

Thomas Jefferson High School for Science and Technology



Strategic Improvement Plan 2009-2010

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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.

Focus Area: School Community and Climate

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.

Focus Area: Ethics and Social Responsibility

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.

Focus Area: Resources

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.

Note: SCC1 is in the School (Student) Improvement Plan and the other items with an asterisk are in this Strategic Improvement 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)
Academics					
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			
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			
A6. Explore and pilot alternatives to the current school calendar.					
School Community and Climate					
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		
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			

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)
Ethics and Social Responsibility					
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		
ESR3. Improve communication between the school and parents about the negative effects of poor ethical decisions.					
Resources					
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		
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			
R6. Develop a strategic plan for obtaining funds to support a new school building. 09-10: Building Renovation committee established.			X		

SCHOOL COMMUNITY AND CLIMATE

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.

CONNECTION TO FIVE-YEAR SACS GOALS: 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 groups 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 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: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

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.

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.

Best Practice Research: The NCSSSMST, a national STEM school professional organization, maintains a Diversity Committee (involving a rep from TJ) 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. Tony Wagner of the Harvard Graduate School of Education and the Change Leadership Group identified the ability to collaborate across networks to be one of his Seven Survival Skills for College, Careers and Citizenship (2009). He describes as essential the need for students to know and understand different cultures as learning, business practices and lifestyles will be based on global contexts and relationships, not on traditional or standard lines of authority. TJ's Outreach and Diversity efforts will help our students and staff to become more aware of the need to collaborate across social, economic and academic networks.

**SCHOOL COMMUNITY AND CLIMATE – SCC2
PERFORMANCE INDICATORS**

Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
TJHSST Leadership Team will identify or develop at least one evaluation tool that can be used to collect data on school climate on diversity.
The TJ Diversity and Outreach committee will create at least one outreach day to area middle schools.
Report out to Faculty on progress of Committee work via Faculty meeting or Brown Bag Lunch Seminar

SCHOOL COMMUNITY AND CLIMATE – SCC2 WORK PLAN

Strategies	Point of Contact	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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Gather information and data on the admissions to get an understanding of the history and status of diversity at TJ.	Judy Howard	Data, Time	X				Common ground, definitions and baseline data regarding diversity at TJHSST.
Compile a list of current TJ outreach activities and clubs.	Heather Sondel	8 th Period Office Data	X				List of outreach clubs
Explore additional opportunities for middle school counselors and teachers to visit TJ (tours, informational meetings, or a Saturday Open House reserved for middle and elementary school faculty).	Brandon Kosatka			X			
Conduct a survey of TJ students to assess the how welcoming and inclusive the climate at TJHSST is to diverse populations.				X			
Develop lesson plans/curriculum that foster cultural literacy.					X		

Strategies	Point of Contact	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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Create Outreach Teams of TJ staff and students to visit 6 th grade science and mathematics classrooms to provide demonstrations, lessons and information about TJ on a recurring basis.					X		Activity for February 2010 Professional Development Day.
Seek outside funding sources to sponsor students or scholarship programs for the TJ Summer Technology Institute.						X	

STRATEGIC IMPROVEMENT PLAN OBJECTIVE:

ESR2: Improving Communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.

Description: This item was developed at the request of the Leadership Team to address current concerns about inconsistent implementation and of current practices protocol regarding reporting of ethical violations.

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

Data Sources: During the 2005-2006 school year, a TJ Faculty Task Force on Integrity reported back to school leaders that there was no definitive measure to evaluate and deal with ethical violations. In 2008-2009, administration identified instances in which ethical violations had not been reported, and learning of the incident only after a second incident had occurred. The implementation of the existing protocol needs to be consistent in order to address such matters fairly.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: TJHSST is concerned with procedures regarding follow-through on ethical concerns and matters. The student handbook outlines a student honor code: “As members of the TJ community, we honor academic and personal integrity. We uphold the values of honesty, integrity, respect, and responsibility.” Students have been required to sign this in the past through their TA class. In 2006, the TJ Faculty Task Force on Integrity gathered information from every faculty member on their experience, perception, and knowledge of the extent of student cheating and its impact on the academic program. Faculty received a questionnaire and participated in a short interview. This task force then defined the need to develop a common language, by content area, and the need for administrators to communicate timely feedback about actions taken on student referrals. During 2006-2007, the administration asked all teachers to identify what constitutes an academic integrity violation on

their syllabus so expectations were set with students at the start of the year. Division managers checked syllabi to ensure consistency across the same courses. During 2008-2009, SGA made the following recommendations, “1. Have an Honor Court – a group of five anonymous students and a teacher. 2. Students write their own honor codes on every test/quiz they take.3. Rewrite the school Honor Code.”

Best Practice Research: While, a majority of TJHSST students know ethics and behave ethically, the Washington Post reported in December of 2008 that 64% of students reported cheating on a test, and 36% said that they had used the Internet to plagiarize (12.11.08). Students who do not understand and behave appropriately, the failure to recognize unethical situations and the tendency to behave unethically can be dangerous. Offenses, such as cheating, lying, stealing, or using illegal substances, amongst others, should be recognized as unethical offenses. However, should these violations occur, administrators should clearly articulate the process for dealing with such concerns, so that professionals understand that their behavior and teaching is the greatest impact on a student’s future ethical behavior. At the beginning of the year, and during a mid-year faculty meeting, policies should be addressed so that the faculty and staff are aware of TJHSST’s principles, standards, procedures, and sanctions. Responsibilities of teachers should be clearly outlined, making distinctions between the role of the Administrator and the role of the teacher, when necessary. Tony Wagner of the Harvard Graduate School of Education and the Change Leadership Group identified the ability to be agile and adaptable as one of his Seven Survival Skills for College, Careers and Citizenship (2009). He describes as essential the need for students to be prepared and personally accountable to their learning, business practices and lifestyles will be based on global contexts and relationships, not on traditional or standard lines of authority. TJ’s One Question and Social Responsibility efforts will help our students and staff to become more aware of the need to be adaptable, agile and responsible.

Ethics and Social Responsibility– ESR2
PERFORMANCE INDICATORS

Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
All TJHSST Administrators will attend professional development or workshops on student ethics.
By the end of the first quarter, the TJHSST Leadership Team will establish a common understanding in writing of what constitutes an ethical violation.
By the end of the year, all members of the Administrative Team, the Leadership Team, Division Managers, faculty, and staff will demonstrate an understanding of protocols expectations for ethical violations.
School staff will communicate expectations to TJ parents, students and the community at an appropriate venue.

SCHOOL COMMUNITY AND CLIMATE – ESR2 WORK PLAN

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Improving communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.							
Administrative team support person to those people monitoring strategies in this objective: Mary Ann Bosley							
Strategies	Point of Contact	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 use 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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Idea from L-Team 1: Establish a focus group or committee to discuss, analyze, develop, and recommend possible interventions/courses of action.	CT	None		*			
Idea from L-Team 2: Conduct a Needs Assessment regarding this process to see what, if any, possible revisions might need to be made.	CT	None		*			
Idea from L-Team 3: Conduct training, school wide, to educate the faculty and staff of the procedures surrounding what actions and communication occur when a student commits an ethical violation.	CT			*			

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Improving communication between the administration, teachers, counselors, and involved students and parents regarding action taken in response to ethical violations.

Administrative team support person to those people monitoring strategies in this objective: Mary Ann Bosley

Strategies	Point of Contact	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 use 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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Idea from L-Team 4: Striving for ethical consistency by defining terms more clearly: clearly defined expectations, definitions and consequences	CT	None		*	*	*	
Idea from SACS 1: 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.	CT (Bosley)				*		

RESOURCES – R3

R3 SCHOOL IMPROVEMENT PLAN OBJECTIVE: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.

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

Connection to SACS Action Plan:

R3: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.

Description:

Thomas Jefferson High School for Science and Technology came into being in 1985 through a partnership with local business and industry that supplied its research labs with current technology. The school's support to the labs was spearheaded through the Fairfax Education Foundation that leveraged important partnerships. However, soon after the school's launch, the Fairfax Education Foundation's support waned as it provided opportunities to more schools in FCPS. The lack of attention to TJ resulted in equipment becoming obsolete with lack of vision to support its future. Moreover, students did not have access to technology tools that enhanced productivity as well as accessing different types of research. As a result, a group of parents formed a new charitable organization in 1999 called the TJ Partnership Fund, whose purpose is to help fill the gap in resource needs not provided by the school district or state. Typically, this gap is approximately \$1 million per year.

Data Sources:

TJHSST made an inventory of items in the summer of 2007, the Technology "Wish List", that would be needed to bring its labs up to date technologically. This list has been updated since then, on a quarterly basis, as some equipment has been acquired and needs are examined more closely. There is a list, accessible on the TJ Partnership Fund's homepage, of items that are still needed. 1) All items are specifically named with functions described. 2) The costs are both measured and are in the attainable range. 3) Given the use of

these items in similar schools and research institutions, the list is realistic. 4) Given the attainment of nearly half the original list of needed items over a three year period, the anticipated timing of the remaining list is time sensitive.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

TJ supports many unique programs in multiple disciplines. In addition to a comprehensive program, there are 13 specialized science and technology research labs with unique electives. All of these courses and activities add value to our school program. In addition, there are additional technology support personnel to manage TJ's advanced network with multiple platforms. Without updated and efficient technology, many of these curriculum endeavors, initiatives, and opportunities can not exist, or be nearly as successful in their approach and outcome. TJHSST needs to be able to maintain an appropriate level of understanding of the current interface and technologies available that coincide with the mentorship opportunities its students participate in. Our students can obtain more innovative experiences that tie to current research practices through upgrades to existing technology.

Best Practice Research:

A thorough evaluation of what technology still needs to be acquired, coinciding with a rationale for its purpose, needs to be delineated. An outline of how to sustain and maintain the requested technology needs to be addressed—this, in addition to determining how to utilize alumni resources and contributions in the most effective manner. Many alumni, twenty years worth, are now transitioning in their careers to opportunities for higher earning capacity, and may be in a better financial position to contribute to TJHSST's endeavors. Utilizing mentorship and partnership relationships in a more comprehensive, collaborative, meaningful manner may help to address the gap that is evident between what is given to TJHSST to support its mission and STEM education, and what is desired to support TJHSST and STEM education. Grant writing is another tool that should be utilized by the Partnership Fund, administration, and lab directors in order to acquire more resources to equip the labs.

RESOURCES – R3
PERFORMANCE INDICATORS

Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
The percent of classrooms with outdated technologies will be reduced by the end of the school year.
A methodology that relies on quantitative and qualitative measures for assessing programmatic laboratory needs is in place by spring of 2010.
The Partnership Fund will receive updated information regarding science and technology laboratory needs on a quarterly basis with information readily available on Blackboard.
By the end of the year, the Partnership Fund will cite wider ranging public relations efforts to communicate the needs of the labs and potential involvement with interested stakeholders.

RESOURCES – R3 WORK PLAN

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.							
Administrative team liaison: Mary McDowell							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Idea from L-Team 1: Accelerate acquisition of remaining items. Rationale: If funds are available, prices are stable (or even dropping a bit), the timing is good to complete the acquisition of the needed equipment.	Jarvis	Tax-based funds, grants (awards), and Partnership Fund donations.	X	X	X	X	Dollars spent and elimination of items from wish list. At this time the wish list needs ~\$600,000. Measure will be in terms of funds apportioned to this objective.
Idea from L-Team 2: The Administrative Team and Science and Technology Division Manager will provide a cost analysis/comparison of what is requested, and will allocate designated funding this year towards science and technology lab resources.	Jarvis/Glazer/ McDowell	Designated revenue normally pooled for technology will be used for lab equipment.	x			x	\$45,000 of designated funding from 08-09 already put toward acquiring wish-list items Continuing measure will be use of designated 09-10 funds where available.

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.							
Administrative team liaison: Mary McDowell							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Establish/increase contact with Jefferson alums to raise awareness of programmatic needs and provide opportunities for graduates to contribute money/time/resources to the school program.	McDowell with Partnership Fund	Mailing Telephone Social events Email	X	X	X	X	<ol style="list-style-type: none"> Partnership Fund office maintains an alumni contact list. Increasing number and variety of alumni outreach activities Increased giving by TJ alums.
Involve contacts developed through mentorship and Partnership relationships in 1) evaluating lab equipment needs; 2) as potential funding sources; 3) as sources of used but needed equipment. .	Lab Directors and Mentorship Coordinator	Cost: Time for networking and communication	X	X	X	X	Gains in all points listed.
Use tax based funding to maintain rather than purchase equipment in the technology labs. .	Jarvis	Tax based funds				X	Establishing 2010-11 budget to accommodate care and maintenance of new items acquired in the 2009-10 year.

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.							
Administrative team liaison: Mary McDowell							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Targeted staff members will attend training sessions and/or consult with outside partners in order to assess the depth of innovations needed at the school.	Jarvis/McDowell	Consultation with outside partners should come with no associated monetary costs; other training will vary; time and potential substitute funding	x	x	x	x	Monitor training for: <ul style="list-style-type: none"> • Support of existing labs • Innovation
Provide standardized sets of technology in every classroom.	Jarvis	Complete	Complete				For the Science and Tech 9 labs, this has been accomplished
Develop methodology for identification of need for new labs that would include compelling rationale, equipment needs, and cost analysis; likewise, develop methodology that would determine an existing lab to be obsolete	Jarvis, McDowell	No cost to develop the methodology. Costs to support expansion or initiation will be based on programmatic needs.				x	Existence of methodology that relies on quantitative and qualitative measures for assessing programmatic laboratory needs. Potential addition of greenhouse to “laboratory” list.
Develop a plan for a school building facility that provides students and teachers with the unique and innovative learning experiences they need to meet the goals of the school.	Sci-tech division in conjunction with building committee and architects	Cost: Time and potential administrative leave/substitute pay	x	x	x	x	Ongoing participation in building renovation planning.

STRATEGIC IMPROVEMENT PLAN OBJECTIVE: Evaluate and upgrade the science and technology laboratories to provide students research experiences with current developments in science and technology.							
Administrative team liaison: Mary McDowell							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Inform corporate partners of equipment needs on an annual basis and request donated equipment or funds to supplement the school budget for these items.	Jarvis	Complete	x	x	x	x	Being done on a quarterly basis for the last three years; posted in Blackboard.

STRATEGIC IMPROVEMENT PLAN OBJECTIVE:

R6: Develop a strategic plan for obtaining funds to support a new school building.

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

Connection to SACS Five-Year Action Plan: R6: Develop a strategic plan for obtaining funds to support a new school building.

Data Sources: Given the current condition of TJHSST, it has become increasingly clear that renovations need to take place in the immediate future. Whether plans to improve the facility incorporate developing a new structure, or to remedy what already exists, additional funding will need to be obtained to carry out these efforts. Additionally, a renovated facility should incorporate characteristics that integrate the structure of the facility into the curriculum as a body of inquiry (e.g., solar panels, green roof, a pond, alternative energies, etc.) These “green” characteristics not funded by FCPS will require additional funds, and hence a strategic plan is necessary to identify where needs might be unfulfilled.

Knowledge of Programmatic/Instructional Strengths and Weaknesses: The location and condition of TJHSST are two considerations that affect whether the efficacy of renovating and the impact on instruction is better than building a new facility. It stands to reason that if the school changes locations, that it may or may not be more accessible for students and staff. In either instance, renovation, or erecting a new school building, TJHSST needs to be updated, both structurally and organizationally, in order to house and support its growing technological endeavors, evolving curriculum, and a social learning environment. . The moving and transporting of the many machines and lab structures, as well as the new solar panels that were acquired this past school year, will be costly and labor intensive. Through taxpayer bonds, Fairfax County government will provide FCPS close to \$100 million to renovate the building from 2012-2015. The planning period and building permit will occur between 2009-2011. A representative from the TJ Partnership Fund will serve on the renovation committee, along with student, teacher, parent, administration, and alumni representatives, in order to articulate the unique needs that will require future fundraising efforts.

Best Practice Research: In an AAF school design institute in 2007, a team from TJ met with two well-known architects to develop a possible schematic for a renovated facility that addresses four major problems in the existing building: 1) the school's capacity is currently too small, so a renovation needs to accommodate a building addition to accommodate a space of the 24 learning cottages behind the school; 2) the school was constructed as a regular high school not accounting for a transition into science and technology, and therefore the new building should vividly and functionally demonstrate the school's mission; 3) the school's design is not structured to accommodate interdisciplinary learning, a core part of the TJ curriculum; 4) the school does not have a large space, like a student union, to support learning through social means, and consequently, most students currently sit in hallways and block traffic flow in order to meet their needs. Tony Wagner of the Harvard Graduate School of Education and the Change Leadership Group identified the ability to be entrepreneurial and an initiator as one of his Seven Survival Skills for College, Careers and Citizenship (2009). He describes as essential the need for students to seek out new means of learning, success and solutions as necessary in this information age. TJ's Outreach efforts, those of the TJ Partnership; Fund and the Renovation project efforts will help our school to seek ways to become an even better institution for learning.

RESOURCES – R6
PERFORMANCE INDICATORS

Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
By the end of the school year, the TJHSST renovation committee will create a plan to identify all items to acquire in the renovation, inclusive of and beyond the FCPS provisions.
By the end of the year, the TJ Partnership Fund will form a campaign that outlines strategies to obtain resources beyond FCPS provisions.
A timeline of events that are associated with the renovation will be created to keep track of the plans.

RESOURCES – R6 WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: R6: Develop a strategic plan for obtaining funds to support a new school building							
Administrative team support person to those people monitoring strategies in this objective: Evan Glazer							
Strategies	Point of Contact	Materials Needed and Costs	Time Line				Expected Outcome or Product
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th 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 use 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.)?
Recruit a committee to determine rationale.	Glazer		x				
Ensure that there is information: <ul style="list-style-type: none"> • Surveys • Meet FCPS Specialists • D&C • Curriculum specialists • Involve partnership. 	TJ renovation team		x	x	x	x	
Access experts	D&C and Glazer		x				

SCHOOL IMPROVEMENT PLAN OBJECTIVE: R6: Develop a strategic plan for obtaining funds to support a new school building							
Administrative team support person to those people monitoring strategies in this objective: Evan Glazer							
Strategies	Point of Contact	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 use 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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Ascertain costs or complete a cost analysis -Costs associated with materials -Costs associated with man-hours used from school staff -Costs associated with instruction -Needs in the various specialties- -World languages -Various sciences -Senior labs -Teamed and interdisciplinary rooms	TJ renovation team, D&C		x	x	x	x	
The tech team should identify resources and work space for technology support and services (e.g., videoconferencing with different spaces)	Tech Team (Morasca)		x	x	x	x	
The Research Labs should be reviewed and designed in a parallel process not necessarily following the standard FCPS patterns i.e. storage, HVAC, technology connection, security, access.	Bob Latham with Jim Jarvis and Mary McDowell		x	x	x	x	

SCHOOL IMPROVEMENT PLAN OBJECTIVE: R6: Develop a strategic plan for obtaining funds to support a new school building							
Administrative team support person to those people monitoring strategies in this objective: Evan Glazer							
Strategies	Point of Contact	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 use 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.)?
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
The science and technology division represent will communicate unique needs of the science labs and research labs that are not part of the design specifications.	Bob Latham with Jim Jarvis and Mary McDowell		x	x	x	x	
Involve the Partnership Fund to host special events and meetings to express the needs of the renovation that will not be covered through FCPS.	Glazer with Bottorff and Partnership Fund		x	x	x	x	
Ensure the School Board does not increase the general school capacity.	Glazer report to D&C and COO		x				
Contact food services to think about alternative approaches to deliver lunches	TJ renovation team		x	x	x	x	

Diversity and Outreach Curriculum Team
WORK PLAN

See Page _____ , school goal SCC2 for workplan of this curriculum team for 2009-2010.

SIP COMMITTEE MEMBERS

Name	Position	Name	Position
Mary Ann Bosley	Assistant Principal	Bob Latham	Optics Lab Director
Carter Vaden	One Questions Leader/Teacher	Jennifer Seavey	English/Journalism Teacher
Mike Stueben	Math Teacher	Jay Lamb	Social Studies Teacher
Mary McDowell	Assistant Principal	Ithalda Uston	Science Teacher
Melissa Schoeplein	Government Teacher	Judy Howard	Admissions Director
Anna Brown	Social Studies Teacher	Brandon Kosatka	Director of Student Services
LeeAnn Hennig	Astronomy Teacher	Heather Sondel	Assistant Principal
John Woodwell	Geosystems Teacher	Carol Rychlik	Math Teacher
Betsy Sandstrom	Russian Teacher	Tonya Guiffre	School Counselor
Koji Otani	Japanese Teacher	Evan Glazer	Principal
Myra Spoden	Math Teacher	Teri Davis	Health and PE Instructor
Jim Jarvis	Division Manager, SciTech	Richard Washer	Technology Specialist
Jennifer Allard	Division Manager, Math	Becca Ferrick	Head Librarian
Cathy Colglazier	Division Manager, Humanities	Jen Hertzberg	Intern
Genevieve Delfosse	Division Manager, FLAMPE	Rich Deivert	Intern
Jeff James	Health and PE Instructor	Aria Sharma	Student
Andrea Cobb	Science Teacher	Laura Quintela	Student
Meena Krishnan	Parent	Abraham Lerner	Parent