



**STONEWALL JACKSON HIGH SCHOOL  
1999-2002**

**TRIENNIAL SCHOOL PLAN**

***REVISED JANUARY 11, 2001***

## Process Narrative

Beginning in the summer of 1998, a sub-committee of the Stonewall Jackson High School Planning Council took the responsibility for creating a draft of the next school plan. The sub-committee began work in July of 1998, and presented for consideration and approval to the full council in January of 1999. The final version of the plan was approved at the council.

A clearly defined process was defined for collaboratively developing the plan. Initially, the decision was made to create a biennial plan rather than a bi-ennial plan to allow more comprehensive strategic planning. Once the Mission Statement was revised, general goals for school improvement were established. It was decided that goals I and II from the 1997-99 plan would be combined for the 1999-2002 plan. A new goal III was created based on the brainstormed ideas of the students, faculty, parent and community members. Goal III of the 1997-99 plan was maintained since it addresses the school's aim to meet standards defined by the P.W.C. for all schools.

A thorough reflection of summative data allowed for logical modifications of 1997-99 plan objectives with new objectives were carefully established for each objective continued as part of the 1999-2002 plan. Simultaneously, many new ideas were created by school staff members, parents and community members. Each new idea was considered during the clustering and later implementation. New ideas were created to address the perceived needs.

Lastly, the sub-committee for the 1998-1999 school year outlined strategies necessary for objective attainment. The sub-committee maintained the belief that the eventual person responsible for implementing each strategy should be able to collaboratively develop his or her own plan for attainment. Therefore, in many instances the initial recommended strategy was the starting point. Undoubtedly new strategies will be created, implemented and revised by future sub-committees to ensure success.

In that spirit, three sub-committees were created for the 1999-2000 school year. One committee reviewed the monitoring calendar so that the Council will receive regularly scheduled updates on the school's progress to implement objectives. A second committee reviewed the plan and identified areas needing revision. Those revisions include updating the plan and providing clarification in the wording of some strategies. The third committee recommended revisions in the Council's monitoring calendar.

During the fall of 2000 three sub-committees met to review the school plan. One committee reviewed the council's recommended revisions. The revisions were discussed and approved by the council. A second committee, the School Plan Committee is directing the reporting on new data related to the plan. The School Plan revision committee reviewed the plan for modification and change.

## **Vision Statement**

**Stonewall Jackson High School is a community of learners. All students will reach their greatest potential. All graduates will be competent to enter the work world and pursue advanced educational opportunities. Staff members and graduates will be instilled with the skills necessary to be lifelong learners.**

## **Mission Statement**

**The Stonewall Jackson High School learning community will provide creative and challenging opportunities that elevate the achievement of every student to his or her highest potential. We will establish high standards and expectations for participation and achievement in a variety of classroom and co-curricular activities. The climate for student learning and staff effectiveness will be one of promoting strong family involvement, providing instruction from a global perspective, and embracing diversity and acceptance.**

## Executive Summary

### Goal I:

**All students will acquire the skills and knowledge necessary to pursue post-graduation options and to become active members of the school, local, state, national and world communities.**

### Objectives:

- A. By June 2001 the current site-based staff development program will meet teachers' professional development needs through implementation of curricula and utilization of best practices to provide effective instructional methodology in each classroom. Cumulative survey results, at least 80% of the teachers will rate their satisfaction with the program as good or excellent.
- B. By June 2001 at least 55% of Algebra I students will earn a year-end grade of C or better.
- C. By June 2001, at least 45% of students will complete at least one Pre-IB or IB course and at least 37% of students will pass IB examinations.
- D. By September 2001, at least 32% of students entering the ninth grade will be enrolled in PIB English 9 and PIB Math 1.
- E. By September 2002, Stonewall Jackson High School will develop meaningful partnerships with schools in at least three other states.
- F. By June 1, 2001, a program will be developed that recognizes every student who completes at least 50 hours of independent learning in the areas of creativity, action, or community service.
- G. By June 2002, the percentage of minority students with a cumulative GPA of 2.0 and above will be at least 57% and the percentage of students scoring proficient or advanced on SOL end of course tests will be (TBD).
- H. By September 2001, at least 35% of all juniors and seniors will be enrolled in Algebra II/Trig or higher and at least 30% of students will be enrolled in a science course other than Earth Science, Biology, PIB Biology or Active Physics.
- I. Beginning in the Fall of 1999, at least three specific strategies will be implemented to establish strong family and community connections and enhance student achievement.
- J. Beginning in the fall of 2001, protocols will be implemented for the generation, disaggregation, and reporting of student achievement data.

**Goal II:**

**All students will develop ownership of their educational program through a greater variety of courses**

Objectives:

- A. By September 2002, students will be offered a choice as to when and how course credit is earned by offering lin
- B. By June 30 of each school year, elective courses will be audited to ensure the educational value and rigor is cons offerings.
- C. By September 2002, at least two meaningful partnerships will be created with community organizations or busin partnerships will be to support educational programs.

**Goal III:**

**Each year Stonewall Jackson High School students will meet or exceed performance targets in each as follows:**  
**Objectives:**

- A. *At the conclusion of the 2000-2001 school year, of the tenth grade students who complete the Academic Proficiency Test, at least 63% will be proficient in Language Arts, at least 67% will be proficient in Math. Additionally, of the tenth grade students who complete the Applications Assessment, at least 83% will be proficient in Math.* **{This will be reevaluated during the 2002-2003 school year due to changes in the test}**
- B. During the 2000-2001 school year, at least 60% of students will be absent fewer than 11 days.
- C. At the conclusion of the 2000-2001 school year, at least 60% of the class of 2001 will take the SAT. Of those who take the SAT, at least 60% will score at or above 1100. The mean score of all students tested will be at least 1017.
- D. At the conclusion of the 2000-2001 school year, the percentage of students who earn a 3 or higher on AP tests will be at least 72%. Additionally, at least 45% of students will earn an advanced studies diploma or an IB diploma.
- E. At the conclusion of the 2000-2001 school year, no more than 5% of students will drop out of school.
- F. At the conclusion of the 2000-2001 school year, at least 80% of teachers, parents and students will rate their overall satisfaction as good or excellent.
- G. At the conclusion of the 2000-2001 school year, 88% of students tested in English will pass the SOL tests.
- H. At the conclusion of the 2000-2001 school year, 57% of students tested in Math will pass the SOL tests.
- I. At the conclusion of the 2000-2001 school year, 52% of students tested in History will pass the SOL tests.
- J. At the conclusion of the 2000-2001 school year, 75% of students in Science will pass the SOL tests.
- K. Beginning in the fall of 2001, protocols will be implemented for the generation, disaggregation, and reporting of data.
- L. At the conclusion of the 2000-2001 school year, 77.35% of students taking the physical fitness test will earn an "A" or "B" grade.
- M. At the conclusion of the 2000-2001 school year, 77% of the Eleventh grade research papers submitted will receive a grade of "A" or "B".
- N. At the conclusion of the 2000-2001 school year, 50% of students in IB Theatre Arts will earn scores of a "4" or higher.

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of teachers rating satisfaction with staff development program as good or excellent	Data not available	Data not available	Data not available	

**Objective A:** By June 2001, the creation, implementation, and evaluation of a site-based staff development program to identify and address staff development needs and ensure implementation of curricula and utilization of best practices to provide for each classroom. Based on cumulative survey results, at least 80% of the teachers will rate their satisfaction as excellent.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Amount
1	Continue to collaboratively develop a site-based program for professional development	Bill Bixby Assist. Principal	09/1999	06/2002	\$20,000
2	Create a system for conducting a yearly professional development needs assessment and follow up satisfaction survey	Bill Bixby Assist. Principal	09/1999	06/2002	

**Evaluation**

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of Algebra I (including both PIB Algebra I and Algebra I) students earning a year end grade of "C" or better	42%	38%	51%	

**Objective B:** By June 2001 at least 55% of Algebra I students will earn a year-end grade of "C" or better.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Disaggregate available student achievement data on quarterly CMS tests, SOL tests, and semester exams to assist teachers in curriculum planning and instructional implementation.	Donna Wilder Dept. Chair	9/99	9/01	
2	Monitor GPA's of all algebra students and encourage all students with grades below a C to participate in afterschool tutoring program and encourage parents of those students to support this initiative.	Bill Bixby Assist. Principal	9/99	9/01	
3	Provide tutoring through the school tutoring program to those students needing additional help.	Donna Wilder Dept. Chair	9/99	9/01	

**Evaluation**

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?



**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage completing at least 1 Pre-IB or IB course	40%	41%	43%	
Percentage of 10-12 <sup>th</sup> graders taking AP or IB examinations	25%	27%	34%	

**Objective C:** By June 2001, at least 45% of students will complete at least one Pre-IB or IB course and grades 10-12 will take AP or IB examinations.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Create and implement a process for monitoring achievement for all pre-IB and IB students.	Connie Giorgio IB Coordinator	9/99	9/02	
2	Individual guidance counselors will encourage students to register for pre-IB and IB course offerings in order to bolster the rigor of their educational experience.	Each Guidance Counselor	9/99	9/02	
3	Require a meeting with the IB coordinator for any student wishing to change out of a pre-IB or IB class	Connie Giorgio IB Coordinator	7/99	9/02	
4	Promote the IB Program throughout the appropriate attendance areas.	Connie Giorgio IB Coordinator	7/99	6/02	\$5000
5.	Monitor overall IB student workloads, time management issues, and student stress levels.	Connie Giorgio IB Coordinator	1/01	6/02	
6.	Develop and coordinate a master schedule of major assignments that includes "no major assignment due zones."	Connie Giorgio IB Coordinator	4/01	6/02	

Evaluation	
Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of students enrolled in both PIB English 9 and PIB World Studies	40%	34%	26%	

**Objective D:** By September 2001, at least 32%-of students entering the ninth grade will be enrolled in Studies.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Provide middle school parent presentations designed to inform about the IB program	Connie Giorgio IB Coordinator	9/99	6/01	
2	Allow IB students to attend presentations at the middle school to relate the IB program	Connie Giorgio IB Coordinator	9/99	6/01	
3	Establish a schedule of regular meetings between the high school IB coordinator and guidance counselor and the middle school guidance counselors to discuss pre-IB course placement	Bekah Wight Guid. Director Connie Giorgio IB Coordinator	9/99	6/01	
4	Improve communication with middle schools through the implementation of MYP/PIB articulation and coordination teams of Stonewall and feeder middle school teachers.	Connie Giorgio IB Coordinator	1/01	9/02	

**Evaluation**

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Objective E:** By September 2002, Stonewall Jackson High School will develop meaningful partnership different foreign countries.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
1	Communicate with the Berne School (Switzerland) regarding IB exchange opportunities	Steve Constantino Principal	9/99	9/02	
2	Work with Assoc. Supt. For Instruction to form a working agreement with the International School in Lima, Peru.	Steve Constantino Principal	9/99	9/02	
3	Schedule meetings or trips as necessary to complete the partnership process	Steve Constantino Principal	9/99	9/02	\$1500
4	Propose partnership agreements to the Board of Education for approval.	Steve Constantino Principal	9/00	9/02	

<b>Evaluation</b>		
<b>Interim</b>		<b>Summative</b>
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Objective F:** By June 1, 2001, a program will be developed that recognizes every student who complete involvement in activities related to creativity, action, or community service.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<u>1</u>	Design or identify a program to recognize students who participate in community involvement activities.	Cynthia Essic Assist. Principal	1/01	1/02	
<u>2</u>	Implement community involvement recognition program.	Cynthia Essic Assist. Principal	9/01	6/01	\$1,000

<b>Evaluation</b>		
<b>Interim</b>		<b>Summative</b>
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of minority students with cumulative GPA of 2.0+	N/A	53%	55%	TBA
Percentage of minority students scoring proficient or advanced on SOL end of course tests.	N/A	N/A	TBA	TBA
Percentage of minority students enrolled in weighted courses.	TBA	16%	21%	TBA

**Objective G:** By June 2002, the percentage of minority students with a cumulative GPA of 2.0 and above and the percentage of minority students scoring proficient or advanced on SOL end of course tests.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Amount
<u>1</u>	Provide an after school tutorial assistance program for students.	Bill Bixby Assist. Principal	7/99	6/02	\$10,000
<u>2</u>	Develop a process for gathering and analyzing SOL and GPA data for teacher understanding and evaluation.	Supervising APs	8/01	6/02	
<u>3</u>	Develop a yearly instructional planning process that yields at least one general instructional strategy from each teacher for each class taught to address improving minority achievement.	Supervising Assist. Principal	7/99	Ongoing	
<u>4</u>	Evaluate the profile of minority students with cumulative GPAs of 2.0+ in comparison of minority students with GPAs of 1.9 and lower.	Bill Bixby and Bekah Wight	1/01	2/01	
<u>5</u>	Provide planning council with profile data and recommendations for possible remediation plan.	Bill Bixby and Bekah Wight	3/01	4/01	

Evaluation		
Interim		Summative
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Current Performance Level:**

<i>*Indicator – Previous years based on different criteria</i>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>200</b>
Percentage of juniors and seniors enrolled in a higher level math course	N/A	53%	57%	
Percentage of juniors and seniors enrolled in science course other than Earth Science or Biology	N/A	50%	61%	

**Objective H:** By September 2001, at least 35%\* of all juniors and seniors will be enrolled in a higher I II/Trig or higher and at least 33%\* will be enrolled in a science course other than Earth Biology I, or Active Physics.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<b>1</b>	Continue to offer a two-year math course for 9 <sup>th</sup> and 10 <sup>th</sup> grade students to earn an Algebra I credit.	Bill Bixby Assist. Principal	9/99	6/01	
<b>2</b>	Pre-scheduling information sessions will provide in depth course information	Individual Guidance Counselors	9/99	6/01	

<b>Evaluation</b>		
<b>Interim</b>		<b>Summative</b>
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Objective I:** Beginning in the fall of 1999, at least three specific strategies will be implemented to establish community partnerships to enhance student achievement.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<u>1</u>	Develop parent center concept	Steve Constantino Principal	1/00	9/01	
<u>2</u>	Continue to monitor the usage and satisfaction ratings of PARENTLINK users.	Bekah Wight Guidance Dir.	1/01	6/02	
<u>3</u>	Continue to implement the Linking Education and Parents (LEAP) program	Bekah Wight Guidance Dir.	9/00	6/02	
<u>4</u>	Continue to implement the Family outreach program.	Joe MacFarlane, Admin Assist.	9/00	6/02	

<b>Evaluation</b>		
<b>Interim</b>		<b>Summative</b>
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal I:** All students will acquire the skills and knowledge necessary to pursue post-graduation options and to be the school, local, state, national and world communities.

**Objective J:** Beginning in the fall of 2001, protocols will be implemented for the generation, disagg required in Goal I.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<b>1</b>	Develop and document protocol for calculating data for each applicable objective.	Bill Bixby and Bekah Wight	1/01	6/01	
<b>2</b>	Identify reporting period for data for each applicable objective.	Bill Bixby and Bekah Wight	1/01	6/01	

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?



**School Goal II:** All students will develop ownership of their educational program through a greater variety of courses offered

**Objective A:** By September 2002, students will be offered a choice as to when and how course credit is earned at other educational facilities.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<u>1</u>	Create a questionnaire to obtain data representative of the Stonewall population to determine whether the objective is supported or not.	Bekah Wight Guid. Director	1/01	6/01	\$800
<u>2</u>	Implement questionnaire to class of 2003.	Bekah Wight Guid. Director	10/01	12/01	
<u>3</u>	Review the survey results. If supported, create a committee inclusive of teachers, students and parents to create a program design.	Admin. Team	1/02	2/02	
<u>4</u>	Implement any developed program design	Admin. Team	1/01	9/02	

**Evaluation**

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal II:** All students will develop ownership of their educational program through a greater variety of courses offered

**Objective B:** By June 30 of each school year, elective courses will be audited to ensure the educational program has a variety of non-elective course offerings.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<u>1</u>	Develop and implement a course survey for evaluating elective courses (administer in January and June).	Bill Bixby Assist. Principal	1/01	6/02	
<u>2</u>	Develop a process for considering new elective courses (process to be aligned with school division regulations on adding new courses).	Bill Bixby Assist. Principal Instructional Improvement Council	9/99	6/02	
<u>3</u>	Counsel all PIB nine students who are potential IB Diploma candidates on strategies for preserving room for elective courses.	Connie Giorgio IBC and Guidance Counselors	1/01	6/01	

**Evaluation**

<b>Interim</b>		<b>Summative</b>
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal II:** All students will develop ownership of their educational program through a greater variety of courses offered

**Objective C:** By September 2002, at least two meaningful partnerships will be created with community organizations. The purpose of the partnerships will be to support educational programs.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<b>4</b>	Implement partnership agreement.	Dave Palanzi Partnership Coordinator	10/99	6/02	
<b>5</b>	Explore additional partnership agreements that will relate to our CISCO and AutoCAD programs	Dave Palanzi Partnership Coordinator	1/01	9/02	

**Evaluation**

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage proficient in Language Arts (APT)	63 %	52%	63%	66%
Percentage proficient in Information Management (APT)	75 %	72%	74%	76%
Percentage proficient in Math (APT)	67 %	63%	74%	70%
Percentage proficient in Language Arts (AA)	83 %	75%	79%	83%
Percentage proficient in Math (AA)	56 %	36%	55%	67%

**Objective A:** At the conclusion of the 2000-2001 school year, of the tenth grade students who complete the Applications Assessment, at least 63% will be proficient in Language Arts, at least 76% will be proficient in Information Management skills, and at least 67% will be proficient in Math. Additionally, of the tenth grade students who complete the Applications Assessment, at least 83% will be proficient in Language Arts, and at least 67% will be proficient in Math.

*{This objective will be revisited in the 2003-2004 due to changes in the state assessment}*

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Notes
1	Develop a process for gathering and displaying A.P.T. and A.A. data for teacher understanding and evaluation	Supervising Assistant Principal	7/99	Ongoing	
2	Develop an yearly instructional planning process that yields at least one general instructional strategy from each teacher	Supervising Assistant Principal	7/99	Ongoing	

Evaluation	
Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of students absent fewer than 11 days.	64%	58%	58%	

**Objective B:** During the 2000-2001 school year, at least 60% of students will be absent fewer than 11 days

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Amount
1	Develop a recognition program for those students with exemplary attendance.	Cynthia Essic Assist. Principal	7/99	Ongoing	\$1000
2	Provide a conflict mediation program to promote peaceful conflict resolution skills.	Cynthia Essic Assist. Principal	7/99	Ongoing	Cost of Special
3	Develop and implement specific counseling programs and services for students with poor attendance and/or at risk of dropping out of school.	Cynthia Essic Assist. Principal Bekah Wight Guid. Director	7/99	Ongoing	
4	Utilize state mandated attendance procedures.	Attendance Officer Assistant Principals	9/00	Ongoing	

**Evaluation**

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of graduating class taking test	TBD	TBD	TBD	
Percentage at least 1100 or above	TBD	TBD	TBD	
Mean score	1022	998	1069	

**Objective C:** At the conclusion of the 2000-2001 school year, at least 57% of the class of 2001 will take the test, at least 40% will score at or above 1100. The mean score of all students tested v

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Develop a process for gathering and displaying Scholastic Aptitude Test data for teacher understanding and evaluation	Supervising Assistant Principal	7/99	Ongoing	
2	Develop a yearly instructional planning process that yields at least one general instructional strategy from each teacher	Supervising Assistant Principal	7/99	Ongoing	
3	Continue to offer Horizons SAT Prep Course. Offer \$35 rebate for those SJ students with perfect attendance.	Cynthia Essic Assist. Principal	7/99	Ongoing	\$1500

Evaluation		
Interim		Summative
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**TBD – UPON RECEIPT OF DATA FROM THE COLLEGE BOARD THESE NUMBERS WILL BE SUPPI**

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

<b>Indicator</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Percentage of students earning a 3 or higher on AP tests and/or a 4 or higher on IB exams	<b>68%</b>	<b>81%</b>	<b>68%</b>	
Percentage of students earning an advanced studies diploma or an IB diploma	<b>48%</b>	<b>43%</b>	<b>54%</b>	

**Objective D:** At the conclusion of the 2000-2001 school year, the percentage of students who earn a 3 or higher on IB exams will be at least 72%. Additionally, at least 45% of students will earn an advanced studies diploma or an IB diploma.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>Amount</b>
<b>1</b>	Dissaggregate test results from previous year to identify weaknesses and plan for instructional improvement.	Connie Giorgio IB Coordinator	7/99	9/02	
<b>2</b>	Provide individual counseling to students with poor grades based upon marking period grades.	Connie Giorgio IB Coordinator	7/99	9/02	
<b>3</b>	Allow staff to attend training for IB curriculum implementation	Connie Giorgio IB Coordinator	7/99	9/02	<b>\$10,000</b>

**Evaluation**

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

<b>Indicator</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Percentage of students dropping out of school	<b>2.5%</b>	<b>3.9%</b>	<b>4.5%</b>	

**Objective E:** At the conclusion of the 2000-2001 school year, no more than 5% of students will drop o

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<b>1</b>	Develop and implement specific counseling programs and services for students with poor attendance and/or at risk of dropping out of school.	Bekah Wight Guid. Director	7/99	9/02	
<b>2</b>	Gather data to report the % of students that have dropped out of school per grade level.	Bekah Wight Guid. Director	1/00	9/02	
<b>3</b>	Implement a specific tracking procedure per 9 weeks grading period to identify potential dropouts.	Bekah Wight Guid. Director	2/00	9/02	

**Evaluation**

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?



**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess  
**Current Performance Level:**

Indicator	1998	1999	2000	2001
Percentage of teachers rating satisfaction good or excellent	75 %	69%	75%	
Percentage of parents rating satisfaction good or excellent	59 %	NA	57%	
Percentage of students rating satisfaction good or excellent	40 %	43%	43%	

**Objective F:** At the conclusion of the 2001-2002 school year, at least 80 % of staff, parents, and students of satisfaction as good or excellent.

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Amount
1	Continue to offer a variety of student recognition programs, activity bus service, and an after school tutorial assistance program.	Bill Bixby Assist. Principal	9/00	6/02	\$32,000
2	Establish an ad hoc committee to review the year 2000 division satisfaction surveys and to develop strategies to be incorporated in the 2001-2003 Triennial School Plan.	Bill Bixby Assist. Principal	1/01	9/01	0

Evaluation		
Interim		Summative
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess

**Current Performance Level:**

Indicator	1997-1998	1998-1999	1999-2000	2000-2
Percentage passing SOL in English	66.3	77.2	85.9	

**Objective G:** At the conclusion of the 2000-2001\_school year, 88% of students tested in English will pa

<b>Program Plan</b>					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Bill Bixby and Tom Phelan	8/99	6/01	1
2	Implement Curriculum mapping training and implement mapping	Bill Bixby and SJHS CADRE	8/99	6/01	
3	Implement and Monitor Curriculum pacing guides	Bill Bixby and Tom Phelan	9/99	6/01	1
4	Monitor SOL Implementation guides	Bill Bixby and Tom Phelan	9/99	6/01	1
5	Review first semester exams for SOL content and assessment type	Bill Bixby	12/99	6/01	1
6	Complete first semester exam review and implement strategies to respond to SOL gaps	Teachers and Tom Phelan	1/00	6/01	1
7	Provide after school tutoring in core subject areas	Bill Bixby and Tom Phelan	9/00	6/01	1

<b>Evaluation</b>		
Interim		Summative
Which strategies need to be continued?		Was each strategy effective and/or appropriate?
Which strategies need to be modified?		Was the objective accomplished?
		Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess  
**Current Performance Level:**

Indicator	1997-1998	1998-1999	1999-2000	2000-2
Percentage passing SOL in Math.	37.7	48.2	55.1	

**Objective H:** At the conclusion of the 2000-2001 school year, 57% of students tested in Math will pass

<b>Program Plan</b>					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Bill Bixby and Donna Wilder	8/99	6/01	1
2	Implement Curriculum mapping training and implement mapping	Bill Bixby and SJHS CADRE	8/99	6/01	
3	Implement and Monitor Curriculum pacing guides	Bill Bixby and Donna Wilder	9/99	6/01	1
4	Monitor SOL Implementation guides	Bill Bixby and Donna Wilder	9/99	6/01	1
5	Implement quarterly CMS type tests in Algebra II, Algebra I and Geometry	Teachers, Donna Wilder, and Bill Bixby	9/99	6/01	1
6	Review first semester exams for SOL content and assessment type	Bill Bixby	12/99	6/01	1
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Teachers and Donna Wilder	1/00	6/01	1
8	Provide after school tutoring in core subject areas	Bill Bixby and Donna Wilder	9/00	6/01	1
<b>Interim</b>		<b>Summative</b>			
Which strategies need to be continued?		Was each strategy effective and/or appropriate?			
Which strategies need to be modified?		Was the objective accomplished?			
		Was each strategy completed?			

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess  
**Current Performance Level:**

Indicator	1997-1998	1998-1999	1999-2000	2000-2
Percentage passing SOL in Social Studies	31.4	40.3	49.9	

**Objective I:** At the conclusion of the 2000-2001 school year, 52% of students tested in History will pa

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Cynthia Essic and Richard Nichols	8/99	6/01	
2	Implement Curriculum mapping training and implement mapping	Cynthia Essic & SJHS CADRE	8/99	6/01	
3	Implement and Monitor Curriculum pacing guides	Cynthia Essic & Richard Nichols	9/99	6/01	
4	Monitor SOL Implementation guides	Cynthia Essic and Richard Nichols	9/99	6/01	1
5	Implement quarterly CMS type tests in U.S. History and World History.	Teachers, Richard Nichols, & Cynthia Essic	9/99	6/01	1
6	Review first semester exams for SOL content and assessment type	Cynthia Essic	12/99	6/01	1
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Teachers and Richard Nichols	1/00	6/01	1
8	Provide after school tutoring in core subject areas	Cynthia Essic and Richard Nichols	9/00	6/01	1
Interim		Summative			
Which strategies need to be continued?		Was each strategy effective and/or appropriate?			
Which strategies need to be modified?		Was the objective accomplished?			
		Was each strategy completed?			

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance targets in each assess  
**Current Performance Level:**

Indicator	1997-1998	1998-1999	1999-2000	2000-2
Percentage passing SOL in Science	61.1	66.4	73%	

**Objective J:** At the conclusion of the 2000-2001 school year, 75% of students tested in Science will pa

Program Plan					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Dave Huckestein and Dave Platten	8/99	6/01	1
2	Implement Curriculum mapping training and implement mapping	Dave Huckestein and SJHS CADRE	8/99	6/01	
3	Implement and Monitor Curriculum pacing guides	Dave Huckestein and Dave Platten	9/99	6/01	1
4	Monitor SOL Implementation guides	Dave Huckestein and Dave Platten	9/99	6/01	1
5	Implement quarterly CMS type tests in Earth Science.	Teachers, Dave Huckestein and Dave Platten	9/99	6/01	1
6	Review first semester exams for SOL content and assessment type	Dave Huckestein	12/99	1/01	1
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Teachers and Dave Platten	1/00	6/01	1
8	Provide after school tutoring in core subject areas	Dave Huckestein and Dave Platten	9/00	6/01	1
Interim		Summative			
Which strategies need to be continued?		Was each strategy effective and/or appropriate?			
Which strategies need to be modified?		Was the objective accomplished?			
		Was each strategy completed?			

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance category.

**Objective K:** Beginning in the fall of 2001, protocols will be implemented for the generation, disaggregation, and analysis of data required in Goal III.

<b>Program Plan</b>					
<b>Number</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Mo/Yr Start</b>	<b>Mo/Yr End</b>	<b>A</b>
<b>1</b>	Develop and document protocol for calculating data for each applicable objective.	Bill Bixby and Bekah Wight	1/01	6/01	
<b>2</b>	Identify reporting period for data for each applicable objective.	Bill Bixby and Bekah Wight	1/01	6/01	

<b>Interim</b>	<b>Summative</b>
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance category.

**Current Performance Level:**

Indicator	1999	2000	2001
Percent achieving overall wellness	69.8%	74.3%	

**Objective L:** At the conclusion of the 2000-2001 school year, 77.35% of students taking the physical fitness wellness score.

<b>Program Plan</b>					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Identify needs of students who do not earn an overall wellness score.	Cynthia Essic and Yvette Baggett	1/01	2/01	
2	Identify and implement corrective strategies.	Cynthia Essic and HPE Teachers	2/01	4/01	

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?

**School Goal III:** Each year Stonewall Jackson High School students will meet or exceed performance category.

**Current Performance Level:**

Indicator	1999	2000	2001
Passing score on research	73%	77%	

**Objective M:** At the conclusion of the 2000-2001 school year, 77% of the Eleventh grade research paper passing scores.

<b>Program Plan</b>					
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	A
1	Provide parent orientation program to explain the research paper process.	Bill Bixby and Bekah Wight	9/00	9/00	
2	Provide research paper 20 and 45 hour tutorial on site.	Selected Teachers and Bill Bixby	9/00	6/02	Assess of Ave needed
3	Provide administrative intervention with students who are not meeting the classroom requirements of the research process.	Bill Bixby	9/00	6/02	

Interim	Summative
Which strategies need to be continued?	Was each strategy effective and/or appropriate?
Which strategies need to be modified?	Was the objective accomplished?
	Was each strategy completed?



### Plan Budget Summary: FY2000

Goal	Obj.	Page	Strategy	Item(s)
I	A	7	Site based staff development program	
I	A	7	Complete Teacher Learning Center	UNFUNDED
I	C	9	IB promotion	
I	E	11	Partnership costs	
I	F	12	Questionnaire to community	
I	G	13	After School Tutoring Program	
I	I	15	Telecommunications upgrades; parent involvement materials	
II	A	16	Questionnaire to community	
II	C	18	Questionnaire to community	
III	C	23	Attendance recognition	
III	D	24	SAT rebate	
III	E	26	IB training	
III	G	27	Student recognition	
III	G	27	Activity busses	
				TOTAL