeable, and agents of change who can harness their ideas, energy, and enthusiasm to benefit all”

John Glenn, Chair of the National Commission on Service Learning notes that “We’ve found that service-learning is a powerful strategy for teaching and learning, which allows young people to deepen and demonstrate their learning and at the same time develop a strong sense of civic responsibility.”

Research in civic education reveals that fostering civic engagement at a young age increases student awareness of others and a sense of membership and responsibility to the community in which students live (Center for Information and Research on Civic Learning and Engagement, working paper 47, June 2006).

Shelley Billig’s summary of research literature on service-learning shows evidence of positive impact in four major areas: academic or cognitive domains, civic domains, personal/social domains, and career exploration skills.

Finally, the RMC Research Corporation uses the stages of change model (Rogers, 1995) to outline three stages: adoption, implementations, and institutionalization. As we move from adoption to implementation and ultimately to sustainability in our Senior Capstone Project and our school-wide service learning initiatives, we use the following look-fors:

<b>Adoption</b>	<b>Implementation</b>	<b>Institutionalization</b>
<ul style="list-style-type: none"><li>• Strong project leaders and project</li><li>• Champions from a wide array of stakeholders</li><li>• Support materials: presentations, materials, answers to questions, and examples of quality practices</li></ul>	<ul style="list-style-type: none"><li>• Organization-wide culture for support</li><li>• Attention to quality and depth of student projects</li><li>• Empowerment of the students during the project</li></ul>	<ul style="list-style-type: none"><li>• Adjust vision and message from adoption/implementation to sustainability</li><li>• Cultivate long-term community partnerships</li><li>• Continuously improve toward tangible, positive results</li></ul>

## 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, 3.4	During the 2011-2012 school year, 100% of students in the 12 <sup>th</sup> grade will complete at least ten hours of service-learning.
3.2, 3.4	By the 2014-2015 school year, 100% of students will complete 30 additional hours of service learning, 10 hours in 9 <sup>th</sup> , 10 hours in 10 <sup>th</sup> , and 10 hours in 11 <sup>th</sup> grade.
3.2, 3.4	During the 2011-2012 school year, at least 85% of all underclass students will participate in four service learning lessons, with at least 65% documenting service learning hours.
3.2	During the 2011-2012 school year, the percentage of the senior class earning Civic Seals will increase at least 10%.
3.2, 3.4	During the 2011-2012 school year, the percentage of the senior class earning service learning cords will increase at least 30%.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> The West Springfield High School Community will collaborate to guarantee every student a self-designed, independent, and meaningful service learning project.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
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 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Create and maintain blackboard sites and physical bulletin boards providing students with multiple opportunities for service learning	Kerry Keith, Hannah Hurlburt, Service-Learning Committee Members	Computers, Paper, Bulletin Boards, Printers	X	X	X	X	Artifact: completion of bulletin boards, blackboard sites, creating and maintaining of calendar  Track use of common service learning forms, number of hits on blackboard
2. Hold meetings for both Goal 3 and Senior Capstone Committees to maintain student and program progress and enhancement	Kerry Keith, administration	Building use, paper, materials as necessary per meeting	X	X	X	X	Artifact: completion of meeting agendas. OneNote Notebook notes.
3. Implementation of Spartan Service Learning Program through Spartan Time	Service-Learning Committee and all faculty	Paper, Materials	X	X	X	X	Artifact: Anecdotal data in the form of the worksheets the students return to the teachers during the ST sessions. Hours forms used for tracking, submitted during the ST sessions.
4. Implement a tracking system to monitor student progress	Kerry Keith, Becky Brandt, Administration	Tracking system	X	X	X	X	Tracking system created, student progress monitored midyear and end of year. Data collected and placed in a student file at the end of the year.

**RESULTS AND REFLECTION ON THE 2010-2011 SIP  
A Focus on Continuous Improvement**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b> Using a variety of formative and summative assessments, content teams will gather data on student progress to drive curriculum, close the achievement gap, and, through reflection, change instruction and provide intervention strategies for struggling students.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> <li>• All core teams will create individual performance indicators, based on improving SOL or PALS scores – see Appendix A for specific goals and results</li> <li>• During the 2010-2011 school year, the overall pass rate on AP tests will increase by three percentage points over the three-year average in each AP course.</li> <li>• During the 2009-2010 school year, WSHS will reduce the D/F ratio by at least 5%.</li> </ul> <p><u>Quantitative/Qualitative Data:</u> (See Appendix A, B, C, and D for detailed data reports)</p> <ul style="list-style-type: none"> <li>• SOL Pass Rates</li> <li>• SOL Pass Advanced Rates</li> <li>• AP Test Scores</li> <li>• D/F ratios</li> </ul>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> <li>• Team leaders benefited from needs-assessment based staff development enabling them to more effectively lead productive teams to analyze data, use assessment tools for learning, and overcome conflict and resistance.</li> <li>• Curriculum teams benefited from administrative coaching, oversight, and support of the process as compared to previous year.</li> <li>• The WSHS faculty continues to learn and improve in our ability to provide remediation and interventions by name and by need thereby facilitating a lower D/F ratio.</li> <li>• Spartan Time automatic scheduling provided intervention time during the day for targeted intervention and remediation for our at-risk students.</li> </ul> <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> <li>• Curriculum team goals were written by the administrative team thereby reducing ownership by teams resulting in inconsistent monitoring by some.</li> <li>• Some pass advanced rates (i.e. Social Studies) dropped due to comprehensive changes in state assessment.</li> </ul>	<p>Involve the teams in creating their goals, and streamline the monitoring process.</p> <p>Continue to support the development of our teacher leaders through a unified, focused plan of staff development and in-process measurement.</p> <p>Create clear academic goals and tiered interventions targeted to our most at-risk subgroups.</p> <p>Expand our data analysis—dig more deeply into D/F grades, disaggregate AP scores and D/F grades by the SOL subgroups.</p> <p>Continue to refine the use of our mandatory Spartan Time for our D/F students.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> The West Springfield High School community will work effectively together to promote an environment of respect, responsibility, and academic integrity where Spartans do their P.A.R.T. by being <u>P</u>repared, <u>A</u>ccountable, <u>R</u>espectful, and <u>T</u>ruthful.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> <li>• By the end of the 2010-2011 school year, 100% of our faculty and our students will be able to explain our four values: Prepared, Accountable, Respectful, and Truthful.</li> <li>• By the end of the 2010-2011 school year, 100% of our students will have received at least one P.A.R.T. card.</li> <li>• By the end of the 2010-2011 school year, students will have decreased their number of unexcused tardies by 10% and all discipline referrals by 5% from the 2009-2010 school year.</li> </ul> <p><u>Quantitative/Qualitative Data:</u></p> <ul style="list-style-type: none"> <li>• 86% of students surveyed reported receiving at least one card</li> <li>• Unexcused tardies increased by 1%</li> <li>• Total discipline referrals and attendance referrals increased, by 18% and 29% respectively</li> <li>• Respect referrals decreased by 28%</li> <li>• All discipline offenses remain down from two years ago.</li> </ul>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> <li>• PBIS committee broadened membership and designed monthly lessons, some with student input, that helped to clarify school expectations</li> <li>• 100% of teachers gave at least one card during the school year</li> <li>• We continued our funding of a Dean of Students position to specifically and strategically address tardies and cuts.</li> </ul> <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> <li>• PART card tracking system was laborious and cumbersome we abandoned it and relied on surveying students to determine how many of them had received a card.</li> <li>• Some of the monthly lessons were duds, and all of the monthly lessons were inconsistently executed in individual classrooms (although all teachers made an attempt to teach the lesson).</li> <li>• Although Goal 2 does review discipline data, its primary focus has not been targeted on strategies to impact SASI discipline data.</li> </ul>	<p>Monthly lessons need more student input and design, and they should be shortened to 15-30 minutes</p> <p>Continue weekly drawings for small prizes; frequent small prizes as a better incentive than large infrequent prizes is well documented by research on motivation</p> <p>Expand the scope of data we use to generate performance indicators, to plan lesson topics needed, and, most importantly, to reach our Tier 1 and Tier 2 students.</p> <p>Disconnect attendance data from Spartans Do Your PART, and address/tackle goals separately.</p> <p>Continue to use staffing for Dean of Students and AIA positions</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p><b>Responsibility to the Community</b></p> <p><b>Objective:</b> The West Springfield High School Community will collaborate to guarantee every student a self-designed, independent, and meaningful service learning project.</p>	<p><u>Performance Indicator:</u></p> <ul style="list-style-type: none"> <li>• During the 2010-2011 school year, 100% of students in the 12<sup>th</sup> grade will complete at least ten hours of service-learning.</li> <li>• By the 2014-2015 school year, 100% of students will complete 30 additional hours of service learning, 10 hours in 9<sup>th</sup>, 10 hours in 10<sup>th</sup>, and 10 hours in 11<sup>th</sup> grade.</li> </ul> <p><u>Quantitative/Qualitative Data:</u></p> <ul style="list-style-type: none"> <li>• XX% of seniors in government classes completed 10+ hours of service learning</li> <li>• 162 service learning cords at graduation</li> <li>• 85 Civic Seals on diplomas</li> <li>• Service learning curriculum and handbook completed</li> <li>• Service learning calendar and tracking system in progress</li> </ul>	<p><u>Supported:</u></p> <ul style="list-style-type: none"> <li>• Continued using training materials and regular meetings helps maintain project consistency among senior English and Government teachers</li> <li>• The Senior Capstone Project is fully embedded into our curriculum and culture, leading to a greater completion rate, a higher quality project, and a model for both younger students and for service learning endeavors in lower grade levels.</li> <li>• Visit to Baltimore City schools for collaboration</li> </ul> <p><u>Inhibited:</u></p> <ul style="list-style-type: none"> <li>• Ensuring consistency among 20+ teachers still remains a challenge.</li> <li>• Developing or locating an effective tracking system for service learning hours remains a challenge. Family Connections was not ready, and although the county continues to advocate service learning, the lack of a common tracking system presents local schools with a challenge</li> <li>• The timeline for bell schedule decisions determined in part the method of delivery and thus the actual service learning curriculum.</li> </ul>	<p>While the Senior Capstone Project will no longer be the primary focus of West Springfield High School's Goal 3, continue our improvement efforts as if it were.</p> <p>Curriculum content teams for English 12 and U.S. Government continue to devote focused time to ongoing Capstone Project assessment; regular meeting across the departments should continue.</p> <p>Implementation of service learning curriculum next year will need careful monitoring, as it will involve a new approach, new teachers, and all students.</p> <p>Continue to lobby on behalf of all students to change the standards of requirements of the Civic Seal to include students earning Modified Diplomas</p> <p>Continue allocating resources to promote service-learning + initiatives.</p>

## APPENDIX A – GOAL TRACKING

<b>GOAL 1 - ACADEMICS</b>				
<b>SUBJECT</b>	<b>PERFORMANCE INDICATOR</b>	<b>RESULT</b>	<b>% POINT DIFFERENCE</b>	<b>STATUS</b>
ENG: Reading	Increase Pass Advanced from 64.2% to 67%	73.3%	⬆ 6.3%	Met
ENG: Writing	Increase Pass Advanced from 57.9% to 60%	62.3%	⬆ 2.3%	Met
MTH: Alg 1	Increase Pass Advanced from 18.1% to 20.1%	9.2%	⬇ 8.9%	Did Not Meet
MTH: Alg 2	Increase Pass Advanced from 33.6% to 35.6%	36.9%	⬆ 1.3%	Met
MTH: Geom	Increase Pass Advanced from 45.8% to 47.8%	26.8%	⬇ 21.0%	Did Not Meet
SCI: Biology	Increase the average score from 461 to 480	467	⬇ 13	Did Not Meet
SCI: Chem	Increase Pass Advanced from 18.2% to 21.2%	27.3%	⬆ 6.1%	Met
SCI: Geo	Increase Pass Advanced from 26.4% to 29.0%	32.0%	⬆ 3.0	Met
SS: WH1	Increase Pass Advanced from 72.4% to 75%	23.4%	⬇ 51.6%	Did Not Meet
SS: WH2	Increase Pass Advanced from 64.9% to 67.9%	31.9%	⬇ 36.0%	Did Not Meet
SS: US/VA	Increase Pass Advanced from 60.2% to 63.2%	25.4%	⬇ 37.8%	Did Not Meet

<b>GOAL 1 - ACADEMICS</b>				
<b>SUBJECT</b>	<b>PERFORMANCE INDICATOR</b>	<b>RESULT</b>	<b>% POINT DIFFERENCE</b>	<b>STATUS</b>
WL: Span 1 (S)	Reduce DNME from 1.6% to 0.0%	6.3%	⬆️ 4.7%	Did Not Meet
WL: Span 1 (W)	Reduce DNME from 6.2% to 3.2%	12.6%	⬆️ 6.4%	Did Not Meet
WL: Span 2 (S)	Reduce DNME from 6.3% to 4.0%	2.9%	⬇️ 3.4%	Met
WL: Span 2 (W)	Reduce DNME from 6.7% to 4.0%	4.2%	⬇️ 2.5%	Did Not Meet
WL: Span 3 (S)	Reduce AME from 15.3% to 12.3%	22.2	⬆️ 6.9%	Did Not Meet
WL: Span 3 (W)	Reduce AME from 24.3% to 21.3%	19.0	⬇️ 5.3%	Met
WL: Upper (S)	Reduce AME from 17.5% to 14.5%	18.6	⬆️ 1.1%	Did Not Meet
WL: Upper (W)	Reduce AME from 24.3% to 21.3%	22.7	⬇️ 1.6%	Did Not Meet
WL: Jap 1 (S)	Reduce AME from 23.5% to 20.5%	33.3%	⬆️ 9.8%	Did Not Meet
WL: Jap 1 (W)	Reduce AME from 26.5% to 23.5%	27.8%	⬆️ 1.3%	Did Not Meet
WL: Jap 2 (S)	Reduce AME from 29.5% to 26.5%	18.0%	⬇️ 11.5 %	Met
WL: Jap 2 (W)	Reduce AME from 20.0% to 17.0%	20.0%	↔️ 0.0%	Did Not Meet
WL: Jap 3 (S)	Reduce AME from 14.3% to 11.3%	11.8%	⬇️ 2.5%	Did Not Meet
WL: Jap 3 (W)	Reduce DNME from 11.4% to 8.4%	2.9%	⬇️ 8.5%	Met
WL: Jap 4 (S)	Reduce DNME from 7.1% to 5.1%	0.0%	⬇️ 7.1%	Met
WL: Jap 4 (W)	Reduce DNME from 7.1% to 5.1%	3.3%	⬇️ 3.8%	Met
WL: Lat 1 (W)	Raise EE from 70% to 73%	48.6%	⬇️ 21.4%	Did Not Meet
WL: Lat 2 (W)	Reduce AME from 4.8% to 2.8%	0.0%	⬇️ 4.8%	Met
WL: Lat 3 (W)	Reduce AME from 9.1% to 7.1%	5.9%	⬇️ 4.0%	Met
WL: Upper (W)	Raise EE from 62.5% to 65.5%	100.00%	⬆️ 37.5%	Met
WL: French 1 (S)	Reduce DNME from 8.8% to 6.8%	9.5%	⬆️ 0.7%	Did Not Meet
WL: French 1 (W)	Reduce DNME from 13.8% to 8.8%	4.8%	⬇️ 9.0%	Met
WL: French 2 (S)	Reduce DNME from 3.5% to 1.5%	6.5%	⬆️ 3.0%	Did Not Meet
WL: French 2 (W)	Reduce AME from 9.3% to 6.3%	22.6%	⬆️ 13.3%	Did Not Meet
WL: French 3 (S)	Reduce DNME from 4.8% to 2.8%	2.6%	⬇️ 2.2%	Met
WL: French 3 (W)	Reduce DNME from 9.5% to 6.5%	5.1%	⬇️ 4.4%	Met
WL: Upper (S)	Reduce DNME from 8.0% to 6.0%	0.0%	⬇️ 8.0%	Met
WL: Upper (W)	Reduce DNME from 8.0% to 6.0%	4.8%	⬇️ 3.2%	Met

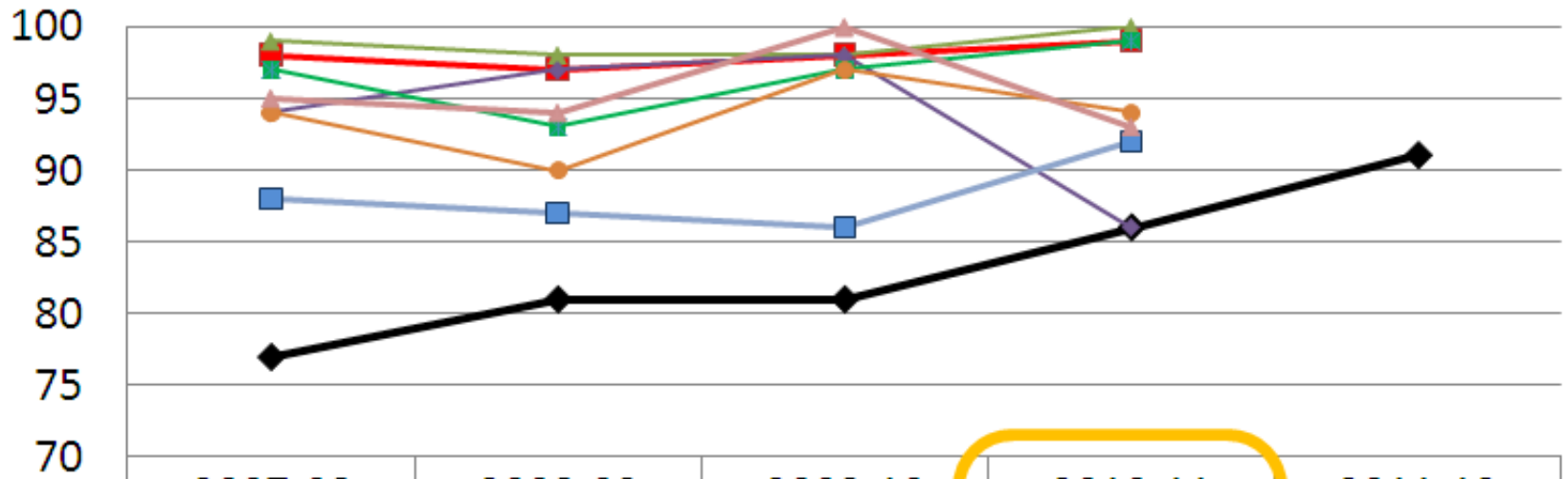
<b>GOAL 1 - ACADEMICS</b>				
<b>SUBJECT</b>	<b>PERFORMANCE INDICATOR</b>	<b>RESULT</b>	<b>% POINT DIFFERENCE</b>	<b>STATUS</b>
WL: German 1 (S)	Reduce DNME from 3.4% to 1.4%	3.8%	<b>⬇ 0.4 %</b>	<b>Did Not Meet</b>
WL: German 1 (W)	Reduce DNME from 6.9% to 4.9%	3.8%	<b>⬇ 3.1%</b>	<b>Met</b>
WL: German 2 (S)	Reduce DNME from 4.8% to 2.8%	10.5%	<b>⬇ 5.7%</b>	<b>Did Not Meet</b>
WL: German 2 (W)	Reduce AME from 26.2% to 23.2%	50.0%	<b>⬇ 23.8%</b>	<b>Did Not Meet</b>
WL: German 3 (S)	Reduce AME from 9.3% to 6.3%	31.5%	<b>⬇ 22.2%</b>	<b>Did Not Meet</b>
WL: German 3 (W)	Reduce AME from 33.3% to 30.3%	25.9%	<b>⬇ 7.4%</b>	<b>Met</b>
WL: Upper (S)	Reduce AME from 6.2% to 4.2%	2.5%	<b>⬇ 3.7%</b>	<b>Met</b>
WL: Upper (W)	Reduce AME from 6.2% to 4.2%	12.5%	<b>⬇ 6.3%</b>	<b>Did Not Meet</b>
WL: ASL 1 (V)	Reduce AME from 23.3% to 21.3%	4.4%	<b>⬇ 18.9%</b>	<b>Met</b>
WL: ASL 2 (V)	Reduce AME 15.2% to 13.2%	20.8%	<b>⬇ 5.6%</b>	<b>Did Not Meet</b>
WL: ASL 3 (V)	Reduce AME from 21.1% to 19.1%	18.5%	<b>⬇ 2.6%</b>	<b>Met</b>
AP ALL	Overall pass rate will increase by 3 percentage points over 3-year average (from 62% to 65%)	62%	<b>↔ 0.0%</b>	<b>Did Not Meet</b>
D/F Ratio	D/F ratio will decrease by 5% or more (from 8.4% to 8.0%)	7.9%	<b>⬇ 5.9%</b>	<b>Met</b>

<b>GOAL 2 – ESSENTIAL LIFE SKILLS</b>			
<b>PERFORMANCE INDICATOR</b>	<b>RESULT</b>	<b>% CHANGE</b>	<b>STATUS</b>
100% of faculty and students will be able to explain four core values		⬇️ X.X%	Did Not Meet
100% of students will have received at least one PART card	86%	⬇️ 14%	<b>Did Not Meet</b>
Reduce unexcused tardies by 10%			
From 2009-2010 to 2010-2011 (one year) – from 21180 to 19062	21345	⬆️ 1%	<b>Did Not Meet</b>
From 2008-2009 to 2010-2011 (two year) – from 27645 to 24880	21345	⬇️ 23%	<b>Met</b>
Reduce discipline referrals by 5%			
From 2009-2010 to 2010-2011 (one year) – from 1137 to 1080	1388	⬆️ 18%	<b>Did Not Meet</b>
From 2008-2009 to 2010-2011 (two year) – from 2033 to 1931	1388	⬇️ 31%	<b>Met</b>
Reduce attendance referrals by 5%			
From 2009-2010 to 2010-2011 (one year) – from 849 to 807	1202	⬆️ 29%	<b>Did Not Meet</b>
From 2008-2009 to 2010-2011 (two year) – from 1337 to 1280	1202	⬇️ 10%	<b>Met</b>
Reduce respect referrals by 5%			
From 2009-2010 to 2010-2011 (one year) – from 168 to 160	121	⬇️ 28%	<b>Met</b>
From 2008-2009 to 2010-2011 (two year) – from 468 to 445	121	⬇️ 74%	<b>Met</b>

<b>GOAL 3 – RESPONSIBILITY TO THE COMMUNITY</b>			
<b>PERFORMANCE INDICATOR</b>	<b>RESULT</b>	<b>% CHANGE</b>	<b>STATUS</b>
100% of seniors will complete 10+ hours of service learning	X.X%	<b>U X.X%</b>	<b>Did Not Meet</b>
Long-term: By 2014-2015, 100% of students will complete 30 additional hours			
Create common curriculum	Completed		<b>Met</b>
Create service learning calendar and menu of opportunities	Ongoing		<b>Met</b>
Create handbook of service learning policies and procedures	Completed		<b>Met</b>
Create tracking system to monitor student progress	Ongoing		<b>Met</b>

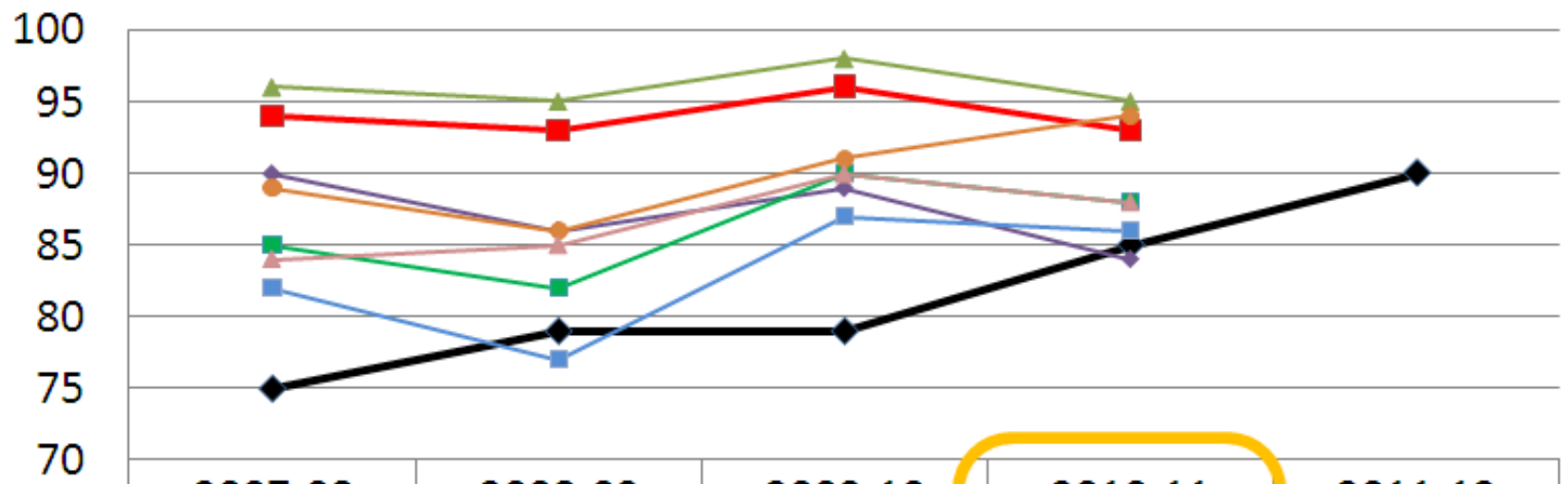
APPENDIX A – AYP and SOL DATA

**English Reading AYP Results**  
2007-08 through 2010-11



	2007-08	2008-09	2009-10	2010-11	2011-12
◆ Goal	77	81	81	86	91
■ Overall	98	97	98	99	
▲ White	99	98	98	100	
◆ Black	94	97	98	86	
■ Hispanic	97	93	97	99	
● LEP	94	90	97	94	
■ Spec. Ed.	88	87	86	92	
▲ Econ. Dis.	95	94	100	93	

## Math AYP Results 2007-08 through 2010-11



	2007-08	2008-09	2009-10	2010-11	2011-12
◆ Goal	75	79	79	85	90
■ Overall	94	93	96	93	
▲ White	96	95	98	95	
◆ Black	90	86	89	84	
■ Hispanic	85	82	90	88	
● LEP	89	86	91	94	
■ Spec. Ed.	82	77	87	86	
▲ Econ. Dis.	84	85	90	88	

**Overall Pass Rates, 2009 – 2011**  
**(based on Spring SOL exams for each year)**

**ENGLISH**

		Total # of stud.	Overall pass rate	Pass rate % change over previous yr	Fail rate	# stud. @ fail	Pass prof. rate	# Stud @ pass prof.	Pass adv. rate	# Stud @ pass adv.	Pass adv. % change over previous yr
English Reading	2009	524	98.1		1.9	10	26.3	138	71.8	376	
	2010	562	98.0	-0.1	2.0	11	33.8	190	64.2	361	-7.6
	2011	562	98.2	0.2	1.8	10	24.9	140	73.3	412	9.1
English Writing	2009	501	98.4		1.6	8	46.3	232	52.1	261	
	2010	541	98.2	-0.2	1.8	10	40.3	218	57.9	313	5.8
	2011	541	98.3	0.1	1.7	9	36.0	195	62.3	337	4.4

**MATH**

		Total # of stud.	Overall pass rate	Pass rate % change over previous yr	Fail rate	# stud. @ fail	Pass prof. rate	# Stud @ pass prof.	Pass adv. rate	# Stud @ pass adv.	Pass adv. % change over previous yr
Algebra 1 (reg. & Plain Eng. Versions)	2009	297	90.6		9.4	28	60.9	181	29.6	88	
	2010	248	96.8	6.2	3.2	8	78.6	195	18.1	45	-11.5
	2011	218	96.8	0.0	3.2	7	87.6	191	9.2	20	-8.9
Geometry	2009	535	93.6		6.4	34	53.6	287	40.0	214	
	2010	565	92.9	-0.7	7.1	40	59.3	335	33.6	190	-6.4
	2011	564	92.6	-0.3	7.4	42	65.8	371	26.8	151	-6.8
Algebra 2	2009	538	92.4		7.6	41	55.0	296	37.4	201	
	2010	537	98.0	5.6	2.0	11	52.1	280	45.8	246	8.4
	2011	558	92.1	-5.9	7.9	44	55.2	308	36.9	206	-8.9

## SCIENCE

		Total # of stud.	Overall pass rate	Pass rate % change over previous yr	Fail rate	# Stud. @ fail	Pass prof. rate	# Stud @ pass prof.	Pass adv. rate	# Stud @ pass adv.	Pass adv. % change over previous yr
<b>Biology</b>	2009	616	92.7		7.3	45	70.5	434	22.2	137	
	2010	551	95.8	3.1	4.2	23	74.0	408	21.8	120	-0.4
	<b>2011</b>	<b>582</b>	<b>95.0</b>	<b>-0.8</b>	<b>5.0</b>	<b>29</b>	<b>71.1</b>	<b>414</b>	<b>23.9</b>	<b>139</b>	<b>2.1</b>
<b>Chemistry</b>	2009	493	95.9		4.1	20	82.6	407	13.4	66	
	2010	545	96.0	0.1	4.0	22	77.8	424	18.2	99	4.8
	<b>2011</b>	<b>495</b>	<b>95.8</b>	<b>-0.2</b>	<b>4.2</b>	<b>21</b>	<b>68.5</b>	<b>339</b>	<b>27.3</b>	<b>135</b>	<b>9.1</b>
<b>Earth Science</b>	2009	291	97.3		2.7	8	74.9	218	22.3	65	
	2010	220	98.2	0.9	1.8	4	71.8	158	26.4	58	4.1
	<b>2011</b>	<b>206</b>	<b>94.2</b>	<b>-4.0</b>	<b>5.8</b>	<b>12</b>	<b>62.1</b>	<b>128</b>	<b>32.0</b>	<b>66</b>	<b>5.6</b>

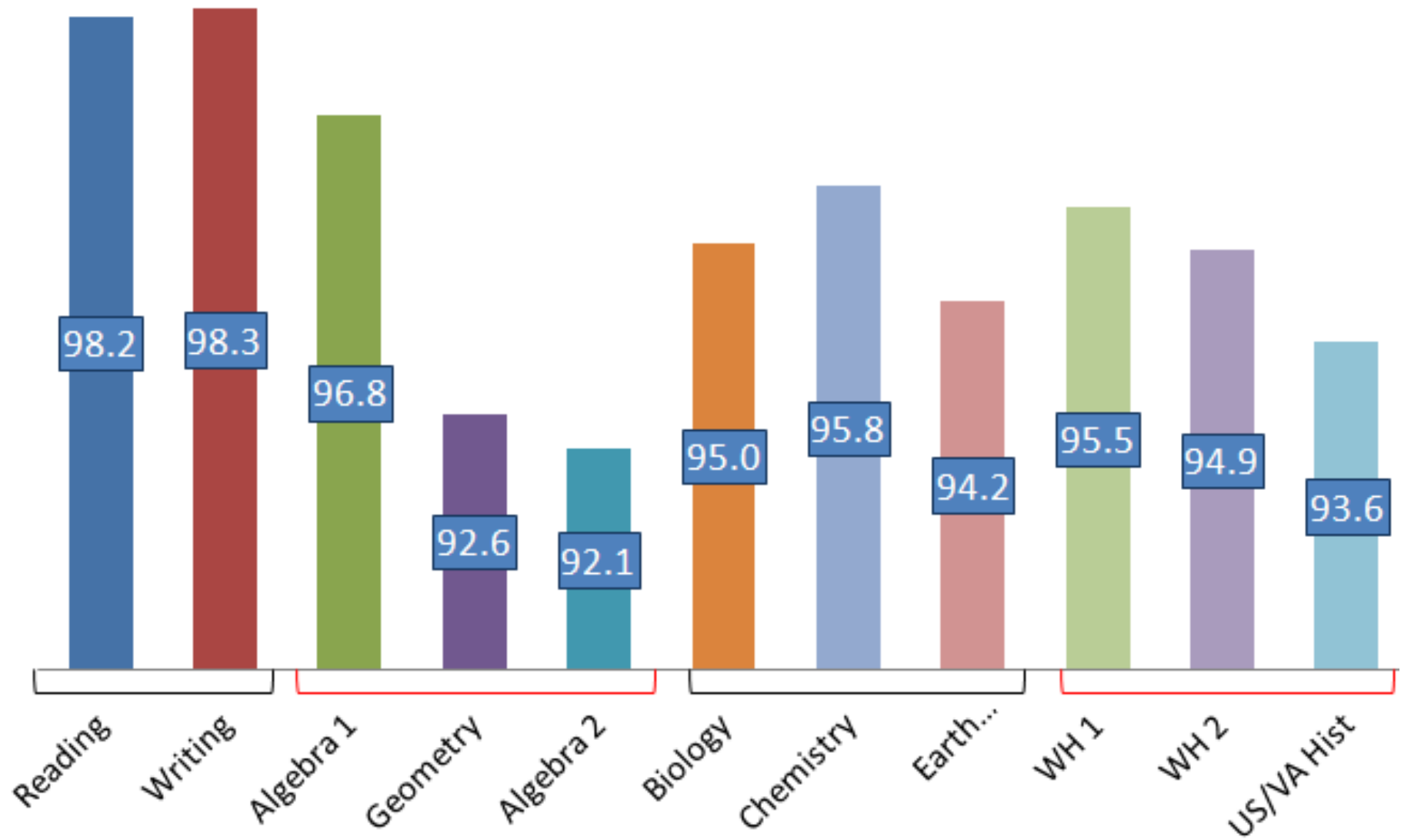
## SOCIAL STUDIES

		Total # of stud.	Overall pass rate	Pass rate % change over previous yr	Fail rate	# Stud. @ fail	Pass prof. rate	# Stud @ pass prof.	Pass adv. rate	# Stud @ pass adv.	Pass adv. % change over previous yr
<b>World History 1</b>	2009	591	98.8		1.2	7	24.4	144	74.5	440	
	2010	547	98.9	0.1	1.1	6	26.5	145	72.4	396	-2.1
	<b>2011</b>	<b>580</b>	<b>95.5</b>	<b>-3.4</b>	<b>4.5</b>	<b>26</b>	<b>72.1</b>	<b>418</b>	<b>23.4</b>	<b>136</b>	<b>-49.0</b>
<b>World History 2</b>	2009	555	97.7		2.3	13	46.1	256	51.5	286	
	2010	558	98.7	1.0	1.3	7	33.9	189	64.9	362	13.4
	<b>2011</b>	<b>530</b>	<b>94.9</b>	<b>-3.8</b>	<b>5.1</b>	<b>27</b>	<b>63.0</b>	<b>334</b>	<b>31.9</b>	<b>169</b>	<b>-33.0</b>
<b>US/VA History</b>	2009	519	98.7		1.3	7	47.8	248	50.9	264	
	2010	565	98.9	0.2	1.1	6	38.8	219	60.2	340	9.3
	<b>2011</b>	<b>532</b>	<b>93.6</b>	<b>-5.3</b>	<b>6.4</b>	<b>34</b>	<b>68.2</b>	<b>363</b>	<b>25.4</b>	<b>135</b>	<b>-34.8</b>

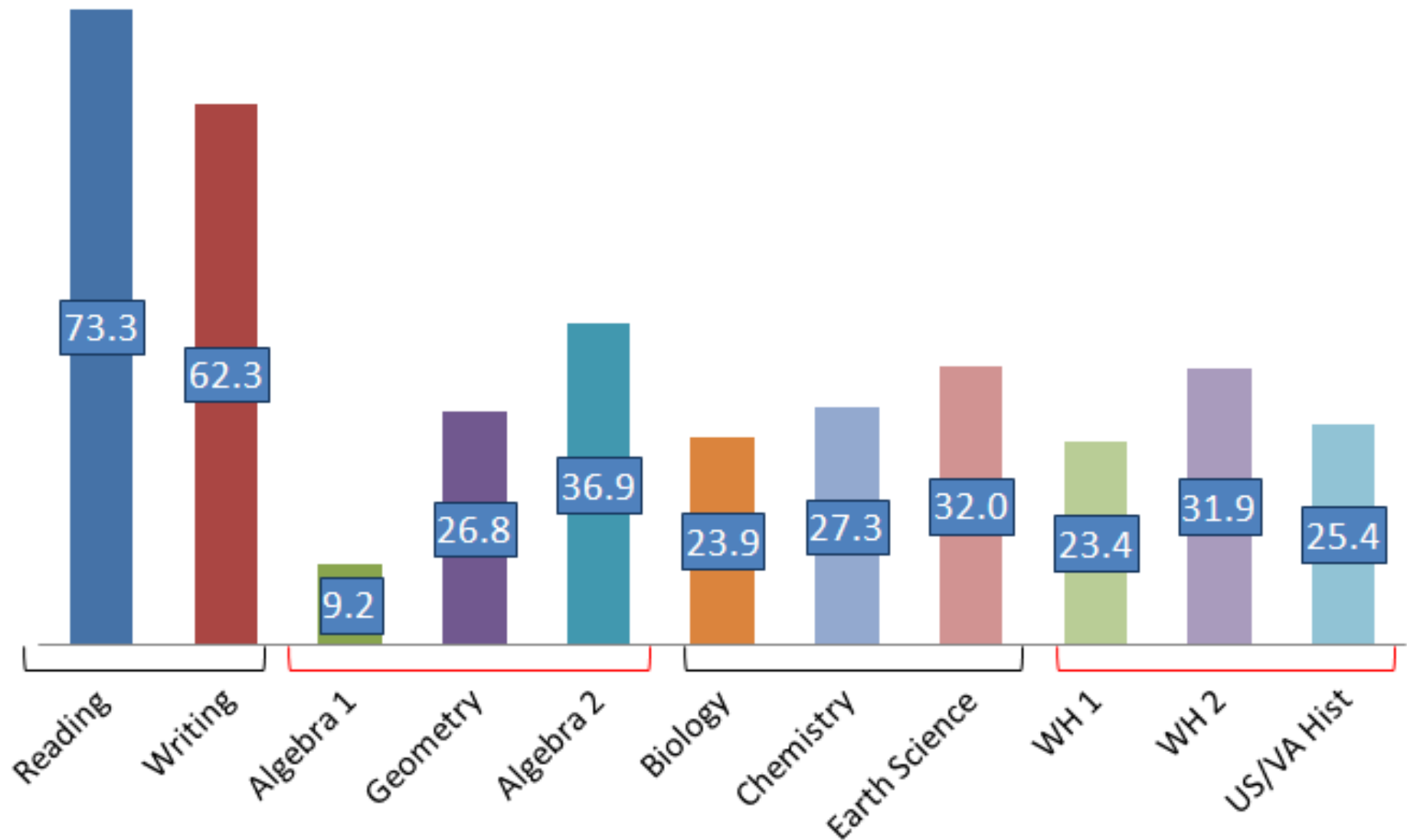
<b>OVERALL PASS RATES</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	98.2	98.3	96.8	92.6	92.1	95.0	95.8	94.2	95.5	94.9	93.6
Asian	98.7	98.4	100.0	95.6	93.9	94.9	94.7	96.0	95.0	89.0	92.3
Black	86.0	87.8	85.7	82.4	81.2	87.2	83.9	77.3	85.3	90.0	80.5
Hispanic	98.5	95.6	96.2	86.3	82.7	87.5	98.3	95.5	88.4	87.8	85.7
White	99.4	100.0	98.1	94.3	94.3	97.7	96.5	96.3	98.3	98.2	96.7
SpEd	87.3	90.0	97.2	69.0	93.0	79.3	80.0	82.7	90.9	80.0	69.4
LEP	83.3	66.7	95.0	85.7	87.5	85.1	87.5	88.2	84.7	61.9	65.0
Econ Disadv	92.6	92.2	94.3	82.2	86.8	87.8	92.9	89.7	89.2	85.9	78.5
<b>PASS ADVANCED</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	73.3	62.3	9.2	26.8	36.9	23.9	27.3	32.0	23.4	31.9	25.4
Asian	61.0	54.0	11.4	34.4	51.2	18.4	32.0	16.0	15.8	28.0	20.0
Black	44.2	39.0	9.5	15.7	12.5	10.3	12.9	13.6	14.7	13.3	2.4
Hispanic	61.8	44.1	11.3	15.1	24.0	11.4	19.0	9.1	14.0	24.3	14.3
White	80.3	69.2	7.6	29.3	38.2	30.8	28.3	47.2	28.9	35.2	31.4
SpEd	25.4	25.7	1.4	7.0	20.9	3.4	6.7	17.3	21.8	24.4	5.6
LEP	16.7	0.0	8.3	23.8	25.0	5.4	0.0	11.8	6.9	0.0	0.0
Econ Disadv	52.9	48.4	9.4	15.1	26.5	4.1	17.9	12.8	10.8	15.5	12.3
<b>FAIL</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	1.8	1.7	3.2	7.4	7.9	5.0	4.2	5.8	4.5	5.1	6.4
Asian	1.3	1.6	0.0	4.4	6.1	5.1	5.3	4.0	5.0	11.0	7.7
Black	14.0	12.2	14.3	17.6	18.8	12.8	16.1	22.7	14.7	10.0	19.5
Hispanic	1.5	4.4	3.8	13.7	17.3	12.5	1.7	4.5	11.6	12.2	14.3
White	0.6	0.0	1.9	5.7	5.7	2.3	3.5	3.7	1.7	1.8	3.3
SpEd	12.7	10.0	2.8	31.0	7.0	20.7	20.0	17.3	9.1	20.0	30.6
LEP	16.7	33.3	5.0	14.3	12.5	14.9	12.5	11.8	15.3	38.1	35.0
Econ Disadv	7.4	7.8	5.7	17.8	13.2	12.2	7.1	10.3	10.8	14.1	21.5
<b>CUT SCORES</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
Pass proficient	56%	68.5%	54%	60%	60%	52%	54%	60%	52%	52%	50%
Pass advanced	84%	91%	90%	91%	90%	90%	90%	90%	88%	87%	88%
<b>AVERAGE SCORES</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
	532	526	453	467	481	467	469	472	467	476	467

<b>OVERALL no. of students</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	562	541	218	564	558	582	495	206	580	530	532
Asian	77	63	35	90	82	98	75	25	101	82	65
Black	43	41	21	51	32	39	31	22	34	30	41
Hispanic	68	68	53	73	75	88	58	44	86	74	70
White	356	351	105	334	351	341	314	108	343	327	338
SpEd	71	70	71	71	43	58	30	52	55	45	72
LEP	24	15	60	42	16	74	8	17	72	21	20
Econ Disadv	68	64	53	73	68	74	56	39	74	71	65
<b>PASS ADVANCED - no. of students</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	412	337	20	151	206	139	135	66	136	169	135
Asian	47	34	4	31	42	18	24	4	16	23	13
Black	19	16	2	8	4	4	4	3	5	4	1
Hispanic	42	30	6	11	18	10	11	4	12	18	10
White	286	243	8	98	134	105	89	51	99	115	106
SpEd	18	18	1	5	9	2	2	9	12	11	4
LEP	4	0	5	10	4	4	0	2	5	0	0
Econ Disadv	36	31	5	11	18	3	10	5	8	11	8
<b>FAIL - no. of students</b>	<b>Reading</b>	<b>Writing</b>	<b>Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Earth Science</b>	<b>WH 1</b>	<b>WH 2</b>	<b>US/VA Hist</b>
All	10	9	7	42	44	29	21	12	26	27	34
Asian	1	1	0	4	5	5	4	1	5	9	5
Black	6	5	3	9	6	5	5	5	5	3	8
Hispanic	1	3	2	10	13	11	1	2	10	9	10
White	2	0	2	19	20	8	11	4	6	6	11
SpEd	9	7	2	22	3	12	6	9	5	9	22
LEP	4	5	3	6	2	11	1	2	11	8	7
Econ Disadv	5	5	3	13	9	9	4	4	8	10	14

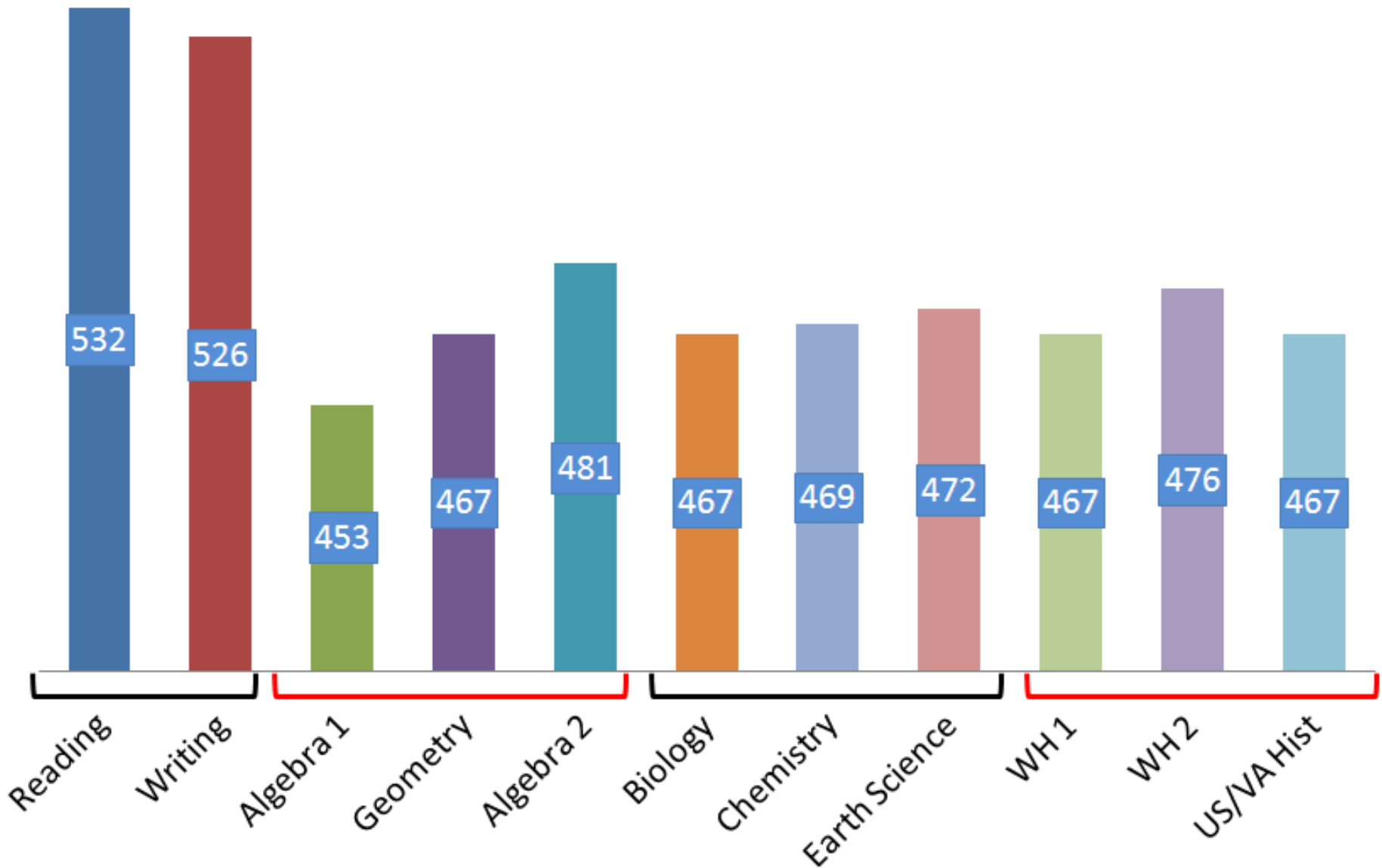
## SOL Overall Pass Rates - Spring 2011



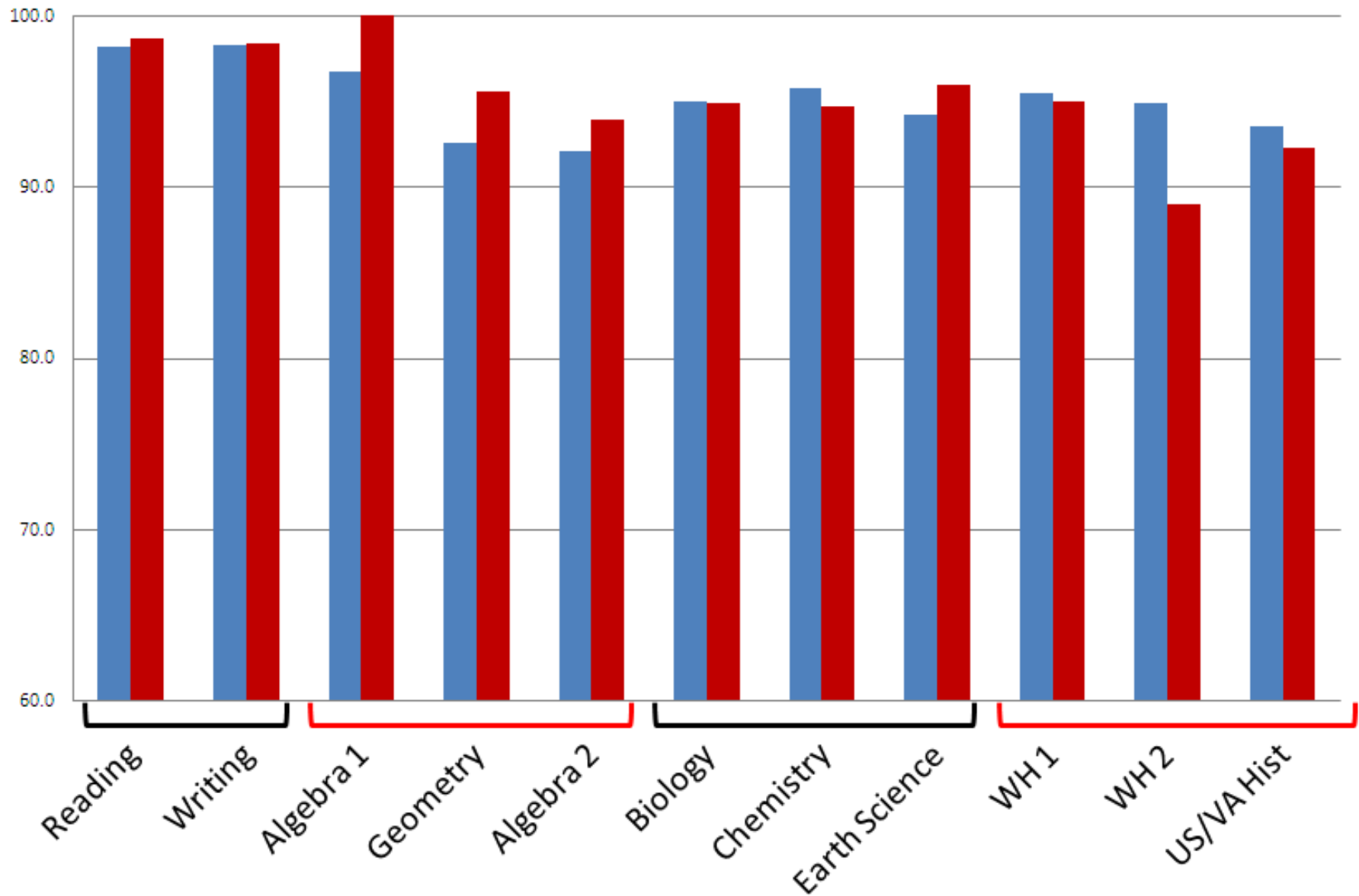
## SOL Pass Advanced Rates - Spring 2011



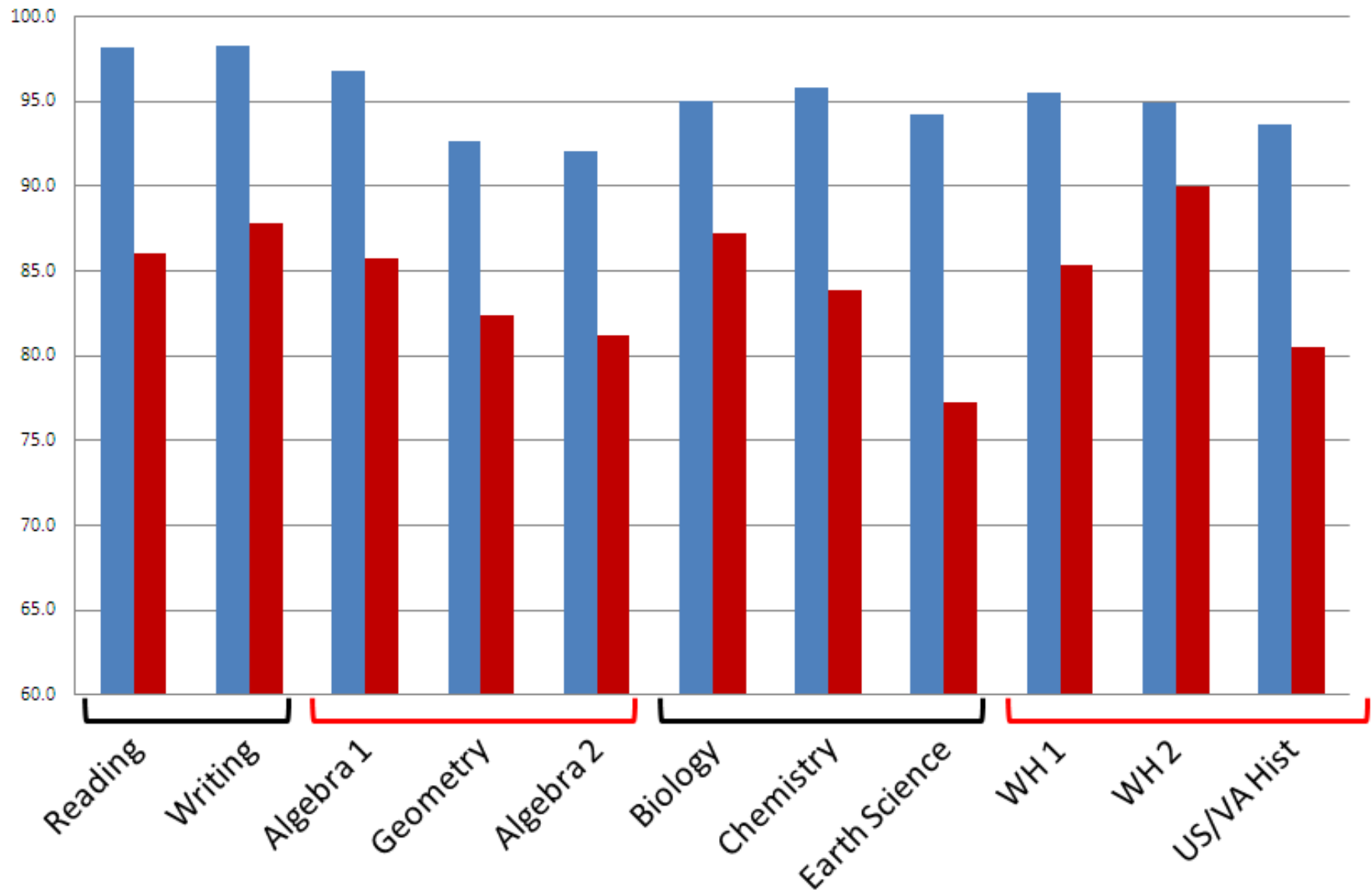
## Average Scores for SOL Exams - Spring 2011



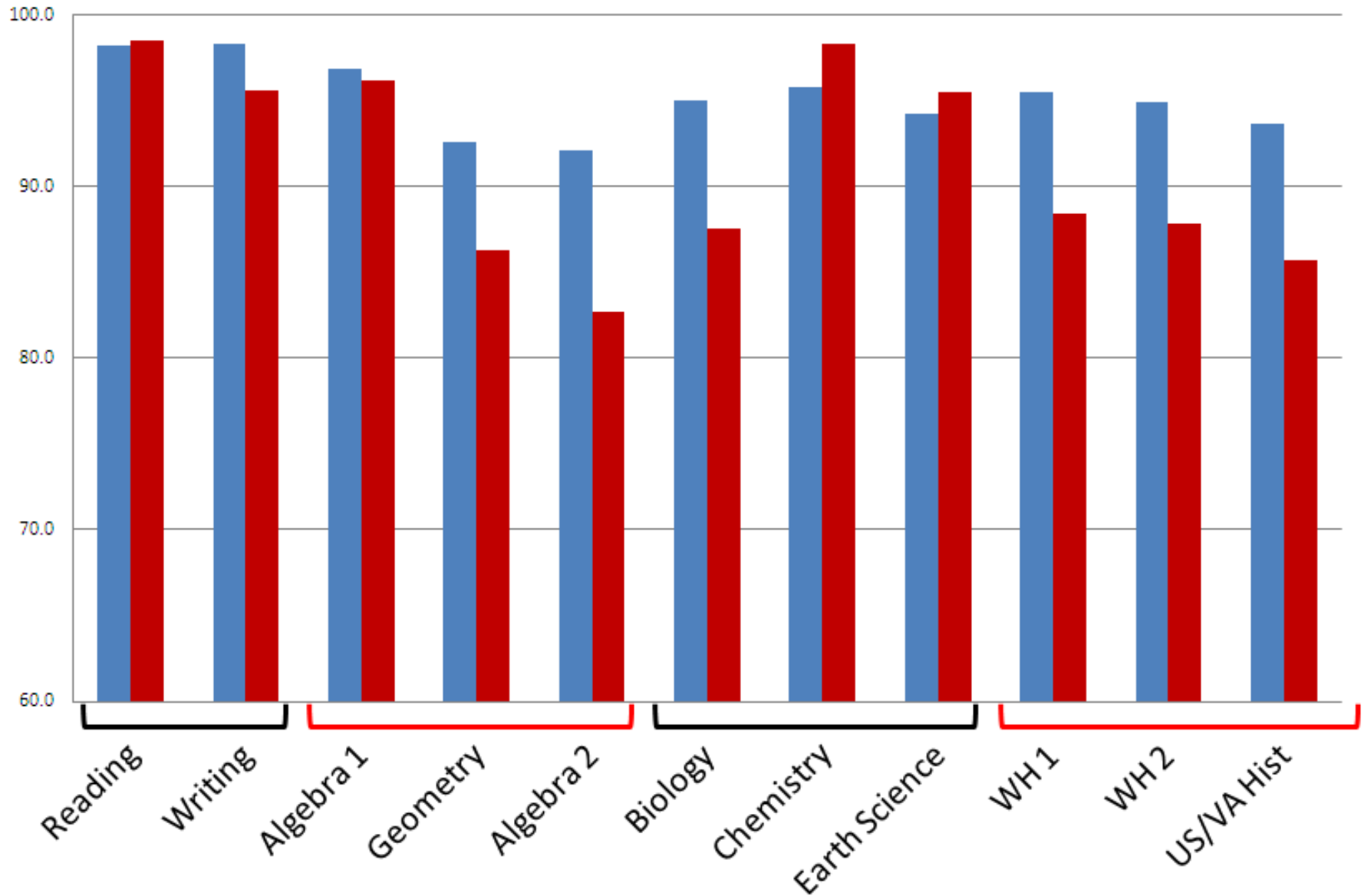
## Overall and Asian Subgroup Pass Rates - Spring 2011



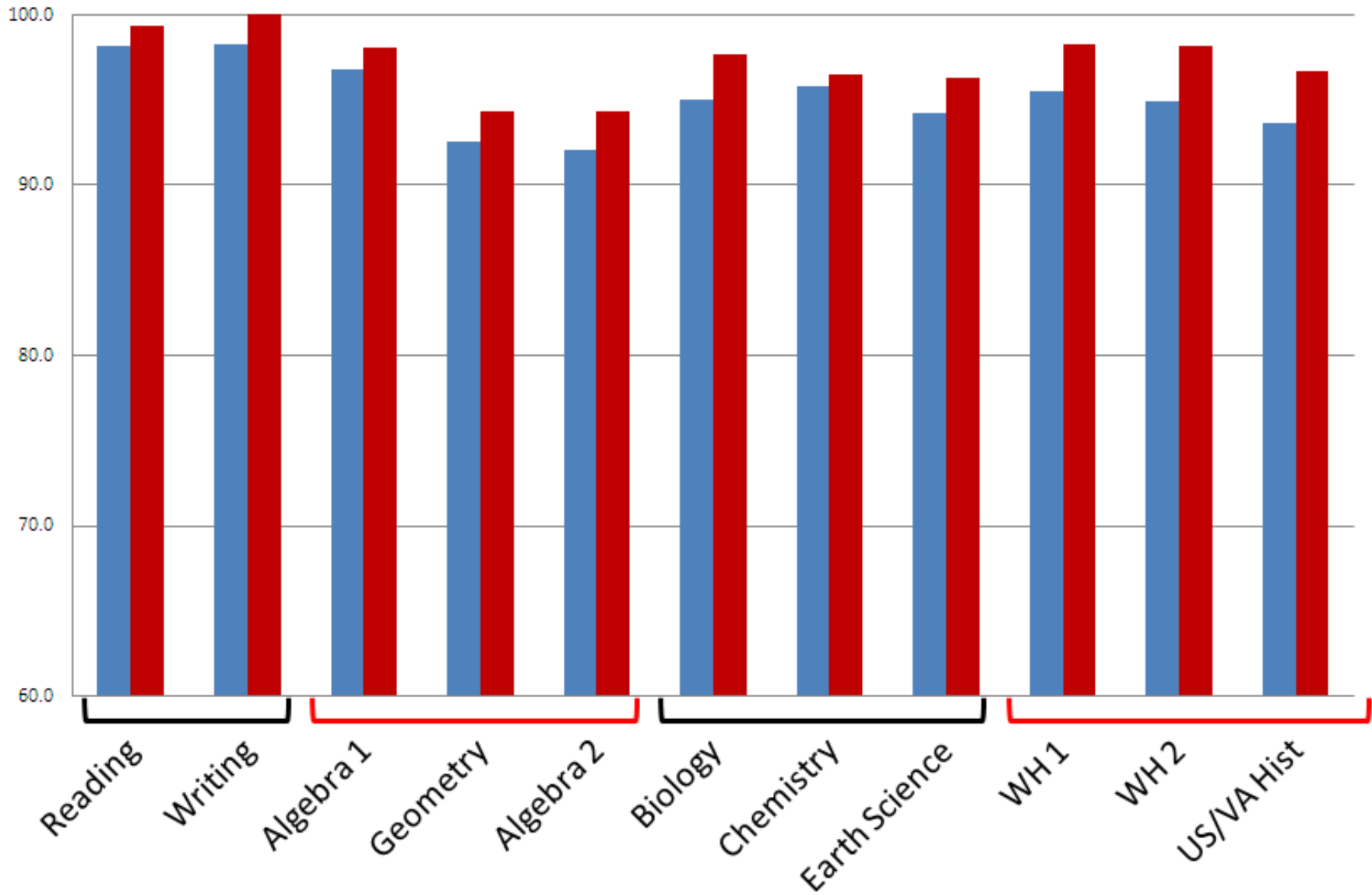
## Overall and Black Subgroup Pass Rates - Spring 2011



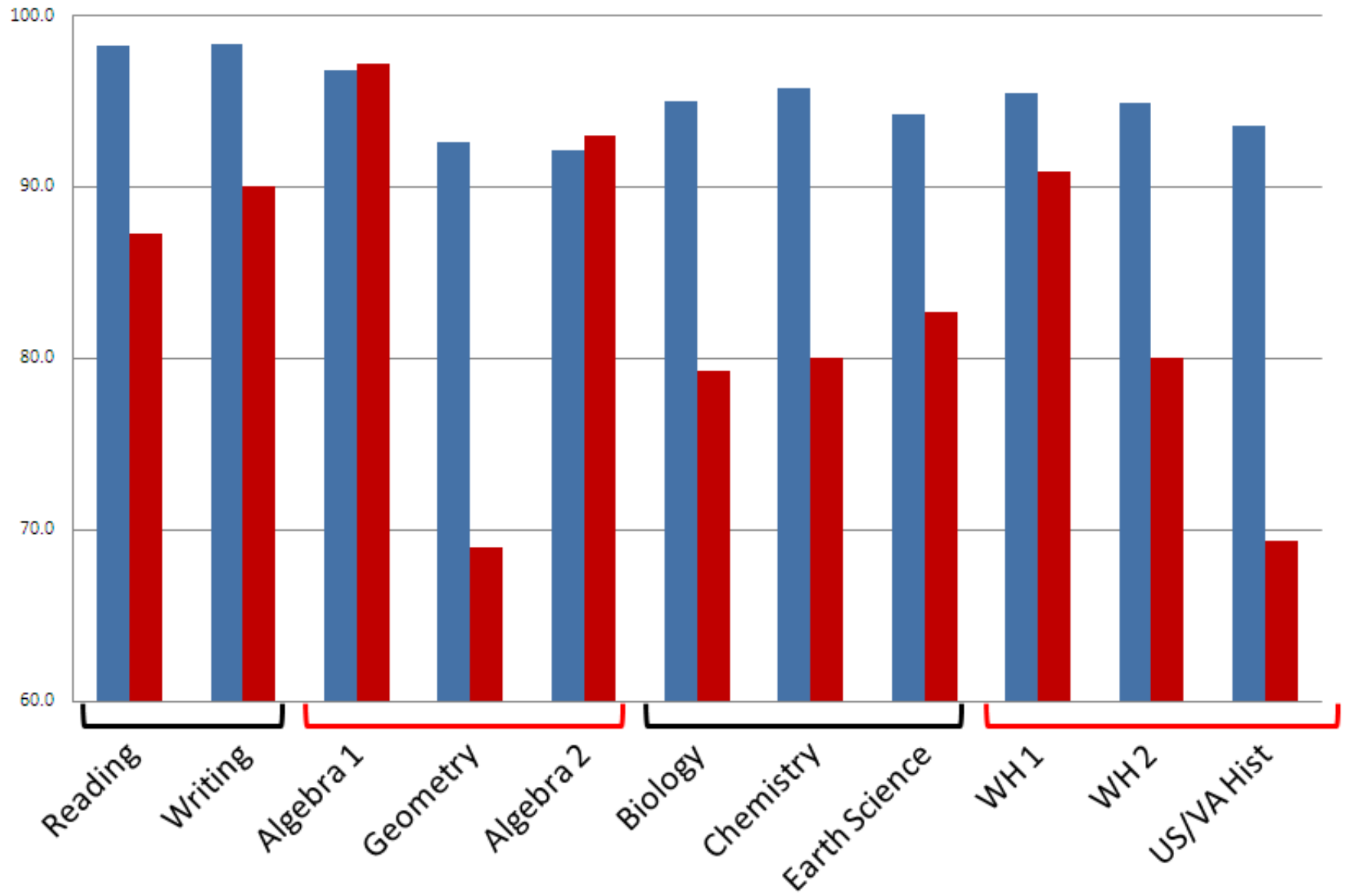
## Overall and Hispanic Subgroup Pass Rates - Spring 2011



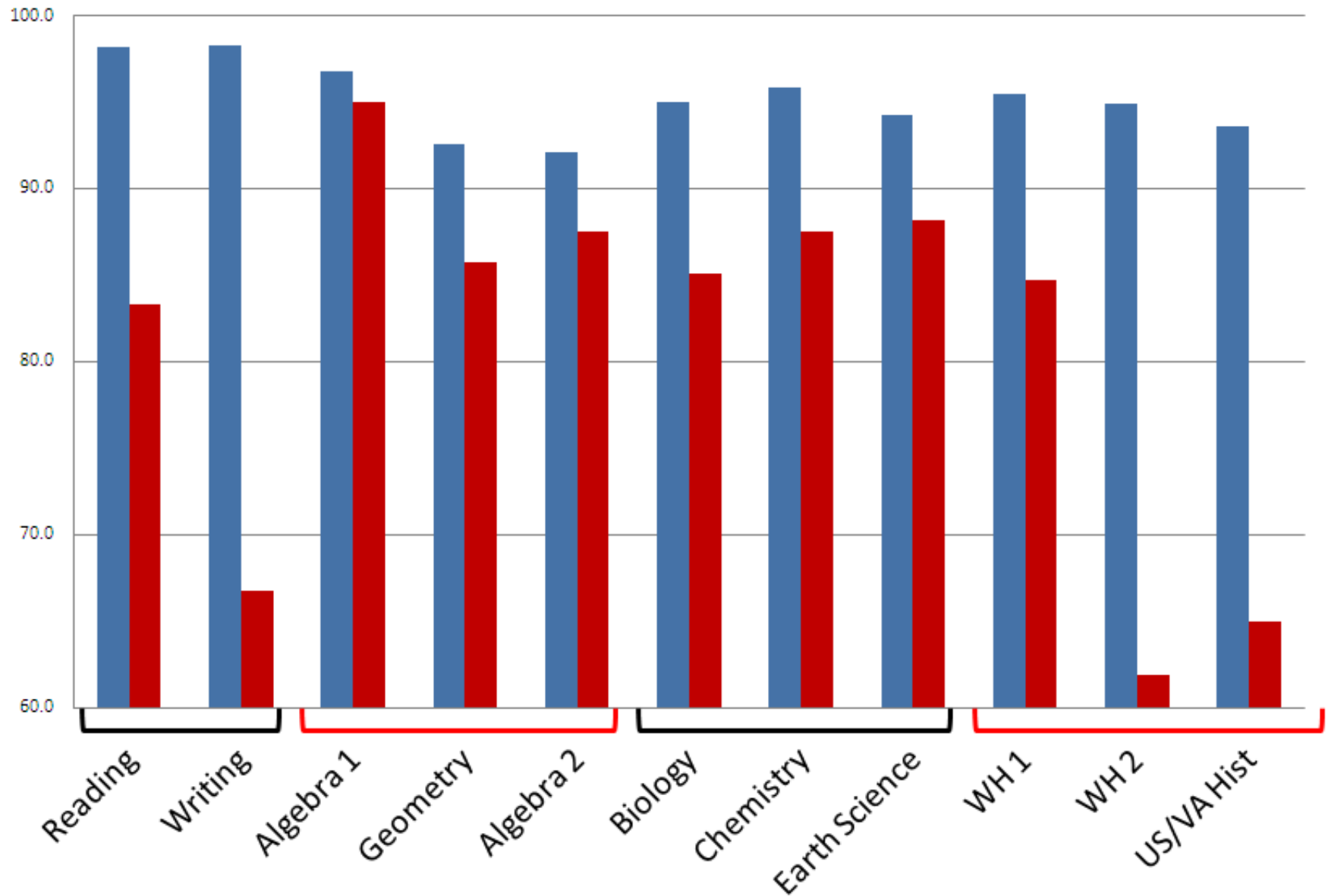
## Overall and White Subgroup Pass Rates - Spring 2011



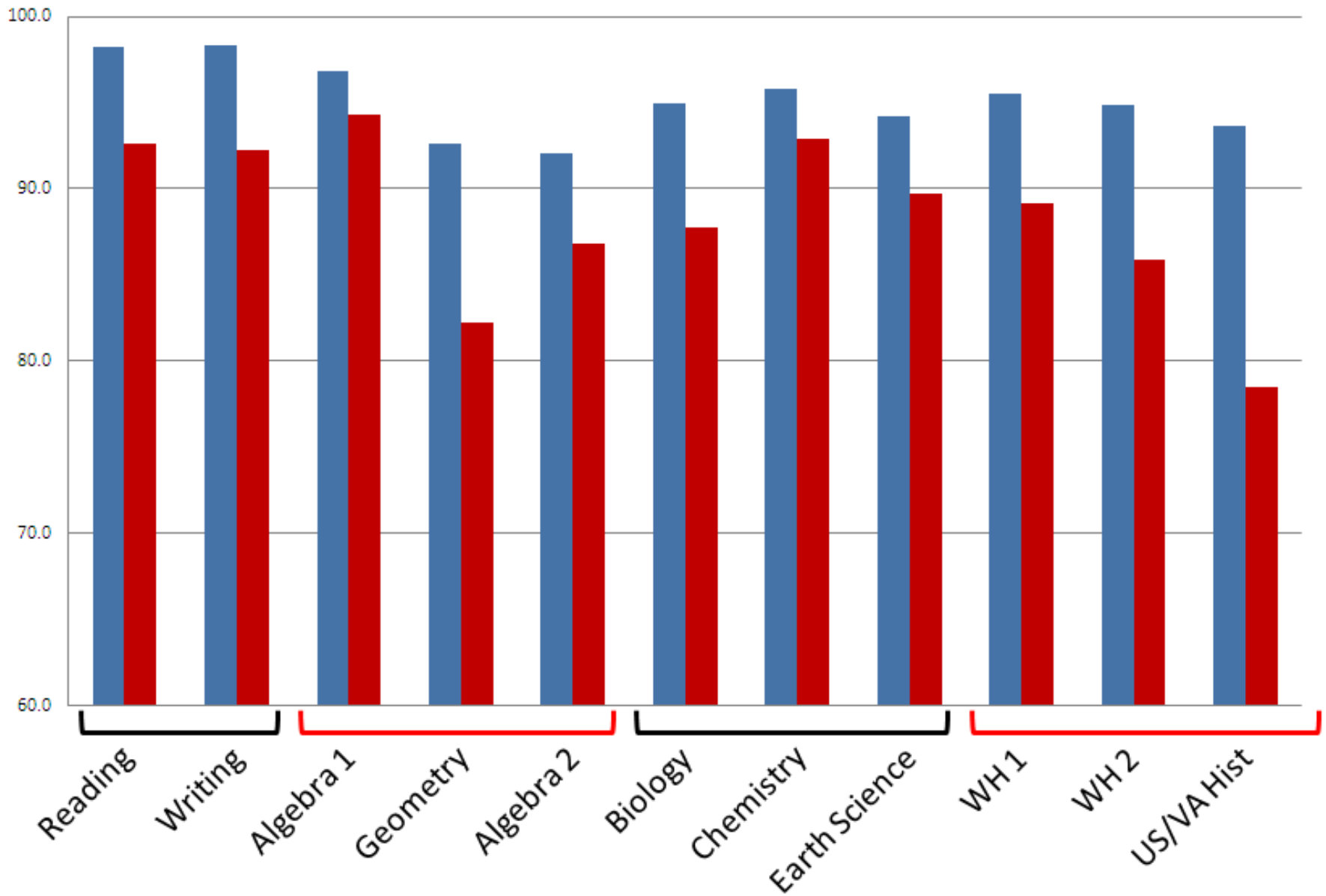
## Overall and Special Ed Subgroup Pass Rates - Spring 2011



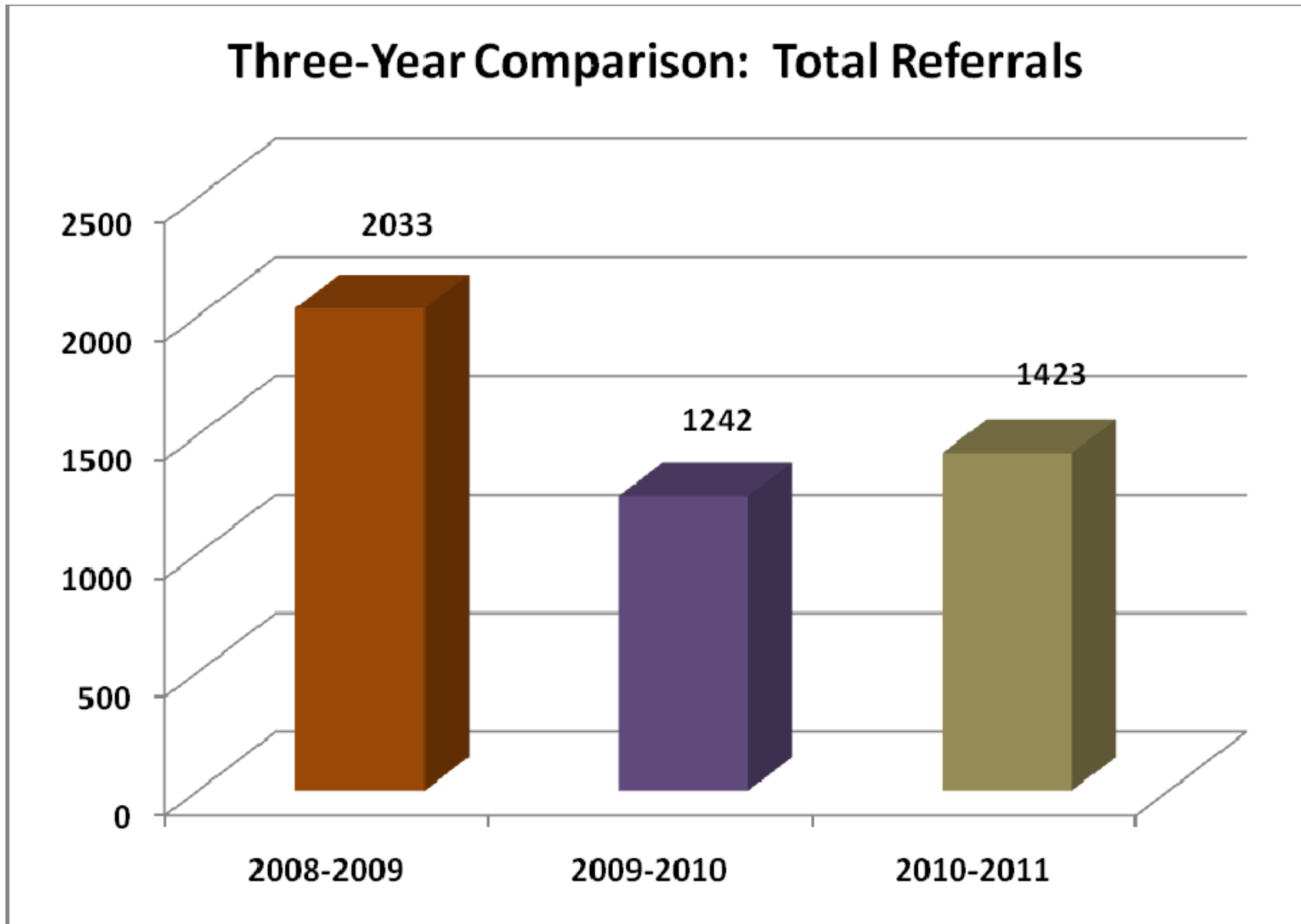
## Overall and LEP Subgroup Pass Rates - Spring 2011



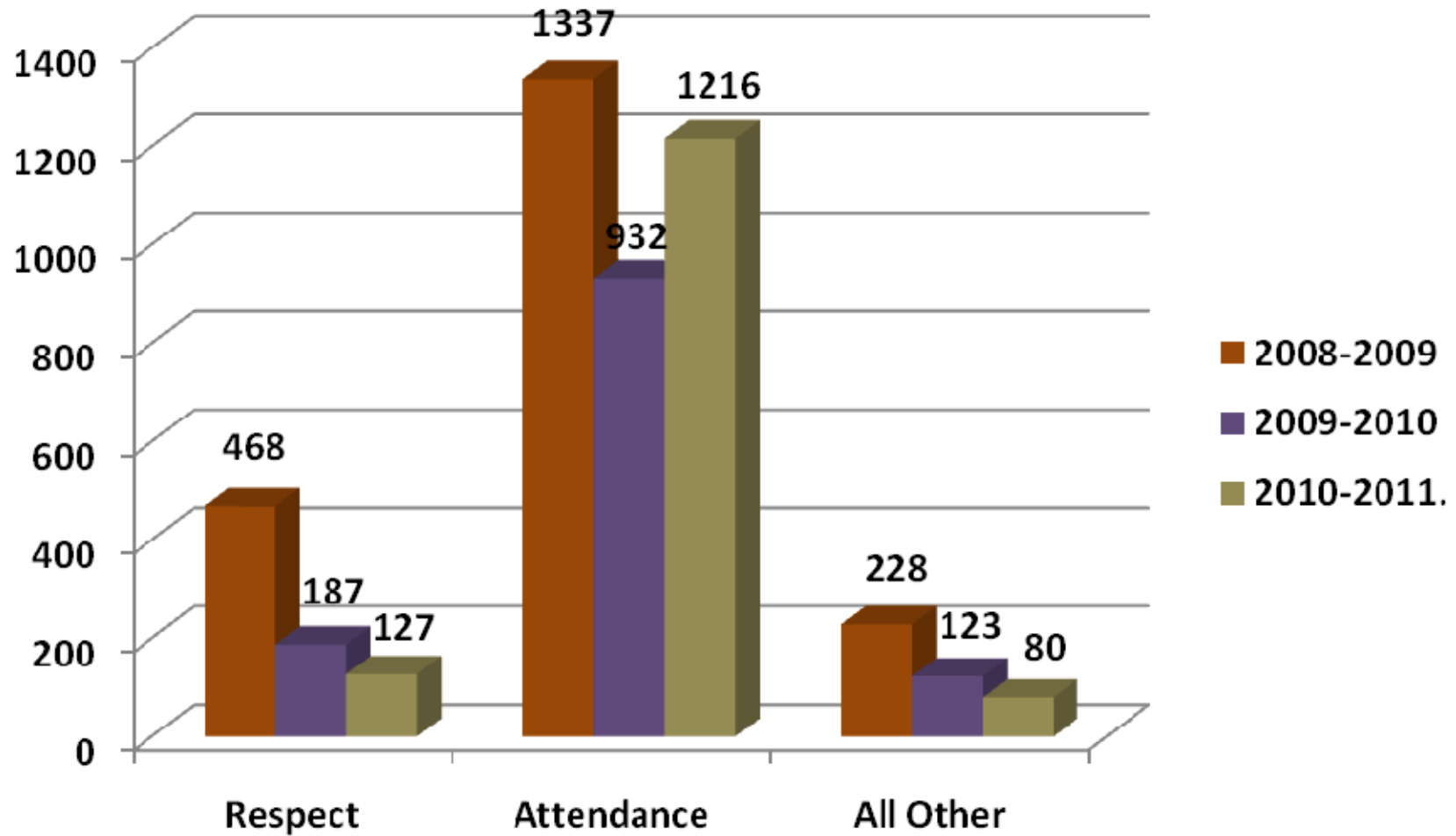
## Overall and Econ. Subgroup Pass Rates - Spring 2011



APPENDIX B – SASI DISCIPLINE RESULTS



## Three-Year Comparison: Referrals by Offense Type



### Three-Year Comparison: Referrals by Month

