

A large, faint watermark of the Stonewall Jackson High School crest is centered in the background. It features a central figure on a horse, surrounded by a shield with various symbols, and a banner at the bottom with the words 'LEADERSHIP' and 'HONOR'. The crest is surrounded by the text 'TRINITY' and 'FREEDOM'.

STONEWALL JACKSON HIGH SCHOOL
2002-2005
TRIENNIAL SCHOOL PLAN

January 11, 2002

Process Narrative

At the onset of the 2001-2002 school year, the Stonewall Jackson High School Planning Council began the process of developing a triennial school plan for the years 2002 through 2005. Unlike previous years in which a subcommittee of the council was charged with creating the components of the new plan, the council felt strongly that each member of the council needed to be involved in the process of creating and adapting the new plan.

A clearly defined process was defined for collaboratively developing the plan. At its September 2001 meeting, the council was trained by an outside facilitator on the tenants of quality systems and processes and the effective techniques for communication and garnering consensus. At the October 2001 meeting, the principal led the council through a needs-assessment activity that would ultimately formulate the basis of the new triennial plan development process. The council spent a considerable amount of time reflecting on past accomplishments, data analysis, and plan language and created lists of ideals to assist all Stonewall Jackson High School students in learning at high levels. Subsequent to this exercise, each member of the council chose a plan goal committee on which they would serve throughout the revision and development process.

Each of the three school plan goal groups met often throughout the months of October, November, and December. A thorough reflection of summative data allowed for logical modifications of 1999-2002 plan objectives with quantifiable targets. Each subcommittee outlined strategies necessary for objective attainment. New targets were carefully established for each objective. Simultaneously, many new ideas were solicited from students, school staff members, parents and community members. Each new idea was considered during the clustering and labeling process and new objectives were created to address the perceived needs. The entire council during the November and December Council meetings heard committee reports and questions and discussions ensued, giving subcommittees clear direction for further modifications and developments.

During the January 2002 school planning council meeting, each council member was given a copy of the draft plan. The council was led through the plan changes and modifications and came to consensus on what would be the Stonewall Jackson High School 2002-2005 Triennial School Plan. The plan was reexamined at the 2002-2003 planning council meetings, and necessary updates and modifications to the plan were made in January of 2003.

Vision Statement

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

Mission Statement

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

Executive Summary

Goal I:

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

Objectives:

- A. By June 2005 the current site-based staff development program will meet teachers' professional development needs and ensure the implementation of curricula and utilization of best practices to provide effective instructional methodology in each classroom. Based on cumulative survey results, at least 80% of the teachers will rate their satisfaction with the program as good or excellent.
- B. By June 2003 at least 55% of Algebra I students and 35% of IAG II students will earn a year-end grade of "C" or better.
- C. By June 2005, at least 50% of students will complete at least one Pre-IB or IB course and at least 37% of students in grades 10-12 will take AP or IB examinations.
- D. By September 2005, at least 32% of students entering the ninth grade will be enrolled in two or more PIB classes.
- E. By June 2003, a program will be developed that recognizes every student who completes at least 50 hours of involvement in activities related to creativity, action, or community service.
- F. By June 2005, at least 40% of students will earn at least 4 credits of math and science during their high school career.
- G. Beginning in September 2002, at least three specific strategies will be implemented to establish strong family and community partnerships to enhance student achievement.
- H. By June of 2003, SJHS will have researched various mentoring programs for the purpose of implementation
- I. By September 2004, SJHS will increase positive relationships with those outside agencies that may provide services to the student body.
- J. By June 2003, SJHS will explore a scheduling option to address disseminating pertinent information to students in the form of Advisory Groups.
- K. Beginning in September 2004, SJHS will begin to offer Air Force ROTC as a scheduling option for students.

Goal II:

All members of the school community will understand the common humanity all people share through their differences and similarities.

Objectives:

- A. Through September 2005, Stonewall Jackson High School will continue to support the Behavior Specialist/Human Relations and conflict resolution programs.
- B. By June 2005, the percentage of minority students with a cumulative GPA of 2.0 and above will be at least 57% and the percentage of minority students scoring proficient or advanced on SOL end of course tests will be (TBD) and 20% will be enrolled in at least one weighted course in grade 11 or 12.
- C. By September 2005, the successful achievement of students for whom English is not a first language will occur as measured by completion of verified units and credit requirements for graduation.
- D. By September 2005, families of students for whom English is not a first language will experience increased involvement and communication with the school and its programs as measured by a school generated survey in their native language.
- E. By September 2005, all faculty and staff will be trained in the use of effective strategies in educating and communicating with families and students for whom English is not a first language.

Goal III:

Each year Stonewall Jackson High School students will meet or exceed performance targets in each assessment category.

Objectives:

- A. During the 2002-2003 school year, at least 60% of students will be absent fewer than 11 days.
- B. At the conclusion of the 2002-2003 school year, at least 68% of the class of 2003 will take the SAT. The mean score of all students tested will be at least 1020.
- C. At the conclusion of the 2002-2003 school year, the percentage of students who earn a 3 or higher on AP tests and/or 4 or higher on IB exams will be at least 80%. Additionally, at 53% of students will earn an advanced studies diploma.
- D. At the conclusion of the 2002-2003 school year, no more than 5% of students will drop out of school.
- E. At the conclusion of the 2002-2003 school year, at least 80% of teachers, parents and students will rate their overall level of satisfaction as good or excellent.
- F. At the conclusion of the 2002-2003 school year, 92.6% of students tested in English will pass the SOL tests.
- G. At the conclusion of the 2002-2003 school year, 75% of students tested in Math will pass the SOL tests.
- H. At the conclusion of the 2002-2003 school year, 75% of students tested in History will pass the SOL tests.
- I. At the conclusion of the 2002-2003 school year, 75% of students in Science will pass the SOL tests.
- J. At the conclusion of the 2002-2003 school year, 77.35% of students taking the physical fitness test will earn an overall wellness score.
- K. At the conclusion of the 2002-2003 school year, 82.32% of the 11th grade research papers submitted will receive passing scores.
- L. At the conclusion of the 2002-2003 school year, AYP (Adequate Yearly Progress) will be made in the four subgroups classified by the No Child Left Behind Legislation. The percentage of students passing end of course SOL assessments will improve in each subgroup each year.

GOAL I



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

Current Performance Level:

Indicator	2002-2003	2003-2004	2004-2005
Percentage of teachers rating satisfaction with staff development program as good or excellent			

Objective A: By June 2005, the creation, implementation, and evaluation of a site-based staff development program will meet teachers' professional development needs and ensure implementation of curricula and utilization of best practices to provide effective instructional methodology in each classroom. Based on cumulative survey results, at least 80% of the teachers will rate their satisfaction with the program as good or excellent.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to collaboratively develop a site-based program for professional development	C. Giorgio IB Coordinator	09/2002	06/2005	\$20,000	\$60,000
2	Create a system for conducting a site-based professional development needs assessment and follow up satisfaction survey	C. Giorgio IB Coordinator	09/2002	06/2005		

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 responsible, contributing members of the school, local, state, national and world communities.

Current Performance Level:

Indicator	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of Algebra I (including both PIB Algebra I and Algebra I) students earning a year end grade of "C" or better	50.7%			
Percentage of IAG II students earning a year end grade of "C" or better	39%			

Objective B: By June 2003 at least 55% of Algebra I and 35% of IAG II students will earn a year-end grade of "C" or better.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate available student achievement data on quarterly CMS tests, SOL tests, class GPA and semester exams to assist teachers in curriculum planning and instructional implementation.	D. Wilder Dept. Chair	8/2002	6/2003		
2	Monitor math grades 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.	D. Huckestein Asst. Principal	8/2002	6/2003		
3	Provide tutoring through the school tutoring program to those students needing additional help.	D. Wilder Dept. Chair	8/2002	6/2003		
4	Implement Remediation Recovery program.	D. Wilder Dept. Chair	8/2002	6/2003		

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 responsible, contributing members of the school, local, state, national and world communities.

Current Performance Level:

Indicator	2001-2002	2002-2003	2003-2004	2004-2005
Percentage completing at least 1 Pre-IB or IB course	42%			
Percentage of 10-12 th graders taking AP or IB examinations	30%			

Objective C: By June 2005, at least 50% of students will complete at least one Pre-IB or IB course and at least 37% of students in grades 10-12 will take AP or IB examinations.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to implement process for monitoring achievement for all pre-IB and IB students.	C. Giorgio IB Coordinator	9/02	6/05		
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	9/02	6/05		
3	Require a meeting with the IB coordinator for any student wishing to change out of a pre-IB or IB class	C. Giorgio IB Coordinator	9/02	6/05		
4	Promote the IB Program throughout the appropriate attendance areas.	C. Giorgio IB Coordinator	9/02	6/05	\$5000	\$15000
5	Monitor overall IB student workloads, time management issues, and student stress levels.	C. Giorgio IB Coordinator	9/02	6/05		
6	Develop and coordinate a master schedule of major assignments that includes “no major assignment due zones.”	C. Giorgio IB Coordinator	9/02	6/05		
7	Continue to expand upon IB Honors program	C. Giorgio IB Coordinator	9/02	6/05		

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 responsible, contributing members of the school, local, state, national and world communities.

Current Performance Level:

Indicator	2002-2003	2003-2004	2004-2005
Percentage of 9 th grade students enrolled in 2 or more PIB classes			

Objective D: By September 2005, at least 32%-of students entering the ninth grade will be enrolled in 2 or more PIB classes.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Provide middle school parent presentations designed to inform about the IB program	C. Giorgio IB Coordinator	9/2002	6/2005		
2	Allow IB students to attend presentations at the middle school to relate the IB program	C. Giorgio IB Coordinator	9/2002	6/2005		
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	B. Wight Guidance Director C. Giorgio IB Coordinator	9/2002	6/2005		
4	Improve communication with middle schools through the implementation of MYP/PIB articulation and coordination teams of Stonewall and feeder middle school teachers.	C. Giorgio IB Coordinator Lois Roy Gifted Education/MYP Coordinator	9/2002	6/2005		

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 responsible contributing members of the school, local, state, national and world communities.

Objective E: By June 2003, a program will be developed that recognizes every student who completes at least 50 hours of involvement in activities related to creativity, action, or community service.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Design or identify a program to recognize students who participate in community involvement activities.	SALC S. Schlatter	9/2002	6/2003		
2	Implement community involvement recognition program.	SALC S. Schlatter	9/2002	6/2003	\$1,000	\$1,000

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 responsible, contributing members of the school, local, state, national and world communities.

Current Performance Level:

Indicator	2002-2003	2003-2004	2004-2005
Percentage of juniors and seniors enrolled in a higher level math course			
Percentage of juniors and seniors enrolled in science course other than Earth Science or Biology			

Objective F: By June 2005, at least 40% of students will earn at least 4 credits of math and science during their high school career.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to offer a two-year math course for 9 th and 10 th grade students to earn an Algebra I credit.	D. Huckestein Asst. Principal	9/2002	6/2005		
2	Pre-scheduling information sessions will provide in depth course information	Individual Guidance Counselors	9/2002	6/2005		
3	Provide a computer math course as another scheduling option for students to gain additional math credits	Donna Wilder Dept. Chair	9/2003	6/2005		

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 responsible, contributing members of the school, local, state, national and world communities.

Objective G: Beginning in September 2002, at least three specific strategies will be implemented to establish strong family and community partnerships to enhance student achievement.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to provide materials and resources for the SJHS Parent Center	S.Constantino Principal	9/2002	6/2005	\$2,000	\$6,000
2	Continue to monitor the usage and satisfaction ratings of PARENTLINK users.	B. Wight Guidance Director	9/2002	6/2005		
3	Continue to implement the Linking Education and Parents (LEAP) program	B. Wight Guidance Director	9/2002	6/2005		
4	Continue to implement the Family Outreach Program.	Richard Nichols Asst. Principal	9/2002	6/2005		

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 responsible, contributing members of the school, local, state, national and world communities.

Objective H: By June of 2003, SJHS will have explored various mentoring programs for the purpose of implementation

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Form a committee to identify appropriate mentoring programs.	B. Wight Guidance Director	9/2002	6/2003		
2	Conduct a student/faculty needs survey corresponding to this objective.	B. Wight Guidance Director	1/2003	6/2003		

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 responsible, contributing members of the school, local, state, national and world communities.

Objective I: By September 2004, SJHS will increase positive relationships with those outside agencies that may provide services to the student body.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Appoint a school liaison to make contacts with outside agencies	SALC S. Schlatter	9/2002	6/2003		
2	Host a Community Service Fair	SALC S. Schlatter	9/2003	6/2003		
3	Create a master list of available resources for student/faculty use.	SALC S. Schlatter	9/2003	6/2003		

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 responsible, contributing members of the school, local, state, national and world communities.

Objective J: By June 2004, SJHS will explore a scheduling option to address disseminating pertinent information to students in the form of Advisory Groups.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Form a committee to explore scheduling options	B. Wight Guidance Director	9/2003	6/2004		
2	Provide staff development to educate faculty/staff about information obtained in Objective H & I	D. Huckestein Asst. Principal	9/2003	6/2004		

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 responsible, contributing members of the school, local, state, national and world communities.

Objective K: Beginning in September 2004, SJHS will begin to offer Air Force ROTC as a scheduling option for students.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Form a panel to interview and select a qualified ROTC instructor to teach the ROTC program at SJHS beginning in 2004.	S. Constantino Principal	1/2003	6/2004		
2	Advertise and promote the ROTC course option to SJHS and PWC students for enrollment beginning in September 2004.	R. Wight Guidance Director	9/2003	6/2004		

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?	

GOAL II



School Goal II: All members of the school community will understand the common humanity all people share through their differences and similarities

Objective A: Through September 2005, Stonewall Jackson High School will continue to support the Behavior Specialist/Human Relations and conflict resolution programs.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to provide a conflict mediation program to promote peaceful conflict resolution skills.	M. Stafford Behavior Spec.	9/2002	6/2005	Cost of Behavior Specialist	
2	Continued involvement with the Anti-Defamation League World of Difference Peer Diversity training program.	M. Stafford Behavior Spec.	9/2002	6/2005		
3	Investigate the formation of a Peer Mediation program	M. Stafford Behavior Spec.	9/2002	1/2003		

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 II: All members of the school community will understand the common humanity all people share through their differences and similarities.

Current Performance Level:

Indicator	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of minority students with cumulative GPA of 2.0+	56%			
Percentage of minority students scoring proficient or advanced on SOL end of course tests.	N/A			
Percentage of minority students (10-12) in weighted courses.	27%			

Objective B: By June 2005, the percentage of minority students with a cumulative GPA of 2.0 and above will be at least 57% and the percentage of minority students scoring proficient or advanced on SOL end of course tests will be (TBD) and 20% will be enrolled in at least one weighted course in grade 11 or 12.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Provide an after school tutorial assistance program for students.	Richard Nichols Assist. Principal	9/2002	6/2005	\$10,000	\$30,000
2	Develop a process for gathering and analyzing SOL and GPA data for teacher understanding and evaluation.	Supervising Asst. Principals	8/2002	6/2003		
3	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 Asst. Principals	8/2002	6/2005		
4	Compare the attendance and discipline trends of minority students with cumulative GPAs of 2.0+ with minority students with GPAs of 1.9 and lower.	B. Wight Guidance Director	8/2002	6/2003		
5	Provide planning council with attendance and discipline trends and recommendations for possible remediation plan.	B. Wight Guidance Director	8/2002	6/2003		

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 II: All members of the school community will understand the common humanity all people share through their differences and similarities.

Objective C: By September 2005, the successful achievement of students for whom English is not a first language will occur as measured by completion of verified units and credit requirements for graduation.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to offer ESOL specific sections of SOL and core area classes.	M. Shell Asst. Principal	9/2002	6/2005		
2	Monitor student progress through semi-annual meetings with School Counselor.	School Counselors	9/2002	6/2005		
3	Explore the option of student directed tutoring programs for students needing support with language skills with regards to taking SOL End-of- Course tests.	SALC S. Schlatter	9/2002	6/2003		
4	Plan and implement and information session for parents of the aforementioned students to explain graduation requirements and support programs.	B. Wight Director of Guidance	9/2002	6/2003		

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 II: All members of the school community will understand the common humanity all people share through their differences and similarities.

Objective D: By September 2005, families of students for whom English is not a first language will experience increased involvement and communication with the school and its programs as measured by a school-generated survey in their native language.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Create a satisfaction survey for school specific initiatives.	S. Constantino Principal	9/2002	1/2003		
2	Update SASI database to ensure that we have accurate information about the language spoken/written in student's homes.	B. Wight Guidance Director	9/2002	10/2002		
3	Administer survey to parents in their native language	S. Constantino Principal	6/2003	7/2003		
4	Begin the process of having pertinent forms and information manuals translated into different languages	S. Constantino Principal	9/2002	12/2002		
5	Use the PARENTLINK system to communicate with parents in both English and their native language	S. Constantino Principal B. Wight Guidance Director	9/2002	6/2005		
6	Garnering and using community resources for translation services	S. Constantino Principal	9/2002	6/2005		

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 II: All members of the school community will understand the common humanity all people share through their differences and similarities.

Objective E: By September 2005, all faculty and staff will be trained in the use of effective strategies in educating, understanding and communicating with families and students for whom English is not a first language.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Provide staff members with a series of staff development opportunities that deal with communication with families for whom English is not their first language	C. Giorgio IB Coordinator	9/2002	6/2005	\$2,000	\$6,000
2	Provide teachers with training on how to effectively teach students for whom English is no their first language	C. Giorgio IB Coordinator	9/2002	6/2005		
3	Continue to ensure that the school environment is welcoming to those from all cultures	S. Constantino Principal	9/2002	6/2005		
4	Provide tuition reimbursement for any teacher willing to take Conversational Spanish courses at Northern Virginia Community College or through Prince William County Schools.	S. Constantino Principal	9/2002	6/2005	\$2,000	\$6,000
5	Staff will participate in Prince William County diversity training program	S. Constantino Principal	9/2002	6/2004		

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?

GOAL III



School Goal III: Each year Stonewall Jackson High School students will meet or exceed performance targets in each assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of students absent fewer than 11 days.	58%	58%	56.3%	58.2%			

Objective A: During the 2002-2003 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	Annual Cost	Total Cost
1	Continue to implement the PRIDE program in which students are recognized for attendance excellence/improvement	SALC S. Schlatter	8/2002	6/2005	\$1000	\$3000
2	Continue to implement specific counseling programs and services for students with poor attendance and/or at risk of dropping out of school.	B. Wight Guidance Director	8/2002	6/2005		
3	Educate parents about and enforce state mandated attendance and truancy procedures	Attendance Officer Assistant Principals	8/2002	6/2005		
4	Investigate, develop, and implement mentoring program	Richard Nichols Asst. Principal	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of graduating class taking test	57%	58.5%	59.2%	66.5%			
Mean score	998	1069	1034	1059			

Objective B: At the conclusion of the 2002-2003 school year, at least 68% of the class of 2003 will take the SAT. The mean score of all students tested will be at least 1020.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Develop and implement a process for gathering and displaying SAT data for teacher understanding and evaluation	Department Chairs	8/2002	6/2005		
2	Develop and implement a yearly instructional planning process that yields at least one general instructional strategy from each teacher	Supervising Assistant Principals	8/2002	6/2005		
3	Continue to offer Horizons SAT Prep Course. Offer \$35 rebate for those SJHS students with perfect attendance.	D. Huckestein Assist. Principal	8/2002	6/2003	\$1500	\$4500
4	Investigate effectiveness of various SAT Prep programs	SALC Stephanie Schlatter	8/2002	6/2003		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of students earning a 3 or higher on AP tests and/or a 4 or higher on IB exams	81%	68%	72%	78%			
Percentage of students earning an advanced studies diploma.	43%	54%	55%	52%			

Objective C: At the conclusion of the 2002-2003 school year, the percentage of students who earn a 3 or higher on AP tests and/or 4 or higher on IB exams will be at least 80%. Additionally, at least 50% of students will earn an advanced studies diploma or an IB diploma.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate test results from previous year to identify weaknesses and plan for instructional improvement.	C. Giorgio IB Coordinator	8/2002	6/2005		
2	Provide individual counseling to students with poor grades based upon marking period grades.	C. Giorgio IB Coordinator	8/2002	6/2005		
3	Encourage staff to attend training for IB curriculum implementation	C. Giorgio IB Coordinator	8/2002	6/2005	\$10,000	\$30,000

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of students dropping out of school	3.9%	4.5%	5%	3.35%			

Objective D: At the conclusion of the 2002-2003 school year, no more than 5% of students will drop out of school.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Implement specific counseling programs and services for students with poor attendance and/or at risk of dropping out of school.	B. Wight Guidance Director	9/2002	6/2005		
2	Develop a procedure to gather data to report the % of students that have dropped out of school per grade level.	B. Wight Guidance Director	8/2002	6/2005		
3	Implement a specific tracking procedure per 9 weeks grading period to identify potential dropouts.	B. Wight Guidance Director	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage of teachers rating satisfaction good or excellent	69%	75%	73%	65%			
Percentage of parents rating satisfaction good or excellent	NA	57%	NA	66%			
Percentage of students rating satisfaction good or excellent	43%	43%	42%	51%			

Objective E: At the conclusion of the 2002-2003 school year, at least 80 % of staff, parents, and students will rate their overall level of satisfaction as good or excellent.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Continue to offer a variety of student recognition programs, activity bus service, and an after school tutorial assistance program.	SALC S. Schlatter R. Nichols Asst. Principal	8/2002	6/2005	\$32,000	\$96,000
2	Develop, publish, and revise per quarter a brochure describing tutoring opportunities	SALC S. Schlatter	8/2002	6/2005		
3	Establish an ad hoc committee to review the year 2002 division satisfaction surveys and to develop strategies to be incorporated in the 2002-2005 Triennial School Plan.	D. Huckestein Asst. Principal	8/2002	11/2002		
4	Evaluate and review effectiveness of school security program	T. Garrett Security Specialist	8/2002	6/2003		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Percentage passing SOL in English	77.2%	85.9%	87%	90%		

Objective F: At the conclusion of the 2002-2003 school year, 92.6% of students tested in English will pass the SOL tests.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Department Chair	8/2002	6/2005		
2	Continue to implement Curriculum mapping training and mapping	Department Chair	8/2002	6/2005		
3	Monitor Curriculum pacing guides and implement quarterly CMS tests in grades 9, 10, and 11 to monitor student progress.	Department Chair	8/2002	6/2005		
4	Review first semester exams for SOL content and assessment type	Department Chair	8/2002	6/2005		
5	Complete first semester exam review and implement strategies to respond to SOL gaps	Department Chair Teachers	8/2002	6/2005		
6	Provide after school tutoring in core subject areas	Department Chair	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage passing SOL in Math.	48.2%	55.1%	68%	71.9%			

Objective G: At the conclusion of the 2002-2002 school year 75% of students tested in Math will pass the SOL tests.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Department Chair	8/2002	6/2005		
2	Continue Curriculum mapping training and mapping	Department Chair	8/2002	6/2005		
3	Implement and Monitor Curriculum pacing guides	Department Chair	8/2002	6/2005		
4	Monitor SOL Implementation guides	Department Chair	8/2002	6/2005		
5	Implement unit CMS type tests in IAG I, IAG II, Algebra II, Algebra I and Geometry	Department Chair	8/2002	6/2005		
6	Review first semester exams for SOL content and assessment type	Department Chair	8/2002	6/2005		
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Department Chair	8/2002	6/2005		
8	Provide after school tutoring in core subject areas	Department Chair	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage passing SOL in Social Studies	40.3%	49.9%	60.2%	70.6%			

Objective H: At the conclusion of the 2002-2003 school year, 75% of students tested in History will pass the SOL tests.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Department Chair	8/2002	6/2005		
2	Continue Curriculum mapping training and mapping	Department Chair	8/2002	6/2005		
3	Implement and Monitor Curriculum pacing guides	Department Chair	8/2002	6/2005		
4	Monitor SOL Implementation guides	Department Chair	8/2002	6/2005		
5	Continue to implement quarterly CMS tests in U.S. History and World History, and unit CMS tests in World Geography.	Department Chair	8/2002	6/2005		
6	Review first semester exams for SOL content and assessment type	Department Chair	8/2002	6/2005		
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Department Chair	8/2002	6/2005		
8	Provide after school tutoring in core subject areas	Department Chair	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percentage passing SOL in Science	66.4%	73%	79.3%	69.3%			

Objective I: At the conclusion of the 2002-2003 school year, 75% of students tested in Science will pass the SOL tests.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Disaggregate test results from previous year to identify strengths and weaknesses and plan for instructional improvement.	Department Chair	8/2002	6/2005		
2	Continue Curriculum mapping training and mapping	Department Chair	8/2002	6/2005		
3	Implement and Monitor Curriculum pacing guides	Department Chair	8/2002	6/2005		
4	Monitor SOL Implementation guides	Department Chair	8/2002	6/2005		
5	Continue unit CMS tests in Earth Science, Biology, and Chemistry.	Department Chair	8/2002	6/2005		
6	Review first semester exams for SOL content and assessment type	Department Chair	8/2002	6/2005		
7	Complete first semester exam review and implement strategies to respond to SOL gaps	Department Chair	8/2002	6/2005		
8	Provide after school tutoring in core subject areas	Department Chair	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Percent achieving overall wellness	69.8%	74.3%	73.4%	NA			

Objective J: At the conclusion of the 2002-2003 school year, 77.35% of students taking the physical fitness test will earn an overall wellness score.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Identify needs of students who do not earn an overall wellness score.	Department Chair	8/2002	6/2005		
2	Identify and implement corrective strategies.	Department Chair R. Nichols Asst. Principal	8/2002	6/2005		

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 assessment category.

Current Performance Level:

Indicator	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Passing score on research paper	73%	77%	78.6%	76.4%			

Objective K: At the conclusion of the 2002-2003 school year, 82.32% of the 11th grade research papers submitted will receive passing scores.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Provide parent orientation program to explain the research paper process.	B. Wight Guidance Director R. Nichols Asst. Principal	8/2002	6/2005		
2	Provide research paper 20 and 45 hour tutorial on site.	Selected Teachers R. Nichols Asst. Principal	8/2002	6/2005	Assessment of Average cost needed	
3	Provide administrative intervention with students who are not meeting the classroom requirements of the research process.	B. Wight Guidance Director R. Nichols Asst. Principal	8/2002	6/2005		

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 assessment category.

Objective L: At the conclusion of the 2002-2003 school year, AYP (Adequate Yearly Progress) will be made in the four subgroups classified by the No Child Left Behind Legislation. The percentage of students passing end of course SOL assessments will improve in each subgroup each year.

Program Plan						
Number	Strategies	Person Responsible	Mo/Yr Start	Mo/Yr End	Annual Cost	Total Cost
1	Utilize data available in the data warehouse to determine baseline data to achieve AYP in each of the four subgroups classified by the NCLB legislation,	Administration	8/2002	6/2003		
2	Provide remediation programs and after school tutoring for SOL areas, which target students in each of the four subgroups classified under the NCLB legislation.	Richard Nichols Asst. Principal Dept Chairs	8/2002	6/2003		
3	Share available data with teachers and develop strategies to improve student performance on end of course SOL assessments to achieve AYP.	Supervising Asst. Principals Dept. Chairs	8/2002	6/2003		

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?	

Plan Budget Summary: FY2002

Goal	Obj.	Page	Strategy	Item(s)	Annual Cost	Total Cost
I			Site based staff development program			
I			IB promotion			
I			Partnership costs			
I			Questionnaire to community			
I			Afterschool Tutoring Program			
I			Telecommunications upgrades; parent involvement materials			
III			Attendance recognition			
III			SAT rebate			
III			IB training			
III			Student recognition			
III			Activity busses			
				TOTAL		