

**Fairfax County Public Schools**

**School Improvement Plan  
2011 – 2012**

*Thomas Jefferson High School for Science and Technology*

**Cluster *III***

**Evan Glazer, Ph.D, Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



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

**COMMITTEE MEMBERS**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Evan Glazer, Ph.D	Principal; Committee Chair SIP and SCC6	Glotfelty	SCC2
Mary McDowell, Ed.D	AP; Committee Chair, SIP and R6	Adam Smith	SCC2
Heather Sondel, Ed.D	AP; Committee Chair, SIPET, A5	Shane Torbert	SCC2
Mary Ann Bosley	AP; Committee Chair, ESR2	Ithalda Uston	SCC2
Shawn DeRose	Student Activities Director: Committee Chair, SCC2	Milde Waterfall	SCC2
Brandon Kosatka	Student Services Director; Committee Chair, SCC6	Doug Cullen	R6
Koji Otani	tjSTAR, Chair	Amanda Hurowitz	R6
Larry Gaudreault	tjSTAR	Brian Kennedy	R6
Mike Steuben	tjSTAR	Kate Lewis	R6
Barbara Wood	tjSTAR	Mike Miller	R6
Kayla Gutierrez	tjSTAR	Steve Rose	R6
Sonia Del Cerro	SCC2	John Woodwell	ESR2
Mark Hannum	SCC2	Kerry Campana	ESR2
Neil Kelly	SCC2	Gilbert	ESR2
Marian MacLean	SCC2	Levine	ESR2
Alex Pou	SCC2	Don Majeske	ESR2
Jennifer Seavey	SCC2	Aexa Scott	ESR2
Scott Campbell	SCC2	Sinick	ESR2
Jeff Steele	Parent/R6	Tom Sleete	ESR2
James Graham	Student/tjSTAR	Ben Silverman	Student/tjSTAR
Vansh Kumar	Student/tjSTAR	Bohe Hoskings	Student/ESR2
Lizaveta Miadzvedskaya	Student/tjSTAR		

## **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.

## FCPS Vision, Mission, and Beliefs

### **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.

## TJHSST Vision, Mission, and Beliefs

### **TJHSST—VISION STATEMENT**

The vision of Thomas Jefferson High School for Science and Technology is to empower students with critical inquiry and research skills, problem solving skills, and a value for intellectual curiosity and social responsibility, so they can be future leaders and thinkers to advance the role of science and technology in society.

### **TJHSST—MISSION STATEMENT**

The mission of Thomas Jefferson High School for Science and Technology is to provide students a challenging learning environment focused on math, science, and technology, to inspire joy at the prospect of discovery, and to foster a culture of innovation based on ethical behavior and the shared interests of humanity.

### **T—CORE VALUES/BELIEFS**

At Thomas Jefferson High School for Science and Technology, we believe:

1. Critical thinking and problem solving skills are vital in addressing the complex societal and ethical issues of our time.
2. Students learn best in a community where academic disciplines are integrated, fostering an appreciation of how they interact and form a whole.
3. Global interdependence compels us to understand the languages, systems and diverse cultures of people throughout the world.
4. Literature, music and the arts are essential, timeless aspects of human existence.
5. The methods of science provide discipline to our search for structure in the world.
6. Research stems from a combination of fundamental knowledge, individual creativity and curiosity.
7. Effective communication is often the only difference between a good idea and a successful initiative.
8. Collaborative learning, athletics, and extracurricular activities develop leadership and interpersonal skills.
9. Responsibility and integrity are core principles in the pursuit of excellence.
10. Learning never ends.

## **SPECIAL PROGRAMS**

### **Special Programs in Thomas Jefferson HS**

1. Magnet Schools - High School for Science and Technology
2. Governor's School
3. College Partnership Program
4. Jefferson Learning Community (PLC)
5. 8th Period (see next page)
6. JOSTI

#### **Student Achievement Goal – Academics**

World Languages

Olympiads: Physics, Biology, Chemistry, Computer Science

Senior Research

Accelerated Academic Options

Mentorship

Summer Research

IBET: Integrated Biology, English and Technology

CHUM: Chemistry and Humanities Integrated Curriculum

Chemistry\DuPont Challenge\English Integrated Curriculum

#### **Student Achievement Goal – Essential Life Skills**

tjSTAR

Ethics Forum

#### **Student Achievement Goal – Responsibility to the Community**

Student Computer Systems Administrators

Techstravaganza

Hands on Science

Summer Technology Institute

Science and Engineering Festival on the Mall

Jefferson Society

Service Week

One Question – One Book

## TJHSST Special Programs

### Period Activities

2011 Council and Committees  
2012 Council and Committees  
2013 Council and Committees  
2014 Council and Committees

Action Africa  
Active Minds  
Amateur Radio Club (Ham Radio Club)  
American Sign Language Club  
Amnesty International (global human rights issues)  
Anemos (political magazine)  
Asian Awareness Club  
Assistive Technology Club  
Astronomy Club  
Athletic Injury Clinic

Bailey's Elementary (Glatter)  
Ballroom Dance Club  
Band: Color Guard  
Band: Drum Line  
Basketball  
BBC – (Building a Better Community)  
Belvedere Elementary Tutoring  
Big Sibbs  
Biology Olympiad  
Biology Society  
Biotechnology Club  
Book Buddies (mentoring at Weyanoke)  
Botball/Robotics  
Bridge Club (for card players)  
BSU (Black Student Union)  
Catholic Student Association (CSA)  
Chaos and Donuts  
Chemistry Olympiad  
Chemistry Society  
Chemistry Team  
Chess Club & Team

Chinese Connection (Chinese culture club)  
Chinese Honor Society/Club  
Chorus (Man Choir, Sirens) Madrigals (Orser-Wed B)  
Cliffhanger Media Project  
Columbia Elementary tutoring  
Computational Linguistics Team  
Computer Team - Senior  
Computer Team -Freshman,  
Computer Team Intermediate  
Consulting Society  
COTI Cultures of the Imagination  
Crew  
Chinese Club  
Debate, Lincoln Douglas  
Debate, Policy  
Debate, Public Forum  
Drama Improv  
Drama:  
Dungeons and Dragons  
Electronics Club  
Environmental Impact Club  
Environmental Resource Club  
Environmental Science Club (TJ recycling program)  
Excelsior Club (Physics/Aerospace Engineering)  
FBLA (Future Business Leaders of America)  
FCA (Fellowship of Christian Athletes)  
Film Makers  
Forensics Club  
French Honor Society & French Club  
Game Design  
Game- (Play various board or card games)  
Games - Magic the Gathering  
Games 6 - Starcraft  
Garden Club  
GEMS (Girls in Engineering, Math and Science)  
German Honor Society & German Club  
Go Club (board game)  
Greenhouse Club  
GSA (Gay and Straight Alliance)

## TJHSST Special Programs

HAA (Hinduism Awareness Association)  
Hip Hop Roots  
Hispanic Alliance (social/cultural club)  
Holmes Middle School tutoring  
Investment Club  
Japan Bowl  
Japanese National Honor Society  
Jefferson Athletic Association  
Jefferson Society (responsible for visitor tours of TJ)  
Jewish Culture Club  
J-MAD (Jeffersonians Making a Difference)  
Junior Civitan International  
KARDESLIK  
Key Club (service organization; school & community)  
Keyettes (service organization; school & community)  
Korean Culture Club  
Latin Honor Society/Latin Club/Certamen (Academic competition)  
LDS Student Social  
Leewood Friends (nursing home volunteer service)  
Mah Jong Club  
Math Team all levels  
Medical Society (medical issues interest group)  
Mending Hearts (Cardiac Study)  
Mock Trial Club  
Model United Nations (MUN)  
MSA (Muslim Student Association)  
Mural Club  
Namaste (Indian social, cultural club)  
Nanotechnology Club  
National Honor Society (Officers)  
Neuroscience Society  
Newspaper: TJ Today (School newspaper)  
Nuestros Pequeños Amigos  
Ocean Bowl  
Octagon Club (Optimists' service organization)  
One Question  
Orchestra/ Chamber Music  
Otaku Club (Japanese animated film interest group)  
Parklawn Elementary School Tutoring  
Persian Club  
Physics Team  
Poi  
Political Junkies (discussion group)  
Quiz Bowl (It's Academic)  
RAD( Recording Audio for the Disabled)  
Red Cross Youth Task Force  
Relay for Life  
Renaissance Fair  
Rotary Interact  
Russian Club  
SADD (Students against Destructive Decisions)  
Science Bowl  
Science Fiction and Fantasy Writers  
Science Olympiad  
Scrabble  
SEA (Science&Engineers for America)  
Shakespeare Troupe  
SLAB (Student Library Advisory Board)  
Slava (Russian Honor Society)  
Spanish Club  
Spanish Honor Society  
Speakers Outreach  
Student Diversity Initiative  
Student Government Association (SGA)  
Swim Dive  
Swing Dance Club  
Sys Admins & Understudies (Wed. B)  
Team America Rocketry Challenge (TARC)  
Teenage Republicans  
Teknos (Journal of Science, Mathematics & Technology)  
The Little Sunshine Project  
Threshold (Magazine for Arts & Sciences)  
TJ Star  
TJ Tek (Auto repair & maintenance)  
TJStitchers  
TWIST (Tomorrows' Women in Science & Technology)  
UNICEF  
VSA (Vietnamese Students Assn.)  
Weight Training  
Weyanoke Elementary Tutoring  
WILD (Women in Leadership)  
WISE (Women in Science & Engineering)  
World Culture Club

## TJHSST Special Programs

Writer's Alliance- fiction writing  
Yearbook

Young Democrats

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

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

- A1 Enhance TJHSST curriculum so that students develop research skills at all grade levels through vertical integration, developing interdisciplinary lessons.
- A2 Continue to develop interdisciplinary lessons as needed.
- A3 Explore offering more flexibility in course selection, including high-level course work as an alternative to AP.
- A4 Initiate regulations for expected performance to remain a TJHSST student.
- A5\* Review division course offerings (and readiness identification) in terms of vertical integration (articulation).**
- A6 Explore and pilot alternatives to the current school calendar

Goals developed as part of SACs action plan

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\*Focus Goal for 2011-12 school year.

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

TJ courses are inherently different than similarly-titled courses at other Fairfax County High Schools. The TJ courses are designed to support a four-year program of interdisciplinary learning experiences and rigorous learning expectations that exceed the FCPS Program of Studies. For this reason, most TJ courses are not necessarily interchangeable with FCPS offerings, summer courses or

## Student Achievement Goal: Academics

even courses offered through accredited post-secondary organizations. However, credit from public institutions cannot be denied by TJHSST, so some students transfer credit from other institutions and accelerate into higher coursework without necessary prerequisite skills. The result can be gaps in knowledge, skills, and understanding leaving a student ill-prepared for the subsequent course.

Our school has begun to articulate the gap between TJ's expectations and the standard offerings from FCPS through development of Program of Studies for each content area. An analysis of the vertical articulation of these expectations will ensure the TJ program is complete and consistent. When this gap is articulated clearly, we then need tools to measure whether or not students have demonstrated mastery of the gap, as well as interventions to support students when they demonstrate difficulty with this gap.

Data Sources: The school's Leadership Team determined this area as a priority in order to maintain the integrity of the TJ curriculum, while realizing greater numbers of students are trying to earn credit outside of the school. Within curriculum divisions, teachers have acknowledged some students do not have prerequisite math or writing skills to achieve in a particular course. We also have had experience with students scoring dangerously low on a SOL pretest, serving as an indicator for more interventions.

More data are needed to address areas where students frequently face gaps in knowledge, skills, and understanding. As such, the data will come from the teacher and Division-created Program of Studies documents, student assessments, and other documents created by the Division to address the curricular needs to achieve vertical articulation.

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

Our academic Divisions have been working on vertical articulation "unofficially" for many years. For example, the Science and Technology Division has done work in recent years to backward-map the elective courses to support and align to the Senior Research Labs. The physics teachers have worked closely with math teachers to develop an instrument that measures students' mathematical skills at the end of their sophomore year. If students do not show competency, they are given review materials over the summer and retest in the fall, followed by tutoring sessions during 8<sup>th</sup> period to address specific skill sets. Also, the Mathematics and Computer Science Division has made efforts to re-align its curricula to correlate with changes in enrollment (more students are enrolling in Algebra 2/Trig as Freshmen) and with the skills in the Science curriculum. The Foreign Language and Humanities staff have done some work with the development of a TJ POS documents so they can provide a consistent format that will allow an analysis of prerequisite skills and development of pretests for course readiness.

There is a need for vertical articulation analysis to maintain the integrity of our curriculum, and also to make sure students are adequately prepared for more challenging work. We have just begun the process of identifying where gaps might occur in student backgrounds as they transition between courses or transfer credit, and more work is needed around the building.

## Student Achievement Goal: Academics

Best Practice Research: While many educators (Discovery Canyon, 2009; Marzano, 2003) make strong recommendations for the practice of vertical curricular articulation, it is understood that vertical articulation is directly related to student achievement (Danielson, 2002; Marzano, 2003) Intuitively though one understands that the practice of creating a vertical curriculum articulation will allow the staff to plan better learning opportunities for the students. According to Kowal, the vertical team approach is “a valuable way to help students navigate the transitions between elementary, middle, and high school from an academic standpoint: (Vertical Teaming, Making Connections Across Levels, 2011). The National Science Teachers Association also strongly recommends a full K-16 vertical curriculum articulation, to include the following processes for teachers:

- ⊙ Time for planning, access to colleagues inside and outside of the school, and resources for teachers are essential to successful coordination efforts.
- ⊙ Teacher training and professional development programs must promote and help teachers work toward coordination.
- ⊙ Attention must be given to coordination at transition points within the K–12 school system: elementary to middle schools and middle to high schools.
- ⊙ Science Curricula and teaching must be coordinated with the needs and demands of business and industry.

Similarly, Paesani and Barrette in From Description to Theory (2000), state that “states and colleges must adopt common objectives in the teaching and learning” and also they recommend that “there must be an acceptance of a curricular continuum which will serve as a basic guideline for . . . instruction from the earliest level of study through the teacher-training program.”

**STUDENT ACHIEVEMENT GOAL—ACADEMICS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1	Develop and implement a time line for the creation of readiness assessments of skill sets for essential core subject areas.
2	For those courses with defined readiness skill sets, 100% of students, who do not demonstrate proficiency, will be placed in 8 <sup>th</sup> period intervention “sticky” help sessions until readiness is achieved.
3	Each Academic Division will make recommendations for actions to take for students who have not reached a defined readiness for course topics.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Review division course offerings (and readiness identification) in terms of vertical articulation (integration) (SACS Goal A5)							
<b>ADMINISTRATIVE TEAM LIAISON: HEATHER SONDEL</b>							
<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.	
Identify a “Check-Up” assessment to measure readiness for next year – use an existing common assessment as a means to evaluate student readiness through course projects, assignments, or an existing exam. Potential courses include math, world languages, writing and science.	Heather Sondel/Assessment Coordinator/Division Manager	Time, potential funding, if ready-made tests are available for purchase.		X		X	Report out on the assessments viewed/considered.
Use JLC time (vertical meetings) to identify essential skills needed as prerequisite skills for a particular course.	Heather Sondel/Division Manager	Minimum of 2 meetings per year, one per semester		X		X	Calendar identifying the dates of the meetings, meeting notes and any deliverables from the meeting.
Share developed skill sets with students and parents once they are developed.	Heather Sondel/Division Manager/Teacher Teams	Letters to be sent home; information posted on the Division webpage (possibly).			X		Completion of a letter/memo home to parents; information for parents and/or students on where more information can be found (suggestions could be: partner sites, TJ sites, documents)

Student Achievement Goal: Academics

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Review division course offerings (and readiness identification) in terms of vertical articulation (integration) (SACS Goal A5)							
<b>ADMINISTRATIVE TEAM LIAISON: HEATHER SONDEL</b>							
<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.	
Use admin release or curriculum hours to devise readiness assessments, where possible.	Heather SondeI/Mary McDowell	Funding from Summer Curriculum Hours fund codes (leftover from 2011 or funds for 2012); Professional Development Funds from PTSA or new school committee.				X	Summer Curriculum Hours requested and used for 2012. Report from
Incorporate ready-made online assessments, such as the Khan Academy, that students can take outside of school in order to provide instructors information about remediation focus areas.	Brandon Kosatka, Evan Glazer	Internet access, JLC meeting time		X	X	X	Reports generated through the Khan Academy website or other online sources.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

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

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

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

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

*Create an exemplary model of ethics and socially responsible behavior at TJHSST by improving communication between the school and parents about the negative effects of poor ethical decisions.*

ESR1: Assess how best to provide ethics instruction and promote socially responsible behavior.

**ESR2\*:** **Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.**

ESR3: Improve communication between the school and parents about the negative effects of poor ethical decisions

Goals developed as part of SAC's action plan

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\*Focus Goal for 2011-12 school year.

## Student Achievement Goal: School Community and Climate

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

In response to uncertainty from faculty members, staff, and parents about the nature of ethical violations at TJ and the resulting consequences, faculty and staff identified improved communication about ethical violations as a long-range goal. The underlying goal of improved communication was the expectation that awareness of ethical principles, understanding of the specific kinds of likely violations, discussion of school procedures and expectations, and expression of the school community's concern would lead to increased awareness of the need to make ethical choices on the part of students – and therefore would result in a decrease in numbers of ethical violations. A variety of ethics-related efforts have previously been implemented, including the One Question (and One Book), mini-faculty meetings, an evening session for parents with a panel of faculty members, an article in Techcetera, and an 8<sup>th</sup> period presentation on ethics by student leaders from UVa, among many others. This year (2011–2012) students have the opportunity to enroll in a course of ethics, which will provide another chance for reflection and discussion guided by a faculty member. In addition, individual divisions have addressed the issue in a variety of ways, most notably through their course syllabi accompanied by classroom discussions of expectations and responsibilities for ethical behavior. Teachers also collaborate and develop instructional activities as needed through PLCs and through each division's plans. We continue these efforts as an ongoing process.

### Data Sources:

Although communication to parents and staff has improved within the last year, there still remains need to provide on going information about the consequences to honor code violations and the perceived inconsistencies with the consequences of honor code violations. To address issues of consistency, what constitutes “plagiarism” should be the same throughout all disciplines. The school's Honor Code as well as information related to integrity violations is available in parent's home language. The number of discipline referrals from a two year cycle will be used to track the number and kinds of infractions to determine the frequency and determine if the infractions occur more often at certain periods within the school year.

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

Parents and faculty members have participated in discussions about ethics and integrity as well as presentations about the procedures for reporting violations. The administration has worked diligently to convey a common understanding and provide opportunities for an open dialogue with teachers, students and parents to discuss the value of ethical behavior. Clarifying that ethical violations include plagiarism, misrepresentation, forgery, dishonesty, and cheating has helped to maintain open discussions about the scope of the ethical arena for everyone. In addition, a better understanding of the procedures for reporting such violations has led to an increase in reported violations and less resistance to the consequences. However, restrictions on the information that can be provided in order to protect the students' identity and maintain a level confidentiality remain important. Working through a parent liaison to provide information to the PTSA to share response to questions and concerns may prove to be beneficial in the open process for dissemination of information. This year's summer reading choice of *The Immortal Life of Henrietta Lacks* offers a rich resource for engaging the entire school

## Student Achievement Goal: School Community and Climate

community in discussion and understanding of the role of ethics and ethical decision making not only in the scientific arena, but also in the field of research.

### Best Practice Research

From the research of articles on character building and a review of the Book, *Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work and Beyond*, the idea of open and honest discussions between parents and staff remains a priority for creating a school climate that is positive. Through various discussions and activities students can learn how to make choices on their own, make choices that are sound, learn and understand the options they might have and the possible outcomes of those options. In addition, we intend to provide opportunities that guide students to become ethical thinkers and develop self-discipline.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the start of the school year, all faculty shall include an integrity statement in their syllabus that is consistent with other teachers' syllabi who teach the same course.
2	By the end of the school year, establish a statement regarding the school's stance on reporting ethical violations to colleges/universities.
3	By the end of the school year, every person in the TJ community should be able to locate information related to consequences for ethical violations.
4	By the end of the school year, every staff member in the TJ community should be able to articulate the protocols used and people involved to address ethical violations.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: ESR2*: Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: MARY ANN BOSLEY</b>							
<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. Publish essential language about ethical violations to numerous reference locations in the TJ community.	Maria Gilbert		X				Share with the students through SGA and National Honor Society. Post a document in other locations in the school. Incorporate essential language about ethical violations in major classroom assessments.
2. Gain feedback from teachers and counselors as to their perception of what’s already happening.	Kerry Hamblin			X			Solicit and compile information from teachers and counselors to be used to develop other plans of action.
3. Find out from other FCPS high schools what their policies are on reporting discipline to colleges/universities.	Alexa Scott		X				Six FCPS High School have been contacted for information. Once received, the information will be compared to TJ’s policy.
4. Collaborative work among staff (admin and faculty) to implement any new guidelines/procedures.	Ramona Iorga/Mary Ann Bosley				X		By second semester data from first quarter surveys will be used to determine next steps.

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: ESR2*: Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: MARY ANN BOSLEY</b>							
<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.	
5. Inquire as to what teachers and counselors still think needs to be done regarding protocols, communication, consequences for ethical violations, etc.	Tom Sleete		X			X	Survey sent to staff on 9/25 to solicit input. Recheck in the fourth quarter after major assessments to review for the following year.
6. Mini-faculty meeting to address objectives above.	Marilyn Levine				X		Mini faculty meeting will be scheduled at end of first semester.
7. Work through the PTSA to improve communications/continue discussions on the negative effects of poor ethical violations.	Tom Sleete/Mary Ann Bosley			X			Schedule a time after first quarter to meet with the executive board to discuss next steps.
8. Clearly define the role of a counselor, teacher, and administrator in a discipline-related conference.	Mary Ann Bosley		X	X	X	X	Monitor and document individual conferences based on infractions and receive feedback from other administrators.
9. Advertise to parents who to contact re: discipline-related instances (i.e. administrators and counselors)	Marilyn Levine/Mary Ann Bosley		X				Publish document for newsletter.

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: ESR2*: Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: MARY ANN BOSLEY</b>							
<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.	
10. Ask teachers to clearly define cheating and its consequences in their syllabi.	John Woodwell		X		X		Document will be sent to staff.
11. Administrative follow-up re: what happened with the violation.	Mary Ann Bosley		X	X	X	X	On going procedural process with each of the three assistant principals. Some of the information is confidential.
12. Clearly establish the role of administrators, counselors, students, parents, and teachers. Communicate bi-annually about these policies to all stakeholders to ensure proper understanding of process.	John Woodwell/Mary Ann Bosley			X		X	Send information to review with staff about the role of each person involved in the process.

## 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)*

Enhance the sense of community at TJHSST for students, faculty, staff, parents, and other stakeholders by enriching the learning and work environment.

SCC1 Assess the Jefferson Learning Community experience to maximize support for collaboration and professional development.

**\*SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.**

SCC3 Twice a year, evaluate the leadership groups (Administrative Team, Leadership Team, Division Managers, faculty, staff, the Student Government Association, and class governments) by their constituents.

SCC4 Create an Evaluation Team to monitor this Action Plan's progress, provide accountability, give feedback to the Administrative and Leadership Teams, and instill community ownership of the process.

SCC5 The TJHSST Leadership Team will review and improve the consistency in the delivered and perceived message of the TJ experience from different perspectives and make changes as needed.

**\*SCC6 Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.**

**Goals 1 – 5 developed as part of SAC's action plan**

**Goal 6 is based on a need identified in 2010-11.**

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\*Focus objective for the 2011-12 school year

**STUDENT/STRATEGIC IMPROVEMENT PLAN OBJECTIVE:**

**SCC2:** *In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia*

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**RELATIONSHIP TO SACS ACTION PLAN:** *SCC2: In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia*

**DESCRIPTION:** Currently TJHSST’s population is not representative of the surrounding community, according to demographic statistics related to race and geography. TJ staff and leadership are interested in taking action through support to audiences that are not represented well in the TJ community. These actions aim to support the following TJHSST Statements of Belief:  
*#1: Critical thinking and problem solving skills are vital in addressing the complex societal and ethical issues of our time.*  
*#3: Global interdependence compels us to understand the languages, systems, and diverse cultures of people throughout the world.*  
Possible resources needed for this goal include outreach to the area elementary and middle schools, particularly those that are inclusive of underrepresented minorities. In addition to outreach, elementary schools and middle schools alike need to be aware of the importance of the vertical articulation to adequately prepare students for the TJHSST curriculum.

**RATIONALE FOR OBJECTIVE:**

**Data Sources:** For the 2006-2007 school year, TJHSST participated in the Southern Accreditation of Colleges and Schools (SACS) Evaluation process. As part of this year-long process, interdisciplinary teams of staff members collected data on strengths and weaknesses, and gathered teacher opinion data. The study’s final report indicated that our staff members were concerned about the low number of underrepresented minorities admitted into TJHSST, the low number (or absence) of students from all counties TJHSST serves as a Governor’s School, and the low numbers of students attending TJHSST from certain FCPS middle schools. During the 2009-2010 school year, a curriculum team was formed for diversity and outreach (now referred to as the “Diversity and Engagement Committee”). The team, as well as the TJ Leadership Team, felt their efforts needed to be continued. The current demographic statistics of the student population at TJHSST -- Asian or Pacific Islander: 46%, Black: 1%, Hispanic 2%, White: 43%, Other 6%

## Student Achievement Goal: School Community and Climate

**Knowledge of Programmatic/Instructional Strengths and Weaknesses:** TJHSST has always been interested in ensuring that it is welcoming and inclusive of the diverse populations found in northern Virginia. For example, 2009 marks the five year anniversary of the Blue Ribbon Commission, which was organized to make recommendations regarding TJ's admission's policy, one of which related to the diversity and representation of the school population. It is important to reflect on the last five years of student demographic data in order to assess any progress that has been made. Existing outreach to underrepresented populations occurs through the Admissions Office, PTSA Diversity Committee, and various student clubs, such as the Student Diversity Initiative, Hispanic Alliance, Black Student Union, GEMS, TWIST, and the FCPS Minority Student Achievement Oversight Committee (MSAOC). Each of these organizations maintains special activities and events to support growth of current students and attract interest in future students.

The TJHSST faculty and staff continue to make progress in reaching this goal. Last year, 65% of TJ Middle School Summer Tech Institute Scholarship recipients sat for the TJ Admissions Test. Counselor Outreach Day at TJ netted sixteen middle school counselors and 8 high school counselors. This event coupled with the 90 teachers, academic coaches, principals, assistant principals, and counselors from Clusters III and IV elementary, middle, and high schools that visited TJ's IBET and math classes plus a Q & A with students, lead to greater attendance at TJ events such as Techstravaganza. The TJ Admissions Outreach Specialist and members of the TJ faculty visited three Young Scholars camps where TJHSST students were volunteering in STEM programs this summer. Overall, over 100 students volunteered in 18 different camps across FCPS.

**Best Practice Research:** The NCSMST, a national STEM school professional organization, maintains a Diversity Committee to discuss strategies to address concerns targeting underrepresentation in our schools. One strategy in practice at the North Carolina School of Math and Science and at the Illinois Math and Science Academy is to establish a minimum quota of students representing each region in their jurisdiction, a practice that is not occurring at TJ.

The following research speaks to the importance and benefits of diversity in the school environment:

**Patricia Gurin, Department of Psychology, University of Michigan**

- classroom diversity leads to students who are “more motivated and better able to participate in a heterogeneous and complex society”
- regular meetings of students representing different ethnic/cultural backgrounds
- conflict acceptance and resolution, participation in community and politics increased following the sessions

**Michal Kurlaender for the U.S. Commission on Civil Rights**

- names four main benefits of diversity in schools: “enhanced learning, long-term educational and occupational gains, increased social interaction, and improved attitudes and citizenship”

## Student Achievement Goal: School Community and Climate

-minority students who attend schools with “a substantial white enrollment” have higher aspirations and more choices in higher education and career fields

### **Arthur L. Coleman for the U.S. Commission on Civil Rights**

-better cooperation and response to cultural differences

-“view issues from multiple perspectives”

-especially important in “increasingly diverse workforce,” modern, global society

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
1	75% of Middle School Technology Institute (MSTI) scholarship applicants apply to TJHSST.
2	Obtain at least 150 scholarships to summer extension programs.
3	TJ students/parents/teacher volunteer in 100% of Young Scholars summer programs.
4	STEMbassadors in 100% of FCPS priority schools by October.

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

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: *SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: SHAWN DEROSE</b>							
<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. Meet with MS principal (or designee) and TJ admissions outreach specialist about strategies to follow up with students who attended the MSTI.	Shawn DeRose, Carol Rychlik, Tonya Lathom, Jennifer Seavey	Research, Data, Time, Contracts	X	X	X	X	List of the dates and times of the meetings. In addition, gather data of the MSTI students who apply to TJ.

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: *SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: SHAWN DE ROSE</b>							
<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.	
2. Establish ombudsmen program where a TJ parent is a liaison to a staff member at elementary and middle schools. The ombudsmen makes the partner school aware of learning opportunities at TJ, and also makes TJ students and staff aware of volunteering needs at the partner school. The ombudsmen parents are trained to know which questions to ask, and where to direct questions. Parent ombudsmen could attend that school's PTSA meetings and include a column/section in their newsletter making parents aware of TJ/summer programs/scholarships.	Evan Glazer, Amos Simms-Smith (Admissions), and Denise Bunting (PTSA President)	Time, Contacts, PTSA Support, Training for Ombudsmen Program	X	X	X	X	<p>Compile a list of all FCPS elementary schools (Admissions) and identify and contact parents who are interested in serving as an ombudsman (PTSA).</p> <p>Identify TJ parents who have completed the training program and the elementary school they serve.</p>

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: *SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: SHAWN DEROSE</b>							
<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.	
3. Coordinate with the Admissions Office, PTSA and Dr. Glazer to ensure all FCPS “Priority Schools” have identified an active STEMbassador.	Shawn DeRose, Carol Rychlik, Tonya Lathom, Jennifer Seavey	Time, Research, Data, Financial Support	X	X	X	X	Comparing the schools with STEMbassadors at the beginning of the program to the list at the end of the year. Provide a survey to “Priority Schools” to ensure the STEMbassador has been present and involved.
4. Pursue and write grants to obtain scholarships for the MSTI.	TBD	Time, Research, Data, Financial Support	X	X	X	X	The number of grants and scholarships awarded compared to last year.
5. Establish additional MSTI and HS research programs to broaden impact to more students. Pursue sponsorship and course development from corporate and university partners.	TBD	Time, Research, Data, Contracts, Financial Support, Leadership Team support, Partnership Fund support	X	X	X	X	Compare the course offerings at the MSTI from the previous year.

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: *SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: SHAWN DEROSE</b>							
<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.	
6. Promote programs to underrepresented students (via 8th period clubs, community events, summer programs, etc) the will increase awareness of TJ and therefore lead to an increase in the number of students who register for the MSTI and apply to TJ. (i.e. TEchextravegia, IBET Robtics Competition, Student Diversity Initiative)	Shawn DeRose, Carol Rychlik, Tonya Lathom, Jennifer Seavey	Time, Research, Data	X	X	X	X	Compare the number of underrepresented students who enroll in the MSTI and/or apply to TJ with the number of those who have attended one of our outreach events.
7. Advertise at J-Day for students to volunteer at summer Young Scholars events.	Amos-Simms Smith	Time, Research, Data				X	The number of students who sign up at J-Day compared to last year.
8. Continue to promote an awareness f TJ throughout Northern Virginia through “Counselor Outreach” Day	Tonya Laythom Shawn DeRose Laurie Kobick	Time, Research, Data	X	X	X	X	Compare the number of those who attend the event to last year’s event.

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: *SCC2 In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: SHAWN DEROSE</b>							
<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.	
9. Continue to promote an awareness f TJ throughout FCPS through “Teacher/Principal Outreach.”	Jennifer Seavey, Carol Rychlik, Shawn DeRose	Time, Research, Data	X	X	X	X	Compare the number of those who attend the event to last year’s event.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:**

SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.

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RELATIONSHIP TO SACS ACTION PLAN: This is a new school community and climate item implemented in its second year based on need: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.

DESCRIPTION: The school is in a major transition stage in its history. Many of the seasoned veterans who have defined the school's unique curriculum are approaching retirement. Therefore, two important actions need to take place: 1) provide clear documentation of the unique courses created by these veteran staff as records to inform newcomers in future years, and 2) create a large scale recruitment effort, both internally and externally, so a pipeline of highly qualified staff can transition into and build upon unique programs in the future through a smooth transition.

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

Data Sources: Projected data, based on years of experience in FCPS, suggest the number of retirees from past years should double each year for the next couple of years. Spring 2011 was the first evidence of such a transition with 10 staff members retiring, as well as 3 teachers taking a leave of absence. During the school's Spring Leadership Team retreat, more than 50% of its members ranked this goal higher than all other SACS action plan items. Maintaining high quality curriculum and high quality staff are critical needs to support the future success of TJ.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Program of Studies: Two years ago, the school was challenged to justify all of its courses were taught at the honors and post-AP level as a result of new policy affecting the grade weighting of courses in FCPS. Many TJ courses are offered only at TJ due to their specialized and advanced nature, and those offered in FCPS were believed to be taught at a more challenging level than the identified Program of Studies (PoS) in FCPS. At the time, we had syllabi available and examples of course work to justify their rigor, but no documentation describing how TJ courses not only accomplished the FCPS PoS, but covered material and fostered skills above and beyond the FCPS PoS. Subsequently, starting one year ago, different curriculum areas have started to outline how the TJ courses are more advanced than FCPS counterparts. A cake metaphor was used to describe our curriculum expectations: yellow cake for the

## Student Achievement Goal: School Community and Climate

FCPS/AP level, frosting to describe the TJ rigor incorporating key skills and values on top of the yellow cake, and decoration to describe some curriculum freedom for teachers to form unique partnerships and engage in projects based on their specialization and student interest. The charge of the PoS documents is to create the “frosting” of the cake because the yellow cake portion was already well defined. These PoS documents will provide expectations to new students to align with vertical articulation expectations, help understand gaps in knowledge when transferring external credit, as well as guide new teachers on course content expectations. In an effort to provide teachers intellectual freedom in their courses (“decoration”), the PoS should provide expectations to cover 85% of the material taught in all of the sections of the same course, where 15% unstated in the PoS is given to the teachers for their own unique projects, labs, service learning, field trips, interdisciplinary connections, etc. In the continual development of PoS documents, it is critical to target vulnerable areas where teacher leaders soon plan to retire and areas where only one faculty member teaches the course. A spreadsheet was designed in 2010-2011 to address the teacher preparation and training efforts needed in order to support the transition of teachers over the next few years.

### Faculty Recruitment:

Great teachers that have defined the rich tradition and high quality curriculum at TJ soon plan to retire. Teachers equipped to teach advanced courses and highly specialized fields are difficult to find. A year ago, a national search was conducted to find teachers in computer systems research, and very few people maintain the academic background and instructional experience to fill the position. The search was lengthy and required intense investigation throughout the summer. Recently, a teacher for communications systems was needed, and a person in-house without elective experience was selected. As a result, he will need to spend time investigating university research programs to develop ideas for these courses. Rather than waiting for teachers to announce their retirement, sometimes as late as the end of June, recruitment efforts should begin early in the year in curricular areas where there is anticipated movement. Early hire contracts should be issued in January so high quality prospects can have time to sell their homes in different parts of the country so they could plan to move to Northern Virginia. In addition, TJ teachers with less experience should be encouraged to start learning about the more advanced/unique courses in order to pursue new opportunities within TJ in the future.

### Best Practice Research:

Several practices have been used to attract high quality teachers. First, FCPS uses early hire contracts to attract newcomers to FCPS so they could secure a position well before internal transfer. Second, the NCSSSMST job databank is another resource used to post announcements for new positions so teachers at our sister schools can learn about opportunities at TJ. Third, division managers, AP readers, NCSSSMST board members, etc., network professional with high quality teachers at regional and national conferences, and through these relationships, have been known to recruit new teachers to TJ.

Outside of FCPS, headhunter services adopt “get to know you” practices so teachers considering a move are notified when new openings arise. Additionally, recruitment of prospective employees relies on the development of existing relationships, so an important strategy is to build relationships through the network of known contacts. For example, the NCSSSMST consortium leaders can share strategies they have used to recruit some of their most talented and specialized staff. This past year, the TJ Corporate

## Student Achievement Goal: School Community and Climate

Advisory Board was helpful in publishing information about positions to different corporations, and several STEM organizations (AAAS, NSF, Triangle Coalition) posted openings to their distribution groups.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1	Establish a written catalog of Program of Studies that articulates the key knowledge, skills, and understanding expected of students in a particular course by Summer 2012. <ul style="list-style-type: none"> <li>a. All core courses will have a DRAFT by the end of the first academic quarter.</li> <li>b. All Elective and TJ-specific courses will have a DRAFT by the end of Summer 2012.</li> </ul>
2	75% of faculty /staffing needs are met by June 1, 2012.
3	Identify at least one “back-up” staff member for every course who should be prepared to teach it in the future.

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

SCHOOL IMPROVEMENT PLAN OBJECTIVE: SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.							
ADMINISTRATIVE TEAM LIAISON: EVAN GLAZER AND BRANDON KOSATKA							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				Expected Outcome or Product
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.				What new information/resource do you expect to have after completion (data, lessons, report, etc.)?
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Establish a ‘mentoring’ of instruction whereby veteran instructors or ‘singleton’ instructors are collaborating and sharing curricula with other staff who may have an interest or aptitude in teaching particular courses.	Assistant principals (Evan Glazer oversight)	Time, use of JLC	x	x	x	x	Request all non-retiring staff to have at least one break out session (JLC) learning about a course they have not taught before. Product will be a spreadsheet.
2. Similar to the new Online Course Offering Guide ( <a href="http://www.tjhsst.edu/curriculum/dss/courses/index.php">http://www.tjhsst.edu/curriculum/dss/courses/index.php</a> ), develop an online catalog that can be accessed internally to afford staff the ability to view all of the PoS documents.	Brandon Kosatka	Tech team time	x	x	x	x	Intranet portal

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE: SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.</b>							
<b>ADMINISTRATIVE TEAM LIAISON: EVAN GLAZER AND BRANDON KOSATKA</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>Expected Outcome or Product</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.				What new information/resource do you expect to have after completion (data, lessons, report, etc.)?
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
3. Review the POS documents across all the Division – editorial staff. Implement a program/process for editing, additions, deletions, consistency in order to improve the quality of the document.	Brandon Kosatka	Curriculum hours or substitute leave		x	x	x	Editorial revisions
4. Invite potential faculty members to visit our classes and learn about the TJ program and curriculum, regardless if we have an opening.	Evan Glazer	none	x	x	x	x	List of five names from each division on prospective teachers, particularly in projected expertise gap areas.
5. When devising the schedule, encourage a new preparation in the vertical articulation track (higher or lower)	Brandon Kosatka with APs	none			x	x	List of new courses taught
6. Review each semester the master POS and teaching assignments spreadsheet to account for any changes in interest.	Evan Glazer	None	x		x		Modified spreadsheet

Student Achievement Goal: School Community and Climate

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.							
<b>ADMINISTRATIVE TEAM LIAISON: EVAN GLAZER AND BRANDON KOSATKA</b>							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>Expected Outcome or Product</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.				What new information/resource do you expect to have after completion (data, lessons, report, etc.)?
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
7. Advertise positions on broad networks (website, organizations, corporations, etc.)	Evan Glazer	Some advertising funding			x	x	Advertisements

SACS ACTION PLAN: RESOURCES

**TJHSST is also working on the following additional areas from the SACs Action Plan ( See Appendix 1):**

Focus Area: Resources
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Definition

*In this plan, resources are defined as Time, Monetary Funds, and Building Space Resources. (See appendix for more definitions).*

Goal:

To improve the management of time, funding, and building facilities effectively to bring them in line with TJHSST’s mission and beliefs and future trends of education.

Priority Action Items:

R1	Create and maintain a master calendar for open view and create protocols for maintaining the calendar.
R2	Communicate the budgetary process and decisions to the school community on an annual basis to foster understanding.
R3	Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.
R4	Create fair academic schedules for faculty (including number of classes taught, team teaching partners, student: teacher ratio, and curriculum team assignments) and communicate scheduling decisions to the faculty in a timely manner.
<b>*R5</b>	<b>Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.</b>
R6	Develop a strategic plan for obtaining funds to support a new school building.

\*Focus objective for 2011-12 school year

## RESOURCES

### STRATEGIC IMPROVEMENT PLAN OBJECTIVE:

R5: Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.

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Relationship to SACS Action Plan: R5: Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.

#### Description:

In 2007, the TJHSST Task Force for the Future, consisting of staff members, division leaders, and parents, identified Professional Development as one of twelve recommendations important to the sustainment of TJ as an institution of excellence. Specifically, the recommendation suggested there should exist “Opportunities for faculty to engage in research and attend specialized conferences.” Due to budget constraints influenced by the economic downturn, teacher professional development has been limited to in-county offerings unless formal approval is given at the Cluster level. Even with that approval, there is not monetary support from the school division to support the travel. Travel directly related to instructional support of students may be funded from instructional funds but at the expense of other programmatic needs. Such support is necessarily limited to a few teachers a year. TJHSST has routinely traded out a portion of a teacher position to fund administrative leave so that teachers do not have to use personal leave or unpaid leave in order to pursue professional development. The TJ Partnership Fund also supports travel to the yearly NCSSMST convention so that staff can learn from, share with, and network with other science, math, and technology staff from schools in the United States. Beyond these limited opportunities, teachers and administrators are required to fund their own travel expenses. This objective seeks to identify sources of monetary support for faculty professional development to support unique needs that cannot be met locally, and then employ a strategy that prioritizes efforts that align with collaborative learning team, divisions, and school wide goals. Strategies that support the objective will determine a methodology for distribution of the funds as well as a process for information sharing with faculty who might benefit.

## SACS ACTION PLAN: RESOURCES

### RATIONALE FOR OBJECTIVE:

#### Data Sources:

FCPS is entering its third year of budgetary constraints due to the economic downturn. Increased funding for professional development in the near future is unlikely. The requirement for Cluster approval for administrative leave for out of county travel related to school division objectives continues if school-based funds are expended. Constraints that restricted use of non-taxpayer community funding (PTSA, Partnership Fund) have been relaxed. TJHSST faces a yearly gap between instructional funding and programmatic needs, making use of instructional funds impractical. TJHSST wishes to continue its relationship as an active partner in NCSSSMST by continuing participation in the yearly conference, as well as take advantage of other professional learning experiences not available locally. In order to support staff professional development both from a content as well as pedagogical perspective, additional sources of funds are necessary.

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

Strengths: Intel named TJHSST the 2010 Intel School of Distinction winner for the top science high school in the country for 2010. U.S. News and World Report consistently ranked TJHSST as the top public high school in the United States. Faculty members are highly qualified in their subject matters (PhD's, Masters, Board Certified) and many are active in professional organizations related to their subject matter. Students consistently score well on external measures of accomplishment, to include AP exams, SAT, and the Virginia SOLs. Students are regularly recognized by Intel and Siemens for research accomplishments. TJ students compete nationally and internationally in Science and Math Olympiads. The Partnership Fund provides strong financial support for the equipment and initiatives related to TJ's mission as a high school research organization. The TJHSST PTSA sponsors payment for teacher registration fees at conferences through an application process.

Weaknesses: Standards based instruction in advanced curricular areas, increased interest in interdisciplinary planning, training with highly specialized equipment, and diversity of opinion regarding assessment practices are examples of frequent school discussions that would be improved through research based professional education. The previous travel embargo meant that committee members had to travel at their own expense to view science and math school innovations and obtain training at places outside of a day's travel from TJHSST. Faculty without the personal means to travel must rely on journals, video-conferencing, and secondary reporting to learn about advances in content or other areas of interest. Lab directors are increasingly unable to identify new equipment for their classroom, citing both the lack of time to research the latest trends as well as discomfort with the maintenance, operation, and potential uses for additional equipment.

## SACS ACTION PLAN: RESOURCES

### Best Practice Research:

Albert Bandura (1977) advanced a model of behavioral change toward personal efficacy as "...derived from 4 principal sources of information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (p. 191). He further identified 4 factors that influence cognitive processing of efficacy information as "...enactive, vicarious, exhortative, and emotive..." (p 191). Such theory applied to teacher professional development that leads to personal efficacy towards the institution of new knowledge, practice, or skill, would suggest that teachers who engage with and experience success with new ideas and information are most likely to institutionalize the practice. Teachers who vicariously experience new information through site visits, video of the practice in action, or role play, etc... would have the next greatest potential for efficacy with the new practice. Of lesser value but still with impact is verbal persuasion, such as hearing a lecture from a primary source that extols the virtues/successes of new information. Finally, physiological states reliant on emotive factors such as the launch assemblies that many school districts promote at the beginning of school years will influence some learners to adopt new behaviors. At the heart of of this research is the idea that behavioral change requires experiences beyond the classroom and the more authentic and engaging those experiences are, the more likely they are to result in new practice.

The professional learning status report on teacher development (Darling-Hammond, et al, 2009), states that "In an effective professional learning system, school leaders learn from experts, mentors, and their peers about how to become true instructional leaders" (p 3). This report examines professional development in the United States as well as in high achieving countries internationally. The report describes effective professional development as "... intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers" (p. 5). In order to improve individual skills and impact student learning, professional development usually must be substantial, defined in the report as "close to 50 hours." Sustained learning that is effective "typically include[s] applications to practice, often supported by study groups and/or coaching" (p 9). This characteristic directly links to Bandura's research on behavioral change that demonstrates the most change when learning is associated with performance accomplishments. Further support of Bandura's theories was demonstrated by teacher's increased likelihood to "try classroom practices that have been modeled for them in professional development settings...that provide opportunities for 'hands-on' work that builds their knowledge of academic content..." (p. 10).

Member countries of the Organisation for Economic Co-operation and Development (OECD) that regularly outperform students from the United States on international measures such as the Programme for International Student Assessment (PISA) and the Third International Mathematics and Science Study (TIMSS) commit considerably more resources towards teacher professional development than does the United States. Such professional learning: 1) provides ample time for learning by structuring it into the teacher workday; 2) provides extensive mentoring and induction supports for beginning teachers; 3) encourages teachers to participate

## SACS ACTION PLAN: RESOURCES

in school decision-making; 4) receives significant levels of financial support for resources beyond the school from the government (Darling-Hammond, et.al. 2009).

TJHSST is committed to remain at the forefront of STEM education both in the success of our students as well as the leadership and example we provide to other STEM schools. In order to achieve this goal, our staff must remain educated both in content as well as pedagogical practice.

### Bibliography

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review* , 191-215.

Linda Darling-Hammond, R. C. (2009). *Professional learning in the learning profession: a status report on teacher development in the United States and abroad*. Stanford University: National Staff Development Council and the School Redesign Network.

**RESOURCES – R5**

**PERFORMANCE INDICATORS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
1	By the end of the first quarter, establish criteria and develop an application process by which teachers can obtain financial support for professional development opportunities beyond those available within the FCPS professional development budget.
2	All staff who receive financial support for professional development will provide a professional learning experience for colleagues at TJHSST within 3 months of attendance.
3	By the end of the 1 <sup>st</sup> semester, develop a list of resources, external to the school budget, in order to provide additional professional development opportunities beyond the FCPS budget.
4	By the end of the first quarter, and thereafter on a yearly basis, identify professional development needs based on individual, department/division, and school goals.

**RESOURCES – R5  
WORK PLAN**

<b>STRATEGIC IMPROVEMENT PLAN OBJECTIVE:</b> R5: Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.							
Administrative team liaison: Mary McDowell							
<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. Identify existing resources that can be reallocated towards professional development opportunities such as trading out staff position, extra duty or a portion of an FTE for grant writing, end of year funds.	Evan Glazer	none	X				Existing resources are identified
2. Develop methodology to extend resources by sharing what is learned back at TJ (examples: podcast, JLC, brown bag lunches, written reports, team meetings, PTSA presentations, county wide inservice);	Mary McDowell/ committee	None	X				Sharing process is established by end of first quarter

SACS ACTION PLAN: RESOURCES

<b>STRATEGIC IMPROVEMENT PLAN OBJECTIVE: R5: Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.</b>							
Administrative team liaison: Mary McDowell							
<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.	
3. Establish a list of staff needs for staff development so that targeted resources can be pursued.	Mary McDowell	None	X				A list of needs is developed from staff input
4. Establish a committee to determine criteria ( based on established priorities) and develop an application process for receiving funds for staff development	Mary McDowell	None	X				Application process is established by end of first quarter
5. Seek external sponsorships/funding (NSF, corporate)	Mary McDowell/committee	None	X	X	X	X	Contributions are available for staff members use where need aligns with external sponsorship
6. Examine possibility of a restricted account for this purpose through Partnership Fund	Mary McDowell/Ellen Smith/Evan Glazer	None	X				Restricted account is in place if feasible
7. Develop a list of grant funding sources for professional development; identify staff or volunteers willing to write the grant applications; complete an application at least every quarter to sources with funding goals that align to TJ's staff development needs	Mary McDowell/grant writing committee	None	X	X	X	X	Grant money is available for staff use to support teacher travel or extended on site professional development

SACS ACTION PLAN: RESOURCES

<b>STRATEGIC IMPROVEMENT PLAN OBJECTIVE:</b> R5: Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.							
Administrative team liaison: Mary McDowell							
<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.	
8. Survey staff for a list of professional development accessed in past and funding sources	Mary McDowell/committ ee	None	X				Survey results

**tjSTAR PERFORMANCE INDICATORS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
1	97% of freshmen and seniors present research as part of the symposium
2	97 % of TJHSST students participate in the research symposium by learning about peer research accomplishments; attending a keynote address; participating in a design challenge; or learning about a sponsor display

## tjSTAR WORK PLAN

Administrative team liaison: Mary McDowell under the leadership of Koji Otani and Kayla Gutierrez

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.	Materials need to implement the strategy and the costs.	Check the projected quarter for implementing the strategy				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. Develop the research symposium committee consisting faculty, students, parents, administration, and researchers.	Koji Otani Kayla Gutierrez Mary McDowell	Request for faculty participation.	X				List of committee members
2. Obtain sponsors for the research symposium in collaboration with the Partnership Fund	Evan Glazer Partnership Fund	List of possible sponsors			X		Sponsor list developed
3. Obtain guest speakers/presenters from the alumni and corporations	Evan Glazer Mary McDowell	None	X	X	X		Complete by the spring break.
4. Obtain Keynote Speaker	Evan Glazer	None	X	X	X		Student steering committee will provide the list of recommended speakers. The key note will be determined by the Spring Break.
5. Maintain communication with the presenters and schedule sessions	Koji Otani Kayla Gutierrez May McDowell	Conference management software	X	X	X	X	Schedule of presentations loaded in database and shared
6. Develop the program for the symposium	Kayla Gutierrez	Printing Costs			X	X	Complete by the spring break.
7. Develop timeline for completion of the student research projects	IBET Faculty and Senior Tech Lab Directors	Student committee members to maintain communication to faculty			X		Periodical contact to the supervising teachers.
8. Create the Research Symposium database and website	Koji Otani Kayla Gutierrez	tjStar student leadership team, 8 <sup>th</sup> period time		X	X	X	Supervising student work and give advice to the progress during the 8 <sup>th</sup> period committee time.

tjSTAR

9. Provide refreshment and lunch for the faculty and guests and seniors	Kayla Gutierrez and Mary McDowell to seek sponsorship	Cost is covered by the tjSTAR fund (TJPF)	X	X	Refreshments and Lunch
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## Student Services WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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.				
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Develop a departmental Statement of Philosophy and Mission Statement	Kosatka		X				Completion by end of 1 <sup>st</sup> ¼
2. Continue to meet as a CLT regularly as a department on a regular basis	Burke		X	X	X	X	Attendance, Record Keeping, Reporting
3. Conduct a Needs Assessment of the school community regarding School Counseling services and programs	Scott				X		Planning and Implementation
4. Using data, employ a data-driven decision making model in departmental strategic planning	Kosatka					X	Documentation and Reporting out to constituency
5. Continue to develop a Student Services Advisory Council	Burke		X	X	X	X	Attendance and reporting of results/findings
6. Establish a program plan and calendar	Scott				X	X	Completion

### Humanities Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.	By June 2012, all Humanities POS documents written in Summer 2011 will be revised by curriculum teams; they will also be augmented with possible suggested sequences for each course’s content. (refers to school goal SCC6).
2.	By Spring 2012, Humanities will recruit and train students who are strong writers to serve as peer tutors in a Writing Center, initially during Monday academic eighth periods, with possibilities for expansion. This will provide support for all students, but particular outreach efforts will be made to students in need of Advanced Academic Language Support (refers to school goal SCC2).
3.	By Spring 2012, Humanities will recruit potential future faculty for known open positions, including a part-time theater teacher and an APUS history teacher. (refers to school goal SCC6).

## Humanities Division WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b>							
<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. Work in curriculum teams during JLC and at other times as needed to review documents and add suggested possible sequencing components.	Denise Castaldo and Rebecca Glatter (via curriculum team leads)	Time—JLC, planning periods, etc.	x	x	x	x	JLC team leads will report on progress in January and in May. Completed revised documents will be approved by Denise Castaldo, Rebecca Glatter, and Mary Ann Bosley after their submission in May
2. Solicit recommendations for student tutors, and implement training for those interested; work with the 8 <sup>th</sup> period office, to create a means for sign-ups and publicity. Incorporate strategies to help students with language gaps.	Denise Castaldo, Stephanie Glotfelty	Time—8 <sup>th</sup> period commitments, planning meetings, etc.  Resources on training tutors and philosophies of writing centers from a variety of sources, including FCPS workshop from Feb. 2010	x	x	x	x	Exploratory meetings and tutor recruitment and training first quarter; “open for business” by mid-second quarter; mid-year reflection by teacher sponsors on changes needed in administration or training; ongoing student feedback surveys filled out by those who visit the center on its effectiveness.

Division Plan: Humanities

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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. Invite potential faculty for site visits so they can become familiar with our school, and solicit recommendations from curriculum specialists in theater, English, and history.	Mary Ann Bosley Denise Castaldo Rebecca Glatter			x	x	x	Discussion of likely vacancies and resulting gaps in our abilities to offer unique courses by January; outreach to curriculum specialists and site visits in winter/spring 2012; interviews before and during TransFair.

## Science and Technology Division Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of summer 2012, each Sci-Tech Course will have a completed POS that reflects TJ specific knowledge, skills, and understandings and learning outcomes beyond the scope of FCPS standards.
2	By the end of the school year, criteria will be developed and published that allows TJ students to demonstrate proficiency in TJ curriculum for purposes of acceleration
3	By the end of September, each JLC team will establish written goals for the year for review at the end of the year.

**Science and Technology Division Work Plan**

<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. Completion of Program of Studies (POS) for all Science and Technology courses. POS to reflect TJ specific Knowledge, Skills, and Understanding (KSU), learning outcomes; that are beyond the standard FCPS POS.	Matthew Pearce; Dr. Mary McDowell; core area Team Leaders; Research Lab Directors.	Process was initiated in Summer 2011 with summer curriculum hours. Will continue through JLC and Team meeting time.	x	x	x	x	Through reviews and feedback at the end of each quarter.
2. Develop and publish criteria for students to accelerate through our curriculum, e.g. through placement testing and demonstration of required practical skills.	Matthew Pearce and appropriate subject area Team Leaders.	JLC and Team meeting time.	x	x	x	x	Through reviews and feedback at the end of each quarter.
3. JLC Teams to set goals for the year. Review of goals met at end of year.	Matthew Pearce	JLC Time	x			x	JLC Teams to submit goals by September 30, 2011. Review of goals at end of the academic year.

### Math-CS Division Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of the school year, develop and implement a time line for the creation of readiness assessments of skill sets for essential core subject areas.
2	By the end of the school year, make recommendations for actions to take for students who have not reached a defined readiness for course topics.
3	Throughout the school year, provide enrichment activities for students who have already mastered the content in a particular course.

### Math-CS Division Work Plan

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. Investigate ways of assessing student readiness for each math course.	Allard, McConnaughey	Time	x			x	Placement/diagnostic tests (or an alternative) and a plan for how to communicate results to students and parents.
2. Explore intervention strategies for students not prepared for math coursework.	Team Leaders	Time, Khan Academy accounts	X	X			Map of Khan Academy videos and lessons to TJHSST POS content.
3. Provide teamwide enrichment and extension activities to students who demonstrate mastery in expected content in Algebra 2 and Precalculus.	Allard, Razzino, McConnaughey, Rychlik	Time, Resources for challenging problems (i.e. AOPS)	X	X	X	X	Activities, explorations, and problems indexed by topic/unit that each teacher can use to provide a challenge to students who need it.

## World Languages Work Plan 2011-2012

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of summer 2012, revise and complete POS documents for levels 1, 2 and 3.
2	90% of students in Levels 1 to 3 will score “meets expectations” or higher on the proficiency performance assessment. (PALS)
3.	20% of the WL department will attend a professional conference during the school year 2011-2012 to learn and share new strategies
4.	Have at least two native speakers visit and talk to TJ students during National World Language week in March 2012. Could relate to “One Question”, or to math, science and technology.

## World Languages WORK PLAN

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
7. To improve vertical articulation, we will meet during JLC time in teams to revise the TJ POS	Spanish: Alex Pou French: Genevieve Delfosse German: Szilvia Oszko Latin: Christine Conklin Russian: Betsy Sandstrom Japanese: Koji Otani Chinese: Maggie Xu	JLC time	x	x	x	x	Finished and revised POS Written report on JLC meetings
8. Explore ways to invite outside professionals to review the POS and make comments	Genevieve Delfosse Betsy Sandstrom	sub-time for meeting with advisors, possible George Mason professors			x	x	

## PE/Health, and Dr. Ed Work Plans 2011-2012

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	90% of ninth and tenth grade students will meet the minimum wellness standards.
2	50% of ninth and tenth grade students will exceed the wellness standards in at least one category.
3	By the end of the school year, HPE will organize storage rooms in an orderly fashion to make time management more efficient.

**PE/Health/Dr.Ed  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.							
<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. Meet during Core JLC to review the progress of students regarding their fitness goal and develop remediation opportunity for students who are having difficulty improving.	HPE Teachers	Time, Data	X	X	X	X	Identify students who are not progressing toward their fitness goal and compare that list every quarter.
2. At least one member of the HPE department will visit another FCPS high school, collaborate on how other schools record student fitness goals and report on their visit to the HPE department.	One HPE Teacher	Administrative leave, professional development funds from PTSA or TJ	X	X	X	X	Record information that was gathered during the visit and shared with the HPE department.
3. Use Breakout JLC, teacher workdays, and planning periods to organize storage closets.	HPE Teachers	Time	X	X	X	X	Compare photos of storage closets at the beginning of the year to photos of the storage closet at the end of each quarter.
4. Meet at least once a week during lunch to build comroderie and team building which will lead to discussions on strategies related to organizing the storage closets and fitness goals.	Teri Davis	Time	X	X	X	X	Keep attendance of HPE teacher who attend lunch.

### Visual Arts Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of the current school year, each student will demonstrate 5 strategies for thinking critically and creatively
2	By the end of the current school year, students will demonstrate progress in the development of aesthetic perception utilizing the senses as a basis of expression and communication through art as evidenced in their personal work, research, and journal reflections demonstrating understanding of the elements , line, shape, color, texture, and space.

### Visual Arts Work Plan WORK PLAN

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. All students will create and participate in a display that demonstrates a link between art and technology/science at the Grace Art Center, March 2 – April 12, 2012	Tim Davis	Class Materials	x	x	x	x	Research, drawings, and completed work on overall theme of exhibit
2. Students will study the art of recognized artists who have combined art and technology together to create meaningful, original projects and creations.	Tim Davis	Books, displays, exhibits	x	x	x		Research, drawings, writing
3. Students will complete at least 2 drawings, ideals, sketches, and/or research per week to develop aesthetic perception	Tim Davis	Art supplies, journals, books, other art examples	x	x	x	x	Evidence of growth in student work and reflections

### Performing Arts Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of the year, band, chorus, and orchestra will have at least one new interdisciplinary lesson
2	By the end of the school year, 8 <sup>th</sup> period music activities will be defined by purpose, benefits, and challenges

## Performing Arts WORK PLAN

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. Continue to develop interdisciplinary lessons	Molly K	Time	X	X	X	X	Lessons implemented in class
2. Assess and redefine, if necessary, the 8 <sup>th</sup> period music activities based on purpose, benefits, and challenges	Molly K	Time	X	X	X	X	Streamlined, active 8 <sup>th</sup> period time in the music department that runs efficiently and serves the best interests of students

## Library WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> <i>Academics - Enhance TJHSST curriculum so that students develop research skills at all grade levels through vertical integration.</i>							
<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. Collaborate with classroom teachers to teach students 21 <sup>st</sup> Century research skills to help students obtain knowledge in curricular subjects.	Anne Applin Margaret Carpenter	Library lessons Library resources Pathfinders	X	X	X	X	Number of classes
2. Encourage critical thinking by teaching students how to use a variety of resources.	Anne Applin Margaret Carpenter	Library lessons Library resources Pathfinders Timely posting of webpage uploads	X	X	X	X	Student bibliographies
3. Demonstrate and teach the use of technology in learning through electronic resources such as EBooks.	Anne Applin Margaret Carpenter	Library lessons Library resources Pathfinders	X	X	X	X	Electronic resource use stats
4. Conduct library orientations for freshman and new students to ensure familiarity and comfort with library	Margaret Carpenter	Library orientations	X				Library orientations

## Library WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> <i>Essential Life Skills – Create an exemplary model of ethics and socially responsible behavior at TJHSST by improving communication between the school and parents about the negative effects of poor ethical decisions.</i>							
<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.	
5. Teach students about intellectual property, plagiarism, and ethical use of information.	Anne Applin Margaret Carpenter	Library Lessons Citation Builders such as Noodletools	X	X	X	X	Reduction in plagiarism incidents
6. Encourage citing of sources through teaching effective note-taking strategies and demonstration of online citation tools.	Anne Applin Margaret Carpenter	Library Lessons Citation Builders such as Noodletools	X	X	X	X	Noodletools usage stats
7. Provide relevant resources to support TJ's One Question.	Anne Applin Margaret Carpenter	Print and electronic resources	X	X	X	X	

### 8<sup>th</sup> Period Office Work Plan

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of the school year the online attendance system for 8 <sup>th</sup> period will have been tested by a pilot group and be ready for use school-wide for SY 2012-2013.

### 8<sup>th</sup> Period Office WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> By the end of the school year the online attendance system for 8 <sup>th</sup> period will have been tested by a pilot group and be ready for use school-wide for SY 2012-2013.							
<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.	
8. 8 <sup>th</sup> office will work with sysadmin students and teachers in the pilot group to trouble-shoot the new online attendance procedures.	Allison Agee	Intranet – no cost	x	X	x	X	Survey pilot group teachers periodically to find and solve problems.
9. 8 <sup>th</sup> office will provide training and support for all staff involved in the pilot group.	Allison Agee	School software and some handouts – negligible cost	x	X			Track teachers that have completed training.

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>SCC2:</b> In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia</p>	<p>Continue and extend our previous engagement efforts to local elementary and middle school students to under-represented elementary and middle schools in FCPS throughout the school year with efforts completed by 4th quarter.</p>	<p><u>Completed</u> The goal was met, but the work needs to continue.</p> <p><u>Supported</u> A work plan was established at the start of the year and committee members are working on the goals throughout the year.</p> <p>In cooperation with the Admissions Office, we learned that 65% of scholarship recipients from 2010 sat for the TJ Admissions Test.</p> <p><u>Inhibited</u> We would like to reach more schools through a diversified communication strategy.</p>	<p>Recommendation to continue the committee, make it a standing committee. Bring this to the Leadership Team for inclusion in next year's school improvement plan.</p> <p>Committee would like to have more involvement from Science and Technology, to be a standing committee member.</p> <p>Strive for continued communication with the scholarship recipients to invite them to open house was successful. Information about the admissions test.</p>

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>SCC2 (continued)</b>	Continue our previous engagement efforts to under-represented elementary and middle school staff and administrations	<p><u>Completed</u> Yes. Communication was established with middle and elementary schools</p> <p><u>Supported</u> Invited middle school and elementary school principals to visit our school and classes. Tech labs, IBET, etc. 3 middle schools sent students and faculty to the robot competition.</p>	Last year a similar effort was done for Cluster 3 and 4 middle schools. This year, the committee decided to experiment with elementary school outreach so we have both experiences to compare/contrast for future endeavors. We also believe the process of thinking about TJ as a possible high school choice starts way before middle school. However, the committee will continue its outreach to middle schools by hosting the IBET robotics event late in April and working with the IBET pilot program at Poe Middle School.

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>SCC2 (continued)</b>	Solicit the input of the TJHSST community regarding the climate of the school as it relates to underrepresented groups--to be completed by 4th quarter.	<p><u>Completed</u> Yes</p> <hr/> <p><u>Supported</u> There is a relationship with the PTSA Diversity Committee, who are happy to have the additional members promote their common causes.</p> <hr/> <p><u>Inhibited</u> Misconceptions about the TJ program and TJ students still exist.</p>	

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>SCC2 (continued)</b>	Collaborate with the admissions office and FCPS central administration regarding the identification and selection of potential TJHSST students. These efforts will be done throughout the school year with evidence of this work available by 4th quarter.	<p><u>Completed</u> Started, but the work will be on-going in building a relationship and establishing boundaries.</p> <p><u>Supported</u> PTSA Diversity committee. The committee is working with the parent committee, so efforts can be merged.</p> <p>We are pleased an outreach coordinator has been hired. We look forward to the opportunity where Carol Horn from the Office of Advanced Academic Programs can meet with the diversity and engagement team.</p> <p><u>Inhibited</u> The committee would like to learn more about the Admissions process and how members can be supportive of the mission of that office, as well as that of the school</p>	The school is not involved with the Admissions process, and our staff are committed to providing the best possible program for all of the students who are admitted. The staff are interested in finding ways to accurately represent the TJ program, its expectations and experiences to the students and to the community. This way, more students can become informed about TJ and also see it as a place to pursue their passion for science, math and technology.

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>						
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>			
<p><b>A2:</b> Continue to develop interdisciplinary lessons as needed.</p>	<p>Frequency and types of interdisciplinary instruction taking place at TJ.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><u>Completed</u> A faculty-wide survey was administered to determine extent and types of interdisciplinary instruction.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><u>Supported</u> Presentation at March Administrative JLC and at faculty meeting has helped to create school-wide awareness and communication on this topic. Common language and definitions are used.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><u>Inhibited</u> The survey has been created, but it can be more complete. Team members will need to create a better communication stream with Divisions and individual teachers – the general call was not enough of an incentive to obtain detailed feedback</p> </td> </tr> </table>	<p><u>Completed</u> A faculty-wide survey was administered to determine extent and types of interdisciplinary instruction.</p>	<p><u>Supported</u> Presentation at March Administrative JLC and at faculty meeting has helped to create school-wide awareness and communication on this topic. Common language and definitions are used.</p>	<p><u>Inhibited</u> The survey has been created, but it can be more complete. Team members will need to create a better communication stream with Divisions and individual teachers – the general call was not enough of an incentive to obtain detailed feedback</p>	<p>Students have recognized differences among the CHUM or team-taught courses.</p> <p>A blog for the teachers to share what they are doing in their classes, and where they would like assistance interdisciplinary.</p> <p>A visual directory</p> <p>Have a sub day for a teacher to go around to all of the classes to find out where they are, what they are doing with collaboration. Curriculum matchmaker.</p>
<p><u>Completed</u> A faculty-wide survey was administered to determine extent and types of interdisciplinary instruction.</p>						
<p><u>Supported</u> Presentation at March Administrative JLC and at faculty meeting has helped to create school-wide awareness and communication on this topic. Common language and definitions are used.</p>						
<p><u>Inhibited</u> The survey has been created, but it can be more complete. Team members will need to create a better communication stream with Divisions and individual teachers – the general call was not enough of an incentive to obtain detailed feedback</p>						
<p><b>A2: (continued)</b></p>	<p>Creation of at least 3 faculty committees to collect data and</p>	<p><u>Completed</u> Three committees were</p>	<p>These committees will continue their work in the 2011-12 school year.</p>			

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP</b> <b>A Focus on Continuous Improvement</b>			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
	share information on interdisciplinary instruction.	created: Rationale/definition – Milde Waterfall Examples – John Struck Data – Mike Stueben	The data team will be able to conduct more in-depth surveys now that a common definition and vocabulary has been created. A blog for the teachers to share what they are doing in their classes, and where they would like assistance interdisciplinary.
<b>A2: (continued)</b>	At least one new interdisciplinary meeting per division to meet during JLC time.	<u>Completed</u> This was accomplished, with the committee members leading the discussion.  <u>Supported</u> School-wide representation on the committee helped to highlight the importance of this work.  <u>Inhibited</u> the survey has been created, but it can be more complete. Team members will need to create a better communication stream with Divisions and individual teachers – the general call was not enough of an incentive to obtain detailed feedback.	

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>A2 (continued):</b>	Definition of interdisciplinary instruction definition put before the faculty for approval or rejection	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><u>Completed</u> Information, terminology was presented to faculty in March via faculty meeting and an administrative JLC session. The definition was presented and feedback was solicited. No comments were received, so the current definition will stand.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><u>Supported</u> Having representation from each division on the committee was helpful in the initial phases of work. Questions of philosophy, syntax and purpose were deliberated at this time.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><u>Inhibited</u> No official or substantive feedback was received – this could mean that the faculty did not know that they could respond, or that they were not interested enough to become involved. More communication, on a regular basis will help staff understand what is available.</p> </div>	

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>ESR3</b> Improve communication between the school and parents about the negative effects of poor ethical decisions</p>	<p>Early in the school year, present to parents helpful ideas about expectations and suggestions for positive behavior gathered from individual teachers.</p>	<p><u>Completed</u> A meeting was held in April 2011. The parents in attendance were appreciative of the school’s efforts to educate them on the nature and number of disciplinary actions.</p> <p><u>Supported</u> PTSA was open to hold a pre-meeting on the topic of SR&amp;R.</p> <p>Materials were made available in multiple languages. The discipline documents, SR&amp;R and referral forms have now been translated.</p> <p>Every teacher documented their expectations at the beginning of the year (syllabus and in class discussions).</p> <p><u>Inhibited</u> Calendar concerns prevented the meeting from taking place earlier in the school year.</p> <p>Parents reported that the article (on ethical student choices) in PTSA newsletter was helpful,</p>	<p>Given that there are now changes in the SR&amp;R booklet being considered by FCPS and Superintendent Dale, future meetings may need to be called to address any new regulations with our parents.</p>

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
		however parents do not comment until a situation arises	
<b>ESR3 (continued)</b>	By the end of the first semester, conduct formal and informal conversations through the PTSA.		<p>At future meetings, it would be helpful to have student-centered and student-led activities and to have the students participate in these conversations.</p> <p>The following suggestions were forwarded to Mrs. Bosley as a result of both the on-going discussions and the parent meeting:                      Create an on-line SR&amp;R assessment (instead of paper version)</p> <p>Teachers with specific “rules” or expectations must be sure to address their rules with students on an on-going basis. This should be led by the teacher, and should not be left to the student to read on their own.</p>

<p align="center"><b>RESULTS AND REFLECTION ON THE 2010-2011 SIP</b>  <b>A Focus on Continuous Improvement</b></p>			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<b>ESR3 (continued)</b>	During second semester, review with parent group/groups “frequently asked questions” collected from parents. Parent representative will collect information. All information will remain anonymous.	<p><u>Completed:</u>                      This goal was completed in April 2011. Detailed responses, reactions and suggestions are similar to those issued for other goals around communication.</p> <p><u>Inhibited:</u>                      The information was appreciated by parents. When dealing with student information, there are always considerations and limits to the mass proliferation of data, or the level of specificity that can be obtained.</p>	Suggestion – can we have a leaflet or summary of the main areas of SR &R regulations? Parents and attendees are also interested in supporting a 9 <sup>th</sup> grade ethics program. There was interest in having this become an annual program done on PSAT day, and being accomplished with parent and administration support.
	Explore ways in which the school community can meet the needs of its parents, not necessarily related to their children’s learning.		
<b>ESR3 (continued)</b>	Monitor data on referrals and infractions throughout the school year.	<p><u>Completed:</u>                      Discipline data was shared with the parent community.</p> <p><u>Supported:</u>                      Parents were appreciative of this</p>	While teachers and parents alike found this data informative and useful, it must be shared in way that protects the identity of the involved students. No school-wide goal should negatively single out a

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP</b> <b>A Focus on Continuous Improvement</b>			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
		<p>information.</p> <p><u>Inhibited:</u>                      Clarence Jones of the FCPS Office of Safe and Drug Free Youth told us that schools are not allowed to make discipline data public until the following school year. This will account for any issues of anonymity or conflict of interest among current students.</p>	<p>student or group of students who</p>
<p><b>R3</b>                      Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.</p>	<p>By June 1, Lab Directors are able to articulate a clear vision for the future of each lab to include a 5-year plan.</p>	<p><u>Completed</u>                      All lab directors have completed a first draft of the vision. The 5-year plan is a work in progress</p> <p><u>Supported</u>                      The Partnership Fund has planned a meeting with corporate partners to further identify strategies to help meet identified needs and goals</p> <p><u>Inhibited</u>                      Determining a “practical” versus an “ideal” vision . We still don’t know what is realistic. Lab directors are hesitant to invest a lot of time in something</p>	<p>Understand that the visions will never truly be “fixed.”</p>

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
		that does not yet have funding, but it is difficult to get funding when clear ideas are not articulated	
<b>R3 (continued)</b>	By mid-year, The Partnership Fund has sufficient information to support and articulate needs for the ongoing efforts associated with the capital campaign.	<p><u>Completed</u> A two page document has been developed to communicate what TJ would like to be able to do in the new building</p> <p><u>Supported</u> The Partnership Fund has planned a meeting with corporate partners to further identify strategies to help meet identified needs and goals</p> <p><u>Inhibited</u> Lots of competing ideas. Developing a clear strategy has been difficult</p>	This plan will continue to develop throughout the renovation process

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>R3 (continued)</b>	On a quarterly basis, the school and the Partnership Fund are able to clearly communicate monetary, in kind, and human resource needs.	<p><u>Completed</u> The Wishlist has been updated 2 times this school year and is currently being updated.</p> <p><u>Supported</u> Funds were provided to by most items identified by the 13 research labs</p> <p>Once items are identified for purchase, the lag between when new items are placed on the list while the current ones are being ordered makes it seem as if there are no needs</p>	<p>It is practical to update the list 3 times a year: June with a review in September</p> <p>Oct-Nov – to include the needs of the research students</p> <p>February – March after fall purchases</p>
<b>SCC6</b> Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.	By June 1, more than 75% of retired positions are replaced.	<p><u>Completed</u> 65% of staff had been replaced by June 1.</p> <p><u>Supported</u> Having teachers visit our school, to see if they are interested in becoming candidates.</p> <p>Having a completed Program of Studies for each TJ course will help all new faculty coming into the building. .</p>	<p>There was a growth in retirements this year, so this was a good goal. This is expected to continue in the next few years.</p> <p>Teacher visits should be done and encouraged regardless of whether there is an opening. The exchange of ideas is beneficial to both schools involved.</p> <p>POS is beneficial to teachers and</p>

<p align="center"><b>RESULTS AND REFLECTION ON THE 2010-2011 SIP</b>  <b>A Focus on Continuous Improvement</b></p>			
SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
		<p><u>Inhibited</u>                      The school has an interest in finding and selecting the best candidates for every available position. If an internal candidate (TJ or FCPS) is not selected, then the county hiring rules dictate that the school must wait until after July 1 to consider outside candidates.</p>	<p>also to students who are looking to transfer in credit</p>
<p><b>SCC6 (continued)</b></p>	<p>By mid-year, develop a strategic plan outlining a timeline of the completion of different PoS, focusing first on the completion in specialized areas where retirees are leaving in next two years.</p>	<p><u>Completed</u>                      The timeline for the completion of the TJ POS has been created with 3 categories of due dates: Spring 2011, Summer 2011 and Spring 2012</p> <p><u>Supported</u>                      The PoS completion calendar was discussed at the L-Team meetings and a working timeline was agreed to. Electives and courses taught by retiring faculty were prioritized, with the largest courses scheduled to be completed last.</p> <p><u>Inhibited</u>                      Currently, no PoS documents</p>	<p>While the PoS will be a useful document for administrators and Division Managers looking to describe the differences between TJ curriculum and FCPS curricula, teachers who are retiring do not have incentives of many models to which to refer. It is recognized that the POS should be completed by experienced teachers, to share with new teachers and others within the department for vertical articulation. There will need to be a review committee or panel to ensure consistency among the PoS documents.</p>

<b>RESULTS AND REFLECTION ON THE 2010-2011 SIP A Focus on Continuous Improvement</b>			
<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<b>SCC6 (continued)</b>	By the end of the third quarter, outline a trajectory of teachers who will teach specialized and advanced courses currently taught by experienced staff.	<p><u>Completed</u> By the end of the school year, a list of teacher certifications was merged with a current list of courses to demonstrate which teachers are eligible and willing to teach courses in the future.</p> <p><u>Supported</u> This allows for future planning and vertical articulation. This document can and will be used in years to come.</p> <p><u>Inhibited</u> Current teachers may misperceive the purpose of this document. It is NOT a way to remove current teachers, rather it is a way to show where future planning and staffing can occur. The document should not be used to intimidate a teacher or remove them from a current position.</p>	When showing this document to staff, the speaker must preface any conversations with an assurance that the principal is not moving anyone out of current positions. Rather, the document allows all teachers to see who else is interested and/or qualified to teach a new course – this can lead to future JLC Break-out planning meetings.

**Appendix 1**  
**SACs Action Plan**

SACS Five Year Action Plan 2007-2012

Focus Area: Academics

Definition

*This focus area includes goals and objectives that affect curriculum, student outcomes, and methods of instruction to achieve the desired results identified by the SACS study. These goals and objectives were formed with TJHSST's mission and beliefs statement, and future trends in mind.*

Goal:

To examine and improve curriculum to reflect our desired results: problem solving, critical inquiry and research, intellectual curiosity, social responsibility.

Priority Action Items:

A1	Enhance TJHSST curriculum so that students develop research skills at all grade levels through vertical integration.
A2	Continue to develop interdisciplinary lessons as needed.
A3	Explore offering more flexibility in course selection, including high-level course work as an alternative to AP.
A4	Initiate regulations for expected performance to remain a TJHSST student.
*A5	Review division course offerings in terms of vertical integration.
A6	Explore and pilot alternatives to the current school calendar.

<b>Focus Area: School Community and Climate</b>
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Definition

*School community and climate refers to the level of morale, spirit, drive, confidence and the well-being of students, faculty, staff, and parents including all aspects of student life: extra-curricular activities, social activities, clubs and organizations, and co-curricular activities.*

Goal:

To enhance the sense of community at TJHSST for students, faculty, staff, parents, and other stakeholders by enriching the learning and work environment.

Priority Action Items

SCC1	Assess the Jefferson Learning Community experience to maximize support for collaboration and professional development.
*SCC2	In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.
SCC3	Twice a year, evaluate the leadership groups (Administrative Team, Leadership Team, Division Managers, faculty, staff, the Student Government Association, and class governments) by their constituents.
SCC4	Create an Evaluation Team to monitor this Action Plan’s progress, provide accountability, give feedback to the Administrative and Leadership Teams, and instill community ownership of the process.
SCC5	The TJHSST Leadership Team will review and improve the consistency in the delivered and perceived message of the TJ experience from different perspectives and make changes as needed.
*SCC6	Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty.

<b>Focus Area: Ethics and Social Responsibility</b>
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Definitions

Ethics: *The rules and conduct in association with moral principles or with respect to the rightness or goodness of actions.*

Social Responsibility: *Awareness of the shared interests of humanity, and personal and shared responsibility to contribute to and improve such shared interests.*

Goal:

To create an exemplary model of ethics and socially responsible behavior at TJHSST.

Priority Action Items:

ESR1	Assess how best to provide ethics instruction and promote socially responsible behavior.
*ESR2	Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.
ESR3	Improve communication between the school and parents about the negative effects of poor ethical decisions.

<b>Focus Area: Resources</b>
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Definition

*In this plan, resources are defined as Time, Monetary Funds, and Building Space Resources. (See appendix for more definitions).*

Goal:

To improve the management of time, funding, and building facilities effectively to bring them in line with TJHSST’s mission and beliefs and future trends of education.

Priority Action Items:

R1	Create and maintain a master calendar for open view and create protocols for maintaining the calendar.
R2	Communicate the budgetary process and decisions to the school community on an annual basis to foster understanding.
R3	Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.
R4	Create fair academic schedules for faculty (including number of classes taught, team teaching partners, student: teacher ratio, and curriculum team assignments) and communicate scheduling decisions to the faculty in a timely manner.
*R5	Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.
R6	Develop a strategic plan for obtaining funds to support a new school building.

Appendix 1 – SACS Plan

Student Achievement Goals and Priority Action Item	Year 1 (2007-08)	Year 2 (2008-09)	Year 3 (2009-10)	Year 4 (2010-11)	Year 5 (2011-12)
<b>Academics</b>					
A1. Enhance TJHSST curriculum so that students develop research skills at all grade levels through vertical integration.	X	X			
A2. Continue to develop interdisciplinary lessons as needed.		X		X	
A3. Explore offering more flexibility in course selection, including high-level course work as an alternative to AP.					
A4. Initiate regulations for expected performance to remain a TJHSST student					
A5. Review division course offerings in terms of vertical integration 08-09: Teachers will implement vertical articulation plans that directly impact student learning.	X	X			X
A6. Explore and pilot alternatives to the current school calendar.					
<b>School Community and Climate</b>					
SCC1. Assess the Jefferson Learning Community experience to maximize support for collaboration and professional development.	X				
SCC2. In order to foster respect and understanding, develop ways to insure that the climate at TJHSST is welcoming and inclusive of the diverse populations found in Northern Virginia.			X	X	X
SCC3. Twice a year, evaluate the leadership groups (Administrative Team, Leadership Team, Division Managers, faculty, staff, the Student Government Association, and class governments) by their constituents.	X	X			
SCC4. Create an Evaluation Team to monitor this Action Plan’s progress, provide accountability, give feedback to the Administrative and Leadership Teams, and instill community ownership of the process. 08-09: Improve the SIP Evaluation Team feedback process.	X	X			
SCC5: The TJHSST Leadership Team will review and improve the consistency in the delivered and perceived message of the TJ experience from different perspectives and make changes as needed. New 08-09		X			
SCC6: Preserve the legacy of the unique TJ curriculum and recruit highest quality future faculty				X	X

Appendix 1 – SACS Plan

Student Achievement Goals and Priority Action Item	Year 1 (2007-08)	Year 2 (2008-09)	Year 3 (2009-10)	Year 4 (2010–11)	Year 5 (2011–12)
<b>Ethics and Social Responsibility</b>					
ESR1. Assess how best to provide ethics instruction and promote socially responsible behavior. 09-10: The school community will teach a One Question course and focus school-wide on the question “What are the responsibilities of educated people?”	X		X		
ESR2. Improve communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.			X		X
ESR3. Improve communication between the school and parents about the negative effects of poor ethical decisions.				X	
<b>Resources</b>					
R1. Create and maintain a master calendar for open view and create protocols for maintaining the calendar	X				
R2. Communicate the budgetary process and decisions to the school community on an annual basis to foster understanding.	X				
R3. Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.			X	X	
R4. Create fair academic schedules for faculty (including number of classes taught, team teaching partners, student: teacher ratios, and curriculum team assignments) and communicate scheduling decisions to the faculty in a timely manner.	X	X			
R5. Secure monetary resources and/or release time for faculty to pursue school-wide or division initiatives.		X			X
R6. Develop a strategic plan for obtaining funds to support a new school building. 09-10: Building Renovation committee established.			X		