

# George Mason High School



State of the Schools Report

October 14, 2008

# GMHS State of the Schools Report

## October 14, 2008

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## Challenge Statement

At George Mason we are an exciting and collaborative community of learners who strive toward excellence. We care for each other and take pride in and responsibility for our individual and mutual growth and accomplishments. We celebrate our diversity and seek to foster respect for all in the community through global awareness and appreciation of our individual and cultural differences.



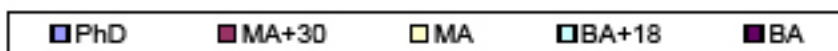
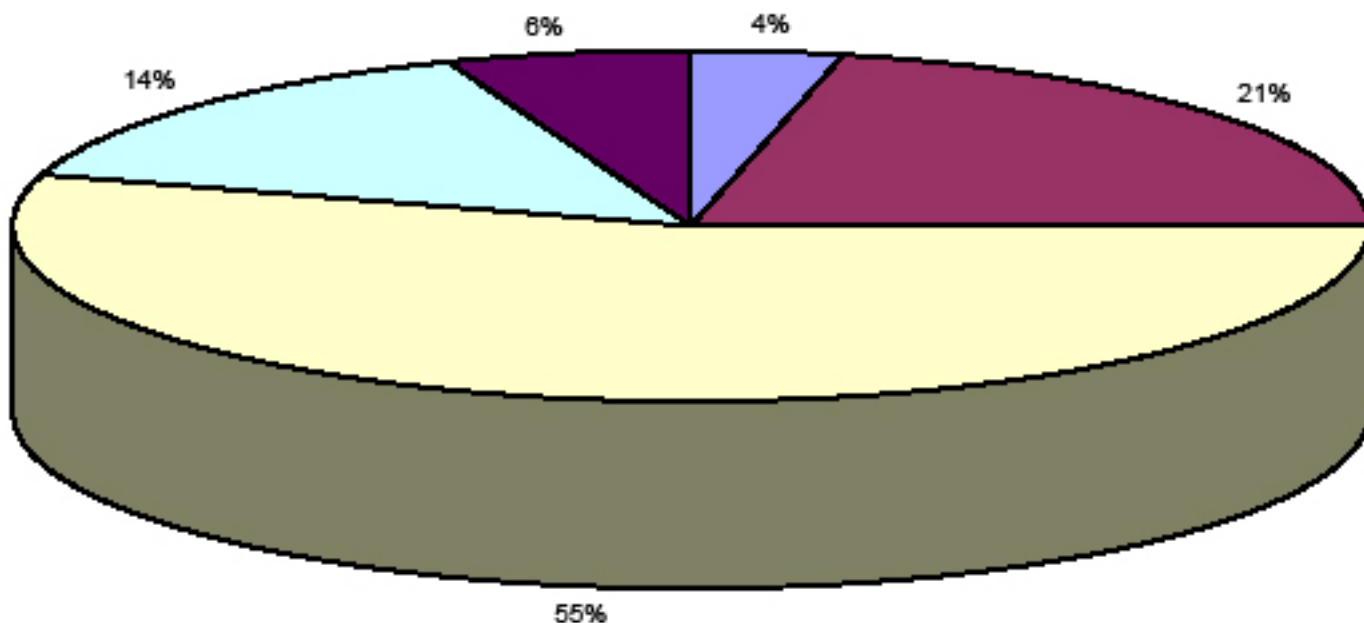
Photo Taken by: Joy Sulewski

## Administration

Mary McDowell, Interim Principal	BS, Nursing; MAT Secondary Science Education; K-12 Administrative Certification and Endorsement
Ken Siekman, Assistant Principal	BS, Social Studies Education; MS, Counseling; Administrative Certification and Endorsement
Tim Guy, Assistant Principal	BS Math, MEd. Admin and Supervision
Glynn Bates, Interim Assistant Principal	BA, MA, CAGS Virginia Tech
Tom Eakin, Interim Assistant Principal	To begin October 20

## Teacher Demographics

**Highest Degree Earned**



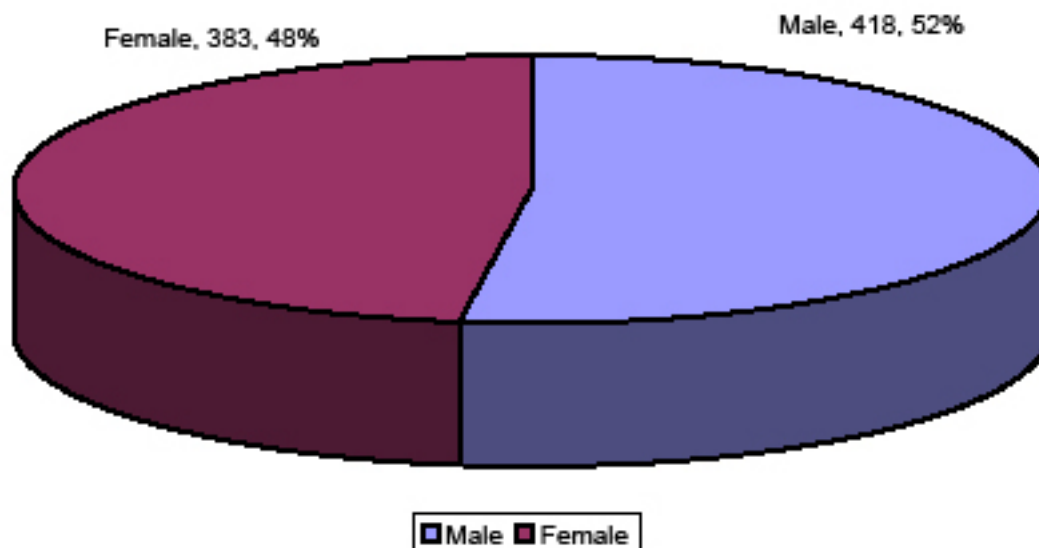
## National Board Certification

Certification Complete= 2 teachers  
 Certification In Progress= 3 teachers

## Student Demographics 2008-2009

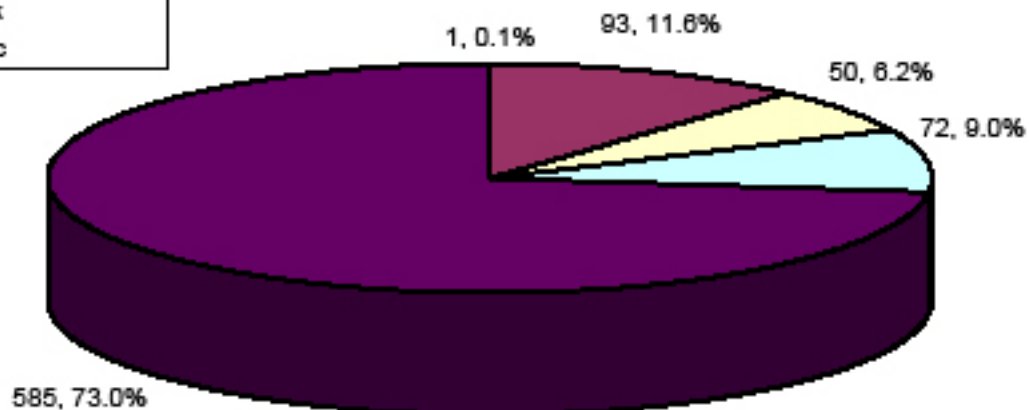
Enrollment: 802 Students

### Enrollment by Gender

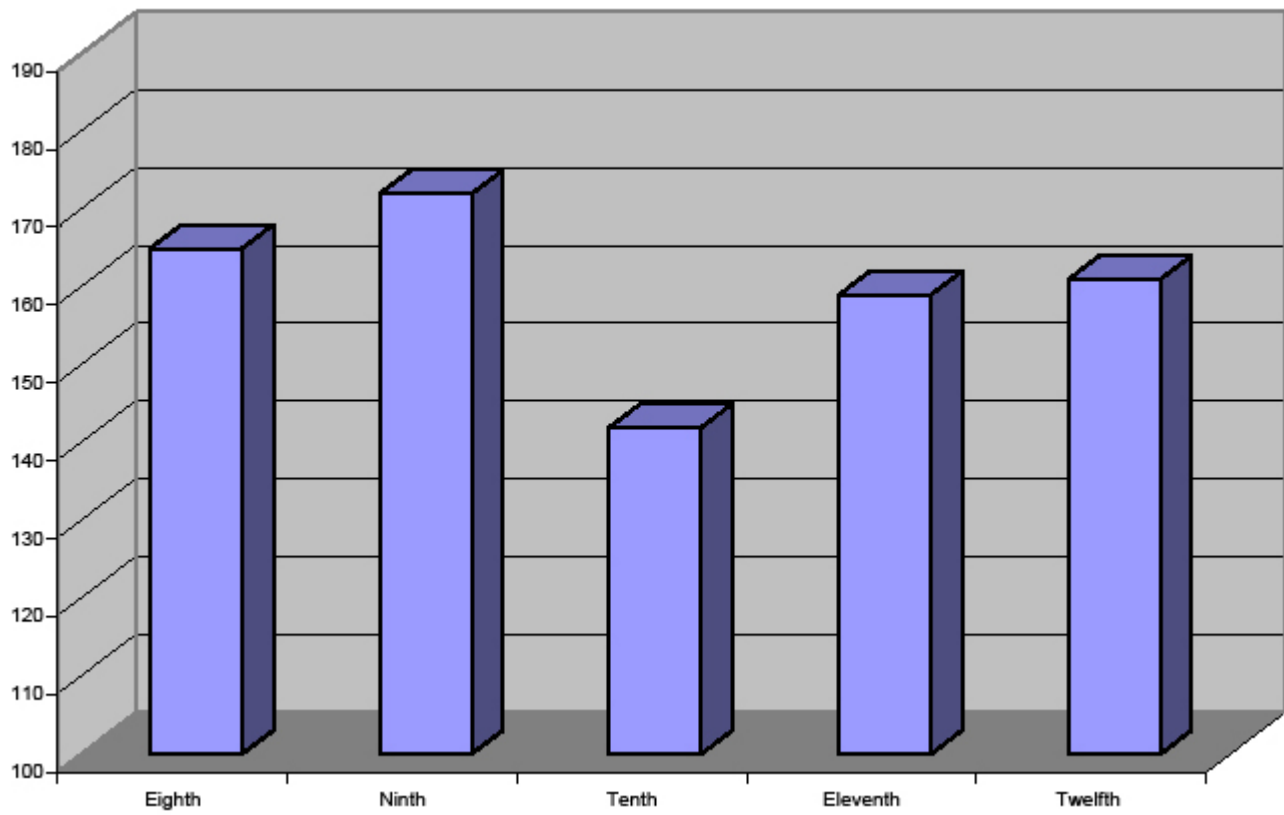


### Ethnicity Distribution

- American Indian/ Alaskan Native
- Asian/ Pacific Islander
- Black, Not Hispanic
- Hispanic, Not Black
- White, Not Hispanic



Enrollment by Grade Level



# School Plan

## Curriculum Goals:

Minority/ESOL Student Achievement  
MYP  
IB 5-Year Review

## Climate Goals:

School Schedule  
Student Activities  
Professional Development  
Family and Community

## Data Goals:

Access and Use of Data

## Minority/ESOL Student Achievement

### Goal: Increase minority/ESOL student achievement at GMHS

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
1. All minority and ESOL students will continue to make AYP 2008-2009 --Math 79% --Reading and LA 81% 2009-2010 --Math 83% --Reading and LA 85% 2010-2011 --Math 87% --Reading and LA 89% 2011-2012 --Math 91% --Reading and LA 83% 2012-2013 --Math 95% --Reading and LA 97% 2013-2014 100% All	1a. Designate an ESOL liaison teacher for each department to work directly with ESOL teachers. 1b. Use existing resources (i.e. Gateway, EIP, skills classes) to support struggling students. 1c. Investigate the use of co-teaching as a support for mainstreamed ESOL students 1d. Identify areas of achievement concern for ESOL/minority students.	1a. Solicit volunteers to fill this role. 1b. ID struggling learners from interim and quarter grades and make referrals as necessary 1c. Identify a student group and teachers 1c. Secure CO approval and funding 1c. Schedule the class 1c. Assess progress 1d. Review ESOL/minority student achievement data relative to white students for the past 5 years.	1.a. Committee members 1b. House members; subject teacher; ESOL teacher 1c. ESOL program leader; counseling administrator 1c. ESOL program leader; administrator 1c. Counselor 1c. ESOL program leader; administrator 1d. Summer Intern	1.a. Volunteers from each department. 1b. Every ESOL or minority student with a grade of D or less has been referred for an existing service 1c. ESOL co-teach class for 2008-09 school year 1d. Data review
2. Establish a vision and plan for ESOL services at GMHS	2a. Identify strengths and weaknesses in the current program. 2b. Use strength and weakness data to develop a vision for growth and a plan to achieve the vision.	2a. Review the following data for the past 5 years when available: --SOL scores, IB participation, IB achievement, Graduation rate, Diploma types, Attendance, SAT/ACT scores, College acceptance and attendance, Discipline referrals, Discipline sanctions 2b. Develop a long range vision for ESOL services at GM and a plan to meet the goals of the vision.	2a. Summer intern for data analysis. 2b. ESOL planning committee; ESOL CIRT; ESOL teachers; administration	2a. Data report 2b. Vision statement Supporting plan



# Curriculum Goals

Goal: The Falls Church City Public Schools will educate, challenge, and support every student to succeed and become a responsible and contributing member of the global community.

FCCPS is currently reviewing and evaluating the IB Middle Years Program (MYP) for possible implementation in Falls Church City Public Schools.

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of implementation
Investigate the International Baccalaureate (IB) Middle Years Program (MYP) for possible implementation in Falls Church City Public School.	Send a group of FCCPS faculty to the Oct 2007 MYP Information Session in Reston, VA.  Bring an MYP expert to Falls Church City to deliver an information session to the community.  Form an exploration committee consisting of those who attended the information session and others interested in exploring the MYP.	Report findings to the GMHS and MEH heads of school.  Secure funding for consultant  Disseminate all MYP publications to committee.  Examine the program's philosophy and curriculum to determine whether these meet the needs of the students.  Conduct a feasibility study on the possible consequences of implementing the MYP program.  Determine whether to offer a grade 6 – 10 or a grade 5-9 MYP.	GM and MEH principals  GM and MEH principal  GM and MEH principals  MYP Committee  MYP Committee  FCCPS's community	

		Create a timeline for application and implementation.	MYP Committee	
		Submit an Interested Schools Form to the IB North America office.	MYP Committee	
		Decide whether or not to pursue MYP authorization.	FCCPS's community	
		Arrange for teacher and administrative staff to undertake IB MYP approved professional development.	GM and MEH principals	

## Curriculum Goals

**Goal: The Falls Church City Public Schools will educate, challenge, and support every student to succeed and become a responsible and contributing member of the global community.**

One vehicle for meeting this goal is through the GMHS International Baccalaureate Diploma Program which has been in operation for 26 years. To ensure that the school's IB Diploma Program is successful, the school has participated in periodic self-studies. During the 2008-2009 school year, the GMHS IBDP will conduct a formal IB Program Evaluation Questionnaire (formerly known as the IB Five Year Review which will be submitted to the IB North America office in October 2009).

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of implementation
1. To ensure that there is close alignment between the educational beliefs and values of the school and those of the IB Diploma Program.	Examine current school publications, such as the Program of Studies, the school profile/prospectus and IB Brochure for evidence of alignment.	Update the IB Diploma brochure to include reference to alignment.  Update the school profile.	IB Coordinator  Director of Guidance	Updated school publications that give reference to the IB Learner Profile, the IB Standards and Practices, IB pedagogy (student centered, inquiry base), the promotion of international-mindedness and the concurrency of learning.
2. To promote international-mindedness on the part of the adults and students in the school community.	Conduct workshops with faculty and self-assess the degree to which our curriculums promote "international-mindedness"	Design and implement November 4 workshop on promoting "international-mindedness" in our course work and school community  Curriculum teams evaluate and describe in what ways their curriculum models and their implementation promote "international-mindedness"	IB Coordinator, CIRTs    IB coordinator IB teachers Librarian	Completion of November 4 <sup>th</sup> Workshop  Action plans from curriculum teams around promoting "international-mindedness" within their curriculum and assessment design
3. To demonstrate ongoing commitment to, and provide support for, the IB Diploma Program through appropriate administrative structures and systems, staffing, and resources.		Compose/create/update : -description of facilities - organization chart - IB staff profile - IB coordinator job description - IB Professional Development Chart	          IB coordinator CIRTs, Department Leaders IB teachers	Description of facilities which support the IB Diploma Program.  A diagram of organizational structures within the school that support implementation of DP  IB staff profile (degree, experience, IB training)  Diploma Coordinator/CAS Supervisor Job Descriptions.  Chart outlining IB professional development, participation in subregional groups, and active participation in the IB Online Curriculum Center (OCC)  List of staff who are examiners, moderators, workshop leaders, and/or involved in Programme evaluation  Explanation of the library's role to the IB .  Written summary of the IB Program Evaluation Questionnaire teacher survey.

<p>4. To make available to all sections of the school community a comprehensive, coherent, written curriculum, based on the requirements of the IB Diploma and developed by the school.</p>	<p>Distribute IB Program Evaluation Questionnaire to IB teachers early in the year.</p> <p>Analyze the finding of the survey.</p> <p>Discuss the strength and weakness of the IB program as identified by the survey during periodic IB meetings.</p> <p>Provide professional development such as TOK across the curriculum.</p>	<p>Update IB informational documents that showcases the IB program as:</p> <ul style="list-style-type: none"> <li>---one that has balance and variety</li> <li>---inquiry based</li> <li>---student-centered</li> <li>---international</li> <li>--- a concurrency of learning TOK across the curriculum</li> <li>---one that places importance on CAS</li> </ul>	<p>TOK Consultant</p>	<p>Updated or newly created IB informational documents.</p>
<p>5. To implement a system through which all teachers plan and reflect in collaborative teams.</p>	<p>Take advantage of scheduled professional development days for IB planning and reflection.</p> <p>Take advantage of the department's common planning period.</p> <p>Retain consultants or experts when necessary.</p>	<p>Compile evidence that shows:</p> <ul style="list-style-type: none"> <li>-collaborative planning, vertical and horizontal articulation</li> <li>- that IB teachers plan for the variety of learning needs and styles</li> <li>- how IB teachers use a variety of teaching and learning strategies</li> <li>- IB teachers have had the opportunity to discuss assessment issues</li> </ul> <p>During scheduled staff development and/or common planning periods, IB staff will discuss:</p> <ul style="list-style-type: none"> <li>--- an active learning process</li> <li>---balanced teaching /learning strategies</li> <li>---appropriated support for students, including technology, organizational and/or studies skills.</li> <li>---engaging students as critical thinkers.</li> <li>---practices and/or policies to</li> </ul>	<p>Campus Principal IB coordinator CIRTS, Department Leaders IB teachers TOK Consultant</p>	<p>A written system that makes reference to:</p> <ul style="list-style-type: none"> <li>---collaborative planning within and between subjects.</li> <li>---planning and reflection that includes a variety of teaching and learning strategies</li> <li>---planning and reflection that includes a variety of learning needs and styles</li> <li>---planning that addresses assessment issues.</li> </ul>
<p>6. To empower and encourage students to become life long learners, to be responsible toward themselves, their learning, other people and the environment, and to take appropriate action.</p>	<p>Take advantage of scheduled professional development days and the department's common planning period for teachers to address and discuss this goal.</p>	<p>During scheduled staff development and/or common planning periods, IB staff will discuss:</p> <ul style="list-style-type: none"> <li>--- an active learning process</li> <li>---balanced teaching /learning strategies</li> <li>---appropriated support for students, including technology, organizational and/or studies skills.</li> <li>---engaging students as critical thinkers.</li> <li>---practices and/or policies to promote academic honesty.</li> </ul>	<p>Campus Principal IB coordinator CIRTS, Department Leaders IB teachers</p>	<p>A written plan that makes reference to:</p> <ul style="list-style-type: none"> <li>--- an active learning process</li> <li>---balanced teaching /learning strategies</li> <li>---appropriated support for students, including technology, organizational and/or studies skills.</li> <li>---engaging students as critical thinkers.</li> <li>---practices and/or policies to promote academic honesty.</li> </ul>
		<p>Documentation that make reference to:</p>	<p>Campus Principal IB coordinator</p>	

<p>7. To establish an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the IB Diploma Program.</p>	<p>Take advantage of scheduled professional development days and the department's common planning period for teachers to address and discuss this goal.</p>	<p>promote academic honesty</p> <p>During scheduled staff development and/or common planning periods, IB staff will discuss:</p> <ul style="list-style-type: none"> <li>---the school's assessment policy, including related practices.</li> <li>---annual analyses and reflections on IB examination results.</li> <li>---a calendar of school deadlines for internally assessed work.</li> <li>---use of formative and summative assessment.</li> <li>---regular and prompt feedback to students and parents.</li> <li>---assessment against clearly specified objectives and criteria.</li> <li>---an assessment that allows student to become responsible for their learning.</li> </ul>	<p>CIRTS, Department Leaders</p> <p>IB teachers</p>	<ul style="list-style-type: none"> <li>---the school's assessment policy, including related practices.</li> <li>---annual analyses and reflections on IB examination results.</li> <li>---a calendar of school deadlines for internally assessed work.</li> <li>---use of formative and summative assessment.</li> <li>---regular and prompt feedback to students and parents.</li> <li>---assessment against clearly specified objectives and criteria.</li> <li>---an assessment that allows student to become responsible for their learning.</li> </ul>
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## School Schedule

**Goal: To make the best possible use of instructional time based on educational best practice.**

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
minimize disruptions to instructional time	<p>Examine the way we do each of the following (which the committee perceives as interruptions):</p> <ul style="list-style-type: none"> <li>-ISS</li> <li>-Meeting with Counselors</li> <li>-Registration (especially kids that don't turn in their schedules)</li> <li>-College/Career Center Visits</li> <li>-Athletic Early Dismissals</li> <li>-Field Trips</li> <li>-Class Conversations</li> <li>-Assemblies</li> <li>-Fire drills</li> <li>-SOL Testing</li> <li>-IB Testing</li> <li>-Taking Photos</li> <li>-Health Screening</li> <li>-Other Standardized Testing</li> </ul>	<p>Determine rationale for scheduling of each listed event by interviewing the decision maker</p> <p>Report results of interviews to full committee</p> <p>Suggest improvements/recommendations if applicable</p> <p>Document rationales and decisions</p>	<p>The committee will work with the specific people who are the decision makers for each issue to do the background work. Then the committee will examine the results as a group and bring their ideas and/or findings to the faculty.</p>	<p>Committee interviews</p> <p>List of recommendations</p>
Examine the daily bell schedule for best use of instructional time and optimal learning.	<p>Examine the requirements of the bell schedule and look at alternatives including alternatives to:</p> <ul style="list-style-type: none"> <li>-The Daily Bell Schedule</li> <li>-The Assembly Schedule</li> <li>-The Short Wednesday Schedule</li> <li>-Having a Block Schedule vs. a 7 Period Day vs. a Hybrid Block/7 Period Day</li> <li>-Standardized Testing Schedules</li> <li>-Having an 8 Period Schedule</li> <li>-Lunch Length</li> </ul>	<p>Come up with alternative options to our current schedule</p> <p>Present options that are determined to have merit to the faculty and administration as a whole for review</p>	<p>The committee .</p>	<p>Alternative schedules</p>



## Student Activities

**Goal: The Falls Church City Public Schools will provide a well-rounded education that includes extra and co-curricular activities and sports.**

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
To offer a variety of developmentally appropriate extra and co-curricular activities.	1. Review, evaluate, and consider extra and co-curricular activities as a component of school planning.	1. Conduct a review and evaluation of current co-curricular offerings available at GMHS. (Planas and Pepper)	1. <i>Planas and Pepper</i>	1. Results of school and community surveys (Surveys by April 2008 and Results by June 2008)
	2. Advertise and promote the current activities as well as implementation of new ones.	2. Identify activity needs and/or seek means to address them. (Harris and McAdam)	2. <i>Harris and McAdam</i>	2. Use of SASI to list and verify club members (2008-09 school year)
		3. Update and publish (online and hard copy) a description booklet of activities. (Give a hard copy to each T.A.) (Adukkalil, Bravin & Galliher)	3. <i>Adukkalil, Bravin and Galliher</i>	3. Club and Activity booklet (revised by June 2008. Ready by Sept 2008)
		4. Create annual Club Fair (White and Planas)	4. <i>White and Planas</i>	4. Club web pages and/or Angel Groups (Ongoing, completed by 2009)
		5. Coordinating the creation of web pages and Angel groups for clubs, activities, trips, etc (Include group pictures) (Healy and Jinks)	5. <i>Healy and Jinks</i>	5. Data Collection (ongoing)
		6. Collect data - number of students involved in each club, officers, etc. (Snyder and Sokolowski)	6. <i>Snyder and Soko</i>	6. Participation at club fair (annual club fair Sept)
				7. Evaluation report and recommendations. (end of each school year)–Separate evaluations for sports???

<b>Professional Development</b>				
<b>Goal: Professional Development at GMHS HS reflects the concept of UbD with specific goals driving the design and the offerings.</b>				
Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
Identify teacher/staff needs for professional development.	Staff based needs assessment	Develop survey and solicit input from staff regarding professional development needs.	Professional Development Committee will	Survey results
Develop clear goals and measurable outcomes for all professional development.	Prioritize results of needs assessment and align professional development with the identified needs	Analyze survey results to identify and prioritize needs.	<ul style="list-style-type: none"> <li>--create survey</li> <li>--analyze results</li> <li>--prioritize needs</li> <li>--communicate results</li> <li>--work with PD organizer</li> </ul>	Professional development that is <ul style="list-style-type: none"> <li>--reflective of needs</li> <li>--goals oriented</li> <li>--demonstrates measurable outcomes</li> </ul>
Clearly communicate the goals for professional development to participants.	Communicate division goals for professional development.	Share survey results with staff.	to implement recommendations	
Focus professional development on a select number of prioritized topics over the long term.		Develop an action plan to implement staff prioritized needs.		
Allocate sufficient professional development time to meet the stated goals..				



## Family and Community

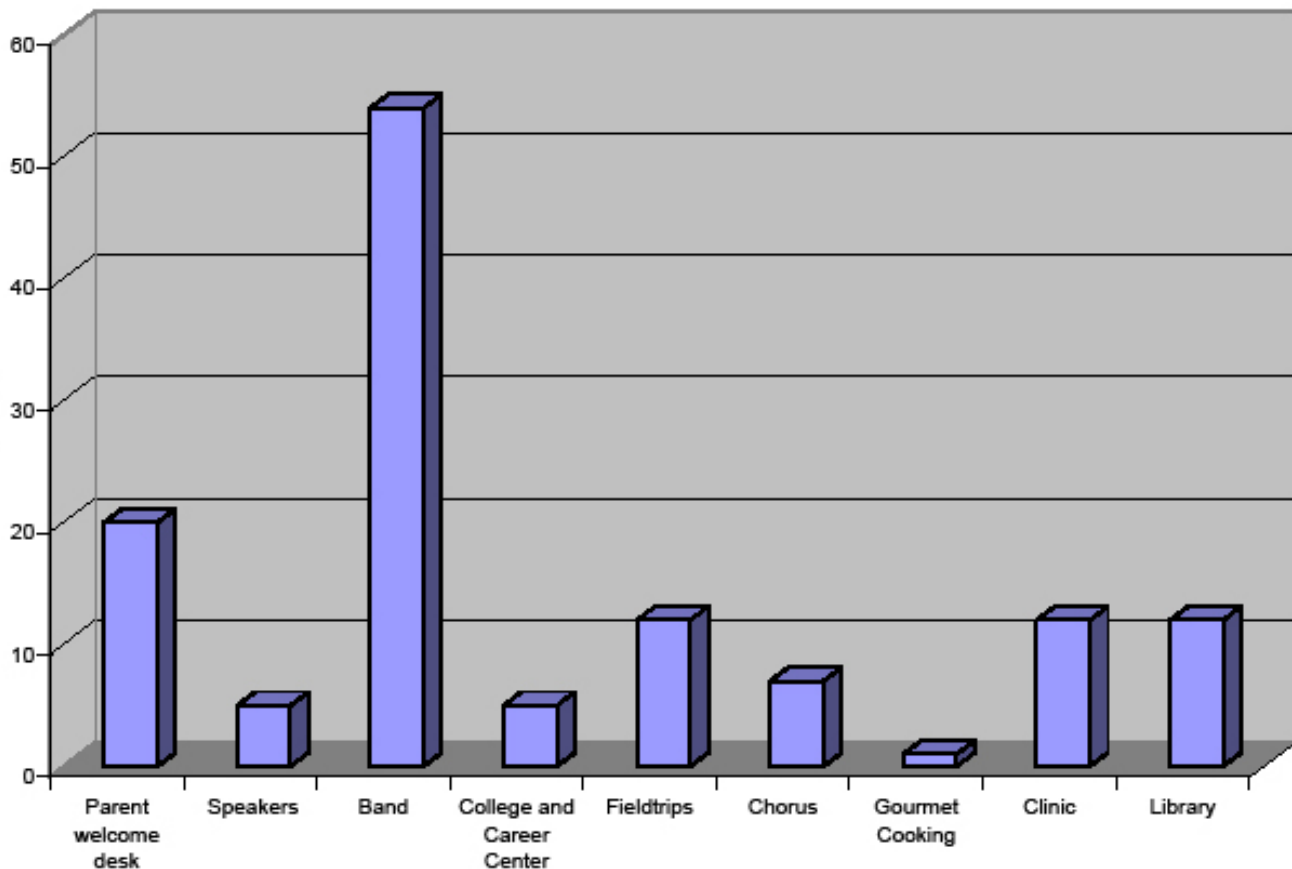
**Goal: GMHS staff is responsive and accountable to, actively seeks involvement from, and communicates effectively with Falls Church families and the community.**

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
GMHS staff are appropriately responsive and accountable to Falls Church families and the community.	A) Parents will have staff contact information.	A) School will publish and share email and voicemail information.	A) GMHS administration	A) Contact information on website and distributed at BTSN; staff phone and email logs
	B) GMHS provides opportunities for parents to discuss student achievement with faculty.	B) Parent-teacher conferences (Mini-conferences, IEP meetings, Child Study, BTSN, "staffing" meetings)	B) All GMHS faculty	B) School calendar, meeting minutes and notes
	C) Division test data is published and made available for review.	C) Data is compiled per state and federal requirements and made available for community review.	C) FCCPS Superintendent	C) Data is available for review on website
	D) Curriculum is approved by Superintendent, or designee, and made available for review in FCCPS Central Office.	D) Courses are approved by committees which involve parent input; curriculum is designed by GMHS staff and available for review by community.	D) GMHS staff, superintendent's designees	D) Published curriculum documents; meeting minutes
GMHS staff actively seeks involvement from Falls Church families and community	E) Formal opportunities for involvement are promoted to parents and the community.	E) Publicize opportunities through newsletters, personal contacts, and website	E) club sponsors, GMHS administration, coaches, PTSA	E) Parents and community members are involved in athletic boosters, band boosters, Parent Welcome Desk, committees (GT, SEAC, ESOL, Health, FLE, Curriculum Study), chaperoning for school events, BIE internships, providing job sites for Transition students
	F) The school seeks input from diverse parent groups	F) Parent survey	F) PTSA, Welcome Desk, Admin, Parent Liaison	F) Results are compiled, evaluated, and shared with stakeholders

## Volunteers

Total Hours Volunteered to GMHS in 2007-2008 by Parents and  
Volunteers: 3716

Number of Individual Volunteers by Activity



Parent Volunteers saved FCCPS an estimated \$42,734 during the 2007-2008 based on the support salary rate of \$11.50/hour. This chart represents only an estimate of hours as it does not include numerous hours parents spend representing GMHS on both school and division committees.

## Data Goals

Goal: Have Data in a usable/queriable format so that staff at the school level can access it for use in decision making processes and so that an accurate picture of school, program, or student progress can be easily assembled.

Objectives	Strategies	Work Tasks	Who is Responsible?	Evidence of Implementation
Data is easily accessible to GMHS staff for use in decision making processes.	Create data template of indicators identified by GMHS staff as useful in the decision making process	Survey staff regarding what information should be included in the template. Use staff input to revise the template Tim made.	Tim and data committee	Data committee will have a draft of indicators.
	Compile and organize the data required for the template.	Identify source of indicators listed in the template Identify a place(s) to store all the data needed for the template Identify and create the data structures needed in the storage system. Enter the data into storage. Determine how the data will be updated in a timely fashion. Write the queries needed for annual presentation of the data.	data committee	Existence of a data source     State of the school report
	Identify resources for data management.	Identify who is in charge of collecting and filling in the templates. Advocate for the data entry and management staff. Identify training needed for entering, managing, and analyzing the data.	data committee	
	Determine appropriate accessibility and use of the data.	Identify who will have access to the data (i.e. which data should be posted on the website?) Identify how the document can be used for continuous school improvement. Identify and conduct training necessary for those using the data.	Principal or designee Leadership, CIRT, DL, Guidance Data Committee (technology coordinator)	Staff satisfaction Data has been successfully accessed to meet SAGs, PDGs, and RTI.  State of the school report

# School Day

## Daily Schedule

Block 1: 8:00-8:50

TA: 8:55-9:03

Nutrition Break: 9:03-9:11

Block 2/3: 9:16-10:56

Block 4/5 with Lunch: 11:03-1:13

Block 6/7: 1:20-3:00

## TA

According to Dr. Lloyd Trump, the teacher-advisor role is "...to know the student as a total human being in respect to his educational program..." and to help the student "...discover his talents and interests in the educational scheme of things. The role of the teacher-advisor is to collect data and help the student to make those changes which have to be made." The teacher-advisor system is designed to provide more individual services to all students.

Administrative roles of teacher-advisor include:

1. Recording attendance
2. Making announcements and posting announcements
3. Checking mailboxes each day for information, messages, and appointments
4. Delivering notices from the assistant principal, counselors, clubs, and career center to TA's
5. Setting up appointments for meetings with advisees
6. Issuing and collecting administrative forms as necessary
7. Being responsible for TA entry in contests and TA activities
8. Communicating with parents regarding interim reports, missing paperwork, concerns, etc.

## Activities

Academic Council	Dance Team	National French Honor Society
Band--Chamber	Drama	National Honor Society
Band--Jazz Band	Environmental Club	National Spanish Honor Society
Band--Pep	Fellowship of Christian Athletes	Nine Muses/Literary Magazine
Be-The-Change Club	Future Educators of America	Ping-Pong Club
Bookaholics	Gay-Straight Alliance (GSA)	Robotics Club
Cappies	George Mason Relief Project	Rocketry Club
Chess Club	Habitat for Humanity	SADD
Chilean Exchange	International Club	Senior Serenade Club
China Exchange	Intramural Sports	Spanish Peer-utoring
Circle of Friends	It's Academic/Scholastic Bowl	Stage Crew (incl. sound and lights)
Class Officers 12th	Japanese Language and Culture Club	Student Council Association
Class Officers-10th	Junior Varsity Show	Toulouse Exchange
Class Officers-11th	Lasso Online	Ultimate Frisbee Club
Class Officers-9th	Math Club	Virginia Jr. Math League
Class Officers-GR8s	Model United Nations Club	Yearbook-Mustang
Contract Chorus, Boys and Girls	Mustang Ambassadors	
Cricket Club		

## Technology

Susan Jinks

BS Elementary Education  
MS Educational Technology  
MS Multilingual/Multicultural Education

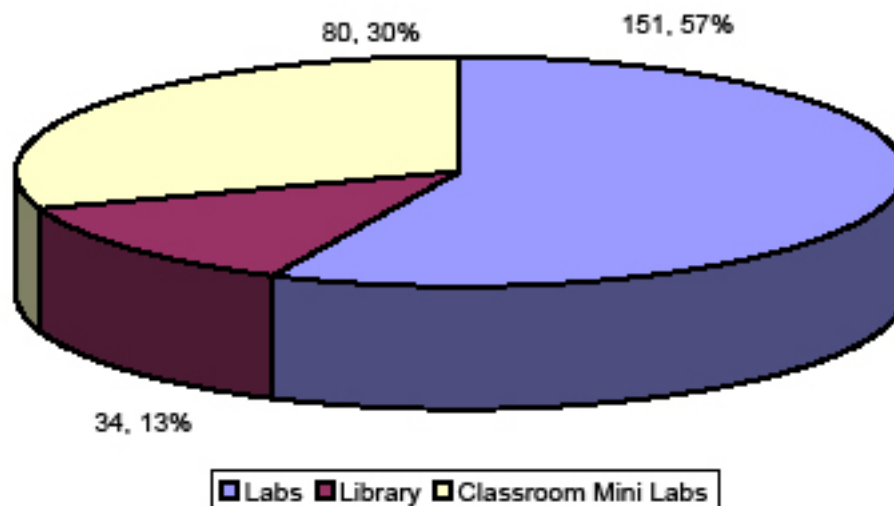
A snapshot of technology in the building

Number of Computer Labs: 6  
Number of Wireless Laptop Carts: 1  
Number of Classroom Mini Labs: 12

Ratio of Student Computers to Students: 1:3.02\*

\* Students have access to teacher computers; however, this number is based on the computers in the labs, library, mini-labs

### **Student Computers**



## Interactive Classrooms

There are several technologies that are used at GM to make classrooms more interactive. These technologies include:

- \* LCD Projectors- Teachers can project their computer, a DVD, a movie from United Streaming, etc.
- \* Wireless Keyboard and Mice- Teachers are no longer chained to their desks during presentations
- \* IPanel- A tablet-style monitor
- \* School Pad- A tablet-style handheld device
- \* Turning Point Clickers- handheld response system
- \* Document Cameras- Project and Capture handwritten documents, science experiments, etc.
- \* Digital Recorders- Records students in a digital format
- \* Web Cameras- Communicate visually to other classes or other countries

## Students have access to the following programs and subscription-based websites

ANGEL Learning  
Athletics– Impact  
Foreign Language– Discovering French 1 & 2, Systeme-D, Atajo  
IB Music-Auralia, Music Ace Maestro, Sibelius 4 (1 lab only)  
Library–Spectrum, Library Databases  
Adobe CS3- Photoshop, Dreamweaver, Flash, Illustrator, Acrobat, Flash Player  
Math– Geometer’s Sketchpad 4.07, Green Globes, Math Type 6, On your own, Math GV, Sherlock, IB  
Math Studies Book, Cabri 3D  
Office 03– Word, PowerPoint, Excel, Publisher, Notepad, Access, Office compatibility for 07 & Works  
Science-Google Earth, CLEA Jupiter, Logger Pro 3.6, Astrometry of Asteroids, TI-Graph Link 83 Plus  
Software–Audacity, Movie Maker, Google Sketch Up  
Testing-Test Nav 6.4  
College and Career Resources- Family Connection, Kudor  
English- SRI  
Turning Point 2008  
Olympus Digital Recorder  
Internet Explorer 7  
BrainPop  
Ti- Emulator

## ANGEL Learning Integration

All teachers and students are using ANGEL Learning this year. Students can log in to check dates of major assignments, read the course syllabus, and the classroom expectations. From their ANGEL home page they can quickly look at a calendar which is populated by their major assignments, tests, and club activities. Teachers at GM have demonstrated the use of ANGEL through: discussion forums, quizzes, tests, announcements, drop boxes, surveys, file sharing, and much more.

## Internet Safety

Internet Safety is a shared responsibility within the school. 8th grade students receive information by the technology coordinator, as well as, the resource officer. All classrooms and labs have posters listing important safety guidelines. Internet Safety curriculum is being created for teacher to implement in their classrooms.

## Grants

Falls Church Education Foundation Grant: Exertainment fights Obesity with Fun

Exertainment is an innovative approach to teaching physical education that emphasizes less competitive sports and encourages lifetime fitness all under the guise of playing a video game with

friends. Adding exertainment to the curriculum of physical education classes at George Mason High School will provide a unique and creative opportunity for students to participate in a great workout, as well as, gain access to sports unavailable at high schools. Through the use of the Nintendo Wii game console and the video games dance dance revolution and Wii sports, students and teachers will be engaged in a fun and exciting workout.

#### PTSA Grant:

The expansion of the exertainment curriculum will enrich the PE curriculum for all 8th and 9th graders. Most of these students own video game equipment or engage in video games during their own time. The trick is showing them how video game equipment can be a part of their exercise regiment. The proposal seeks to meet the students in their environment and teach them how they can combine working out into their daily routine. The students will be focused on the aspects of the game that they may forget they are getting a workout.

In addition to reaching students, we hope to provide an alternative exercise program for teachers at George Mason High School. There is already a push for Health and Wellness in the school system, so the Wii can help promote a fun, social venue for exercise after school.

### Web Site

The GM web site has successfully completed a face lift. The new web site was redesigned based on input from parents, staff, and students. The web site is a communication tool, a jumping off point for ANGEL, a snapshot of GM, and of course, the home of Lasso Online.

### GM Website

Home Page- <http://www.fccps.org/gm>

Lasso Online News- [http://www.fccps.org/gm/lasso/lasso\\_online.html](http://www.fccps.org/gm/lasso/lasso_online.html)



# Athletics

## Accomplishments

Runner-Up in the state-wide Wachovia Cup standings  
7th Consecutive top-ten Wachovia Cup finish and 7th in the last eight years.  
Girls Soccer State Championship  
5 State Runner-ups or Semi-Finalists

## Summary of Athletic Participation

389 students of 796 (8-12) participated in the interscholastic athletic program in 2007-2008, many in more than one activity

21 varsity level activities and 11 sub-varsity teams fielded 573 athletes (students participating in more than one activity are counted once for each activity) in 2007-2008

Over the course of four consecutive years an average of 47% of the student population has participated in an athletic activity. In 2007-2008 48.9% of the student body participated in athletics (211 Boys, 178 Girls)

The participation rate among the classes is substantially equal relative to class size.

The participation rate between genders is substantially equal to student population

Student Population

Female: 47.6%

Male: 52.4%

Athletic Participation

Female: 47.6%

Male: 52.4 %

The participation for each sport season was:

Fall                      163 total                      (92 boys, 68 girls)

Varsity Football, JV Football, Coed Golf, Varsity Volleyball, JV Volleyball, Cheer, Boys Cross Country, Girls Cross Country

Winter 133 total                      (69 boys, 64 girls)

Boys Swimming, Girls Swimming, Boys Varsity Basketball, Boys JV Basketball, Girls Varsity Basketball, Girls JV Basketball, Wrestling, Cheer

Spring 280 total                      (139 boys, 141 girls)

Boys Tennis, Girls Tennis, Boys Track, Girls Track, Varsity Baseball, JV Baseball, Varsity Softball, JV Softball, Boys Varsity Soccer, Boys JV Soccer, Girls Varsity Soccer, Girls JV Soccer, Boys Varsity Lacrosse, Boys JV Lacrosse, Girls Varsity Lacrosse, Girls JV Lacrosse

Academic/Career/Fitness/School  
Climate  
Evaluation Tools

## Scholastic Reading Inventory

Scholastic Reading Inventory (SRI) is an assessment tool that can determine a student's reading comprehension in terms of the Lexile Framework. With this test teachers identify the Lexile level at which students are reading and plan appropriately with support materials for the struggling readers and extending activities for the exceptional readers. Last year George Mason administered the SRI to students in eighth through eleventh grade. With the baseline information we were able to identify the need for a developmental reading class.

In October and November of 2008, the English department will once again test all students in grades eighth through eleventh grade. We will hope to see an increase in student reading scores and identify our struggling readers to provide them with support.

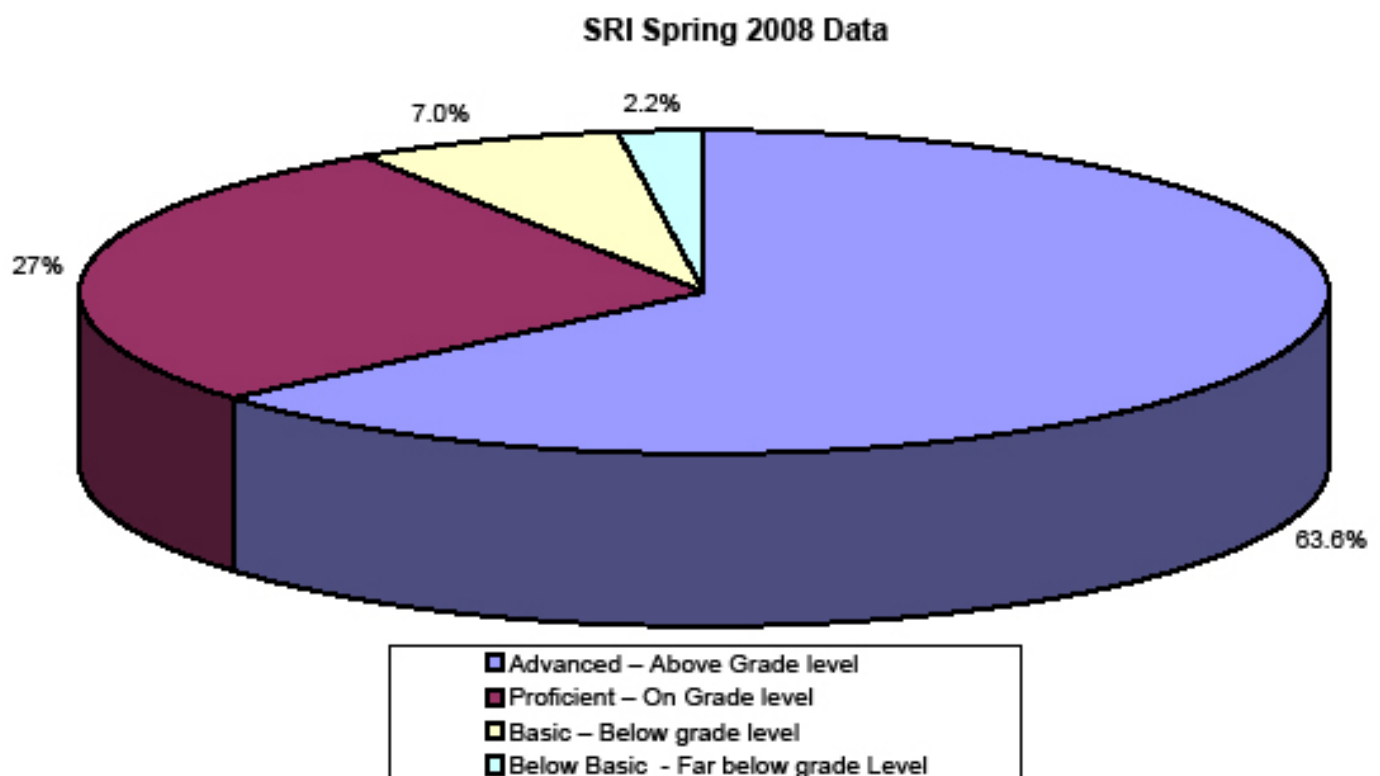
SRI Data from the 2007-8 School year

- Test administered once in late April – Early May before SOL and IB examination
- Students who were absent on the day of the testing were encouraged to take the test afterschool in the writing lab

Student tested

580 in grades 8-12 (Students in grade 12 were tested by teacher request)

8-11 – All students in mainstream English classes present on the day of the test



## STAMP

In the foreign language department we use STAMP (STAndards-based Measurement of Proficiency), which is a web-based test based on national standards that assesses students' language proficiencies from Novice-Low through Intermediate-Mid. STAMP is an adaptive test that reacts to the students' levels of proficiency and automatically adjusts the difficulty level of the test items for each student.

Reports from STAMP provide externally scored, individual results for students and teachers; class level reports for teachers and coordinators; and building, district, and state-level reports for administrators. The Web-based reporting system allows teacher-playback of all students' oral responses and the ability to review all students' writing responses.

In 2007-8 we tested all students in Levels 1-4 of Spanish, French, and Chinese. Students received individual reports that showed their results in speaking, reading and writing based on national ACTFL standards, so they could see their areas of strength as well as areas in which they need to improve. Teachers reviewed oral and written responses with students so the students could reflect on how they could have done better in specific ways.

Teachers were able to see class results so they could address areas of weakness in their classroom teaching. We were also able to compile results by language level so we can make plans to address areas that need improvement. For example, we made a concerted effort to incorporate more authentic readings in all levels, and to concentrate on helping students develop reading comprehension strategies. We have also focused on areas of need through our Professional Growth Plans and Student Achievement Goals.

## Math Evaluation Tools

Virginia SOL Mathematics tests – Although the majority of our students pass the SOL tests, we use the results to enable us to help struggling students. This allows us to tailor our assistance to students who are eligible for expedited retakes and to plan coursework for the subsequent year.

Arlin Test of Formal Reasoning – This test is administered to 6th graders at Mary Ellen Henderson and is one of a number of factors used in determining placement in 8th as well as 7th grade Algebra I. This is only a minor factor at GM, more so at MEH.

IB Mathematics and Computer Science tests – We don't really get specific results for our school but the Subject Reports are helpful when planning for the following year.

## Naviance/Family Connection

Naviance/Family Connection is a comprehensive website that parents and students can use to help make decisions about colleges and careers. The internet based program allows students to build a resume, manage timelines and deadlines, research colleges and compare their GPA, SAT scores and other statistics to historical data of GMHS students who have applied to specific colleges. Students also sign up for college visits through Family Connections. The career component offers interest inventories, personality-type inventories and in-depth descriptions of occupations.

## Kuder

Kuder provides internet-based tools and resources to students that help them with career planning goals. Three assessments, work values; inventory skills and career search with person match help students to find out where their strengths lie and which professions may be suitable for them.

### EIGHTH GRADE: April

#### KUDER:

give new batch codes for assessments

### FRESHMEN: January

#### KUDER:

Profile Update, Assessments, Compare 7th & 9th grade assessment results

#### NAVIANCE:

Introduction & program overview, About Careers, Explore Interests, Career Interest Profiler (180 questions that match interests with the Holland Codes –RIASEC)

### SOPHOMORES: March

#### KUDER:

Revisit with new assessment batch codes

#### NAVIANCE:

About Me, My personality type, Do What You Are –based on the Meyers Briggs type indicators, HUMAN RESOURCES PROFESSIONAL comes to speak to students about job skills

### JUNIORS: November

#### KUDER:

New batch codes, Option to retake assessment(s) & compare 7th, 9th & 11th assessment results

#### NAVIANCE:

About College, College search (preferences), Scattergrams, Option to retake Career Interest Profiler or Do What You Are

## SENIORS

KUDER & NAVIANCE: revisited

## Impact Protocol

In the United States, the annual incidence of sports-related concussion is estimated at 300,000. Estimates regarding the likelihood of an athlete in a contact sport experiencing a concussion may be as high as 19% per season. Although the majority of teen-age athletes who experience a concussion are likely to recover, an as yet unknown number of these individuals may experience chronic cognitive and neurobehavioral difficulties related to recurrent injury. Such symptoms may include chronic headaches, fatigue, sleep difficulties, personality change (e.g. increased irritability, emotionality), sensitivity to light/noise, dizziness when standing quickly, and deficits in short-term memory, problem solving and general academic functioning. This constellation of symptoms is referred to "Post-Concussion Syndrome" and can be quite disabling for a teenage student-athlete. In some cases, such difficulties can be permanent and disabling. In addition to Post-Concussion Syndrome, suffering a second blow to the head while recovering from an initial concussion can have catastrophic consequences as in the case of "Second Impact Syndrome," which has led to approximately 30-40 deaths over the past decade.

In summary, athletes that are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from concussion and return to play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing. In summary, the best way to prevent difficulties with concussion is to manage the injury properly when it does occur.

Traditional neurological and radiologic procedures, such as CT, MRI, and EEG, although helpful in identifying more serious concerns (e.g. skull fracture, hematoma, contusion), are not useful in identifying the effects of concussion. Such tests are typically unremarkable or normal, even in athletes sustaining a severe concussion. The reason for this issue is that concussion is a metabolic rather than structural injury. Thus, structural neuroimaging techniques are insensitive to the effects of concussion.

Most importantly, athletes may not understand the potential consequences of concussion and often minimize or deny symptoms so that they can return to play. Such under-reporting of symptoms is a common practice at all levels of sport participation.

Given these concerns and the inherent difficulties in managing concussion, individualized and comprehensive management of concussion is optimal. At the forefront of proper concussion management is the implementation of baseline and/or post-injury neuro-cognitive testing. Such evaluation can help to objectively evaluate the concussed athlete's post-injury condition and track recovery for safe return to play, thus preventing the cumulative effects of concussion. In fact, neuro-cognitive testing has recently been called the "cornerstone" of proper concussion management by an international panel of sports medicine experts. ImPACT is a user-friendly computer based testing program specifically designed for the management of sports-related concussion. The instrument has been designed after approximately 10-years of University-based, grant-supported research. ImPACT is currently the most widely utilized computerized program in the world and is implemented effectively across high school, collegiate, and professional levels of sport participation.

George Mason High School is one of 27 high schools, plus the Fairfax County Public School System, in Virginia that utilize this concussion-management test protocol. At GMHS, we acquire pre-season

baseline test results for athletes participating in sports at risk for significant head injury:

Football  
Volleyball  
Cheerleading  
Basketball  
Wrestling  
Soccer  
Lacrosse  
Baseball  
Softball

In the event one of our athletes suffers a head or concussive injury, that athlete completes post-concussion IMPACT testing. The post-concussion test results serve as a critical diagnostic tool (in combination with CT and/or MRI scans) in monitoring the recovery process. The post-concussion testing allows for assessing the implications an athlete's concussion is likely to have upon academic performance. This level of diagnostic assessment allows our administrators and instructors to craft appropriate modifications to the academic requirements for that student-athlete as they progress through the recovery process.

Vicki Galliher evaluated & monitored 15 of our student-athletes who suffered concussive head trauma during the 2007-2008 school year. Of those 15 student-athletes, one is still progressing through the recovery process & has been evaluated by the neurological staff at the University of Pittsburgh Medical Center's Sports Concussion Department.

Thus far this current school year, Ms. Galliher evaluated 5 student-athletes for concussive head trauma.

## FitnessGram

The FitnessGram is a comprehensive health-related fitness and activity assessment and computerized reporting system. One of the unique features of the program is that it allows teachers to produce individualized reports for each student in a class. The reports provide feedback based on whether the child achieved the criterion-referenced standards from physical activity or fitness. The use of health-related criteria helps to minimize comparisons between children and to emphasize personal fitness for health rather than goals based on performance.

The mission of the FitnessGram is to promote lifelong physical activity among youth. The program endorses a long-term view of physical education in which the promotion of lifelong habits of physical activity is the primary goal.

The FitnessGram includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness. Muscle strength, muscle endurance, flexibility, and body composition. Within George Mason physical education classes, there are 5 assessments. The P.A.C.E.R (Progressive Aerobic Cardiovascular Endurance Run) test is a field test to assess aerobic capacity, the curl-up measures abdominal strength and endurance, also measuring endurance along with upper body strength is the

push up. Finally, flexibility is measured through the modified sit and reach test as well as the trunk lift.

Administering the FitnessGram has created a more self-motivated student. The environment has been one of individualized goal setting and life long learning. The students are more aware of their fitness levels as well as what level they want their fitness levels to be by the end of the year. The test also changes the classroom environment because the student that is the final one doing the test is the most successful therefore they are proud to be working hard.

## Pride Survey

The PRIDE Survey is a tool which measures behavior on many crucial issues that can affect learning: alcohol and other drug use, family, discipline, safety, bullying, activities, gangs and more. The Survey is administered annually to all students in grades 6-12 and its results are used in both prevention planning and intervention activities in the middle and high schools. The results are available on the FCCPS website and provide information about students' activities and behavior both at school and in the community. One outcome of the Pride Survey at George Mason High School has been the placement of an Alcohol and Drug Services counselor one day a week to address the identified area of student alcohol and substance abuse. The counselor is available for individual student counseling and is also a resource for teachers in the classroom.



# Support Programs

House  
Student Services  
EIP  
Gateway  
Writing Lab  
Math Lab  
Eighth Grade Transition

- \*8th Grade Initiative
  - \*GR8 Labs
  - \*8th Grade TA
- \*Technology Introduction
- \*Mustang Ambassadors
- \*Transition Academy
- \*Counseling

## Support Programs

### House Structure

An administrative tool used to assist the school in managing student concerns and issues is the House Structure. The concept is designed to address the need for consistency in administrative-student relations and to facilitate the access of students and parents to administrative interventions. In addition, the House Structure provides a pathway by which school resources provided by counselor, special education services, and administrator can be directed and focused with the appropriate consistency, intensity, and clarity.

To provide this structure, the students are divided into three sub-groups, using the first letter of the last name to identify students in each sub-group. Each sub-group is termed a "House," and is populated with an administrator, two counselors, and a special education team. Each House supports approximately 265 students. See chart below.

#### Guy House

Tim Guy, Administrator

Students with last name A-Ha

Counselors

Marcia Schumann

A-D Grades 10-12

A-C Grades 8-9

Brad McAdam

E-Ha Grades 10-12

D-Ha Grades 8-9

Special Education

Sara Dudley

Alison Johnson

Jennifer York

#### Bates House

Glynn Bates, Administrator, Tom Eakin, Administrator

Students with last name HE-O

Counselors

Amy Kurjanowicz

He-J Grades 9-12

Valerie Chesley

K-O Grades 9-12

He-O Grade 8

Special Education

Jamie Lahy

Pam Mahony

Jennifer York

Bianca White

#### Siekman House

Ken Siekman, Administrator

Students with last name P-Z

Counselors

Nancy Goldman

P-T Grades 10-12

P-S Grade 9

P-U Grade 8

Brad McAdam

U-Z Grades 10-12

T-Z Grade 9

V-Z Grade 8

Special Education

Susan Cassidy

Bianca White

Pam Mahony

Matters addressed in each House include attendance and discipline issues, pre-arranged absence requests, teacher-student-parent concerns, and special education requests, needs, assessments and procedures. Other issues addressing the health, safety and welfare of students are also a part of House discussions and actions. Administrative and staff members of the House meet weekly to discuss issues that impact students.

## Student Services

Judy Becker Student Services Director	B.A. Sociology/Spanish M.S. Administration of Justice M.S.W. - Clinical Social Work L.C.S.W. Licensed Clinical Social Worker VA
Karen Case	MA Substance Abuse Counselor II for Fairfax County-Falls Church CSB – Alcohol and Drug Youth Services

The purpose of student services is to provide counseling and support to students who are dealing with a variety of issues which impact their ability to be successful in school (i.e. peer relationships, family problems, behavioral concerns, stress, anxiety, adjustment to new environment, social skills problems, mental health issues and substance abuse). Consultations and referrals are also available to parents.

Ms. Case coordinates a Student Assistance Program (SAP) at GMHS that is designed to work collaboratively with students, parents, school personnel, and community representatives to foster resiliency in students. The goal is to help students reduce risk-taking behaviors and address issues that might interfere with student success in the school and community.

Ms. Case provides prevention, education, screening, intervention and referral services with regards to issues associated with substance abuse. Some examples of these services are:

- confidential consultation with students and their families
- in-school screenings to identify those students who need a more comprehensive assessment for substance use disorders
- tobacco cessation education
- general AOD (alcohol and other drugs) education
- classroom/staff presentations as requested
- referrals for outside resources and appointments for free AOD assessments
- can facilitate an in-school support group if requested

## What is GATEWAY?

By definition Gateway is “a means of access”. The process of Gateway works to provide students with access to various support services. Students experiencing problems in their lives often are unable to succeed academically because of their troubling life circumstance. Our goal is to connect students with services that can help them overcome their specific concerns.

### How are Students Referred to GATEWAY?

Students can be referred by fellow students, GMHS staff, parents, community members, and themselves. All referrals are kept strictly confidential.

To make a referral please visit the counseling office to request a Gateway Concerned Person Referral form.

### What happens After a GATEWAY Referral?

- The Gateway team considers data such as grades, attendance, discipline referrals, and observed behaviors by classroom teachers and anyone working with the student to determine if there is a significant problem.
- Parents/Guardians are sent a letter from the assigned case manager that explains the process.
- The Case Manager will contact the student to schedule an interview
- The screening might result in a plan of action. The student may be referred to a GMHS resource. Some may be referred for Child Study.
- When the problem is beyond the scope of the school, parents are provided with information about community-based assessments and services.

## Early Identification Program

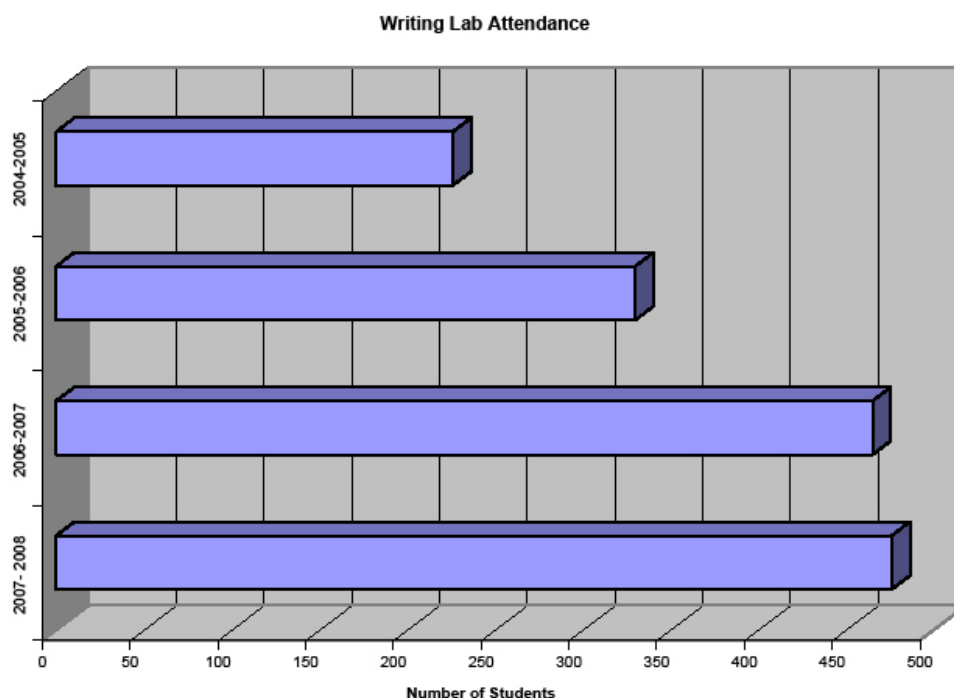
Early Identification Program (EIP) is a program administered by George Mason University that provides academic support and guidance for students who will be the first in their families to go to college. Working with members of the middle school faculty, rising 8th grade students who have the academic potential to succeed in college are identified. During their participation in the EIP Program, they are provided with educational workshops, tutoring sessions, and a three-week Summer Academy. The EIP staff also works with the parents of these students, providing parenting classes and guidance on how to encourage their children in their studies.

The Summer Academy provides an intensive focus on English, math, and science. Northern Virginia teachers help students with their weaknesses in these areas, and prepare them for the challenges they will face in the year ahead. The students are also encouraged to think about and prepare for their future careers.

70 percent of EIP students graduate from high school, and of those, 90 percent are accepted into college. Twenty George Mason High School students are participating in EIP during the 2008-09 school year.

## Writing Lab

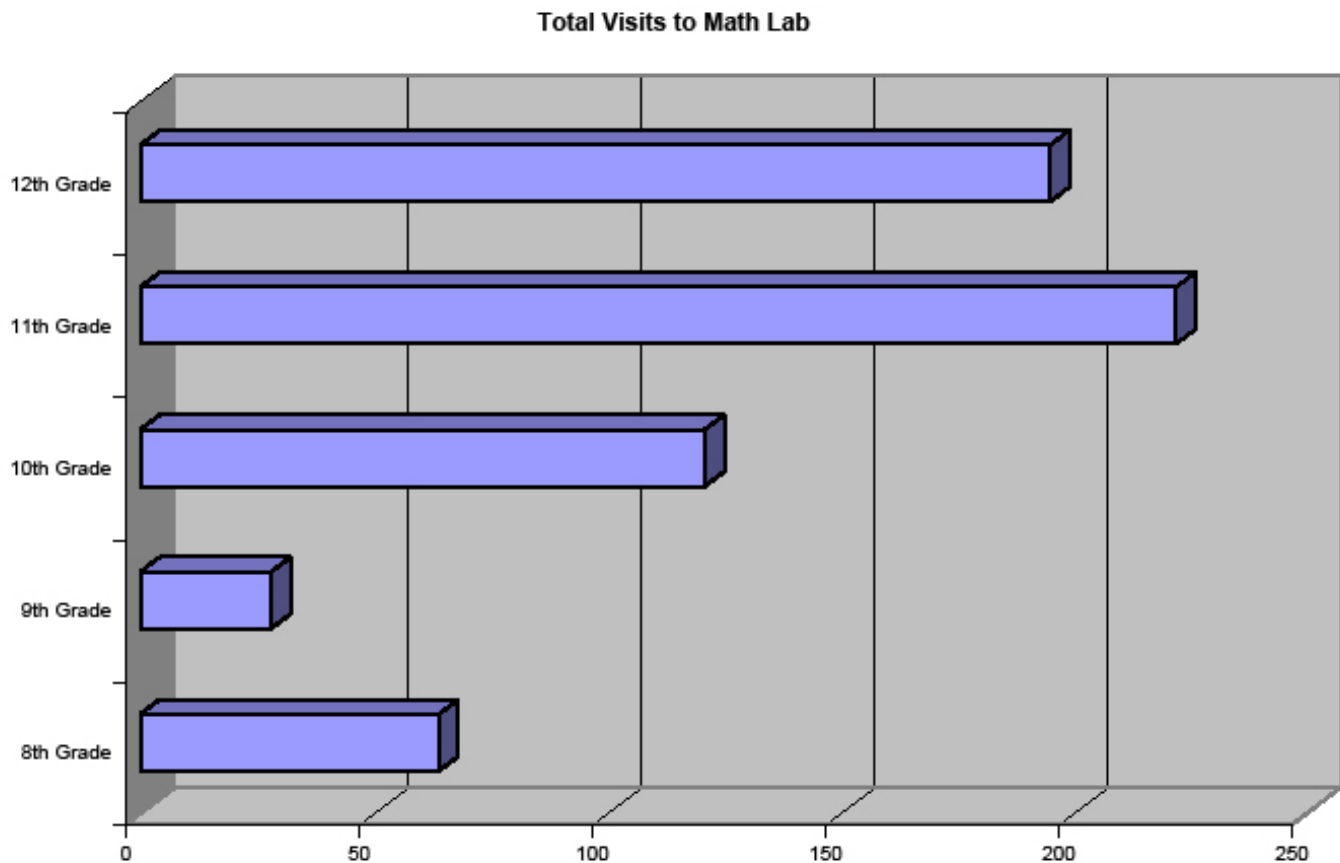
The Writing Lab is available for students on Mon-Thurs 3-4pm in a computer lab. It is accessed by all students: many students come on their own; some students are required to come and receive passes; some teachers give extra credit for students to come discuss a paper with me; but all want to improve their writing! The Writing Lab serves all parts of the writing process: conception, drafting, supporting examples, revision and editing. One of the best things about the Writing Lab is that it is individual instruction that caters to a specific student's needs. The Writing Lab is not just used for English class assignments. Students come to get help on history papers, revise college essays, edit scholarship applications, review for the English SOLs, make-up tests and quizzes, and receive remediation help with vocabulary, editing or writing.



## Math Lab

The George Mason High School Math Department has developed a program to help students struggling in their math courses. The Math Lab was developed because there are many students in our school with commitments before and after school hours who have difficulty scheduling time for extra help by their math teachers. During lunches on even days, students are able to get help with their math homework, study for tests, review material they didn't understand in class and even learn something they missed as a result of absence. A math teacher is assigned the "Math Lab" as one of his/her preparations and has a classroom adjacent to the cafeteria. Students can bring their lunch to this classroom, work on their math during lunch and receive assistance as needed.

This approach to meeting the needs of math students in our school has been a hit with teachers, parents and students. Many students attend regularly and have been able to bring up their grades and/or maintain them. Students who needed to retake a math SOL unrelated to their current course have been able to get help preparing for the SOL and pass. Students from all levels use the Math Lab. Students attend from our lowest level math class (8th grade pre-algebra) up through our highest levels (BC Calculus and our IB Math HL course).



## Eighth Grade Transition

### The GR8 Assignment Completion Initiative

Based on the impact assignment completion has on learning and student achievement, George Mason High School began a pilot initiative beginning in the 2007-08 school year to encourage eighth grade students to develop good work habits. Teachers, administrators and other staff working with GR8s are delivering a clear message that we care about our students and want them to be successful in their classes. We are well aware of the harm caused to grades by failure to complete assignments. The message is: "Earning a zero is not an option. A student may not choose not to do what a teacher sets as a requirement of the class."

The GR8 Assignment Completion Initiative involves the creation of two new resource labs exclusively for eighth grade students to provide eighth grade students with additional support in keeping up with assignments and developing successful work habits, and the implementation of Assignment Completion Plans for students who demonstrate a need for extra interventions to develop successful work habits.

The initiative is no longer a pilot but neither can it be considered a finished product. The 8th grade horizontal team has embraced the initiative and has committed to helping students access the resources it offers.

### GR8 Labs

"The GR8 Lunch Lab" is open during the lunch periods on both A and B days. For 2008-09 the lab has moved to D101, placing it in close proximity to the cafeteria. Students in grade 8 may bring their lunch and work independently or with Ms. Leigh's (lab supervisor) help on specific assignments, organization or study strategies.

"The GR8 After-School Lab" is open after school from 3:05 – 3:50 in the library. It is open to all 8th graders as a place to work on homework and assignments. There are plans to invite upperclassmen in as tutors once the school year is underway. The time for the after school lab allows students a structured work environment between the close of school and the beginning of sports activities and dismisses in time for students to catch the late bus.

### Assignment Completion Plan

Classroom teachers will explain the specific classroom guidelines relating to assignment completion, assessment of assignments and teacher designed interventions to encourage habitual assignment completion. Teachers of eighth graders will require students who are not completing assignments to fill out an Assignment Completion Plan. This is a formal agreement between a student and a teacher that involves mandatory attendance at one or more of the remediation/recovery labs or programs offered at GMHS at a specific time, to complete a specific task, in order to recover specifically agreed upon credit. Students may utilize the 8th grade labs, or may choose other resources such as the writing lab, math lab, ILMS class, or even the individual classroom teacher.

## 8th Grade TA

8th grade students at George Mason High School are placed in 8th grade TAs in order to help them transition to the high school environment. Mustang Ambassadors are assigned specific TAs to visit in order to help students establish a connection with upper classmen. Other activities such as introduction to the 8th grade initiative, SRO visits, and other orientation programs can be delivered specifically to 8th graders during their first year at the school. All students move to integrated 9-10 TAs the following year.

## 8th grade Technology Introduction

Each year the technology coordinator meets with all 8th grade students to inform students about the resources available to them at GM. This meeting provides an opportunity for students to try out their school logins and their ANGEL logins and to ask questions about technology.

## Mustang Ambassadors

Mustang Ambassadors are chosen based on teacher endorsements and recommendations and the individual's true desire to help the Gr8s transition to George Mason High School. All Mustang Ambassadors receive training to assist them with their goal of mentoring 8th Grade students and meet biweekly to plan and coordinate activities. Mustang Ambassador activities with Gr8s include the following:

- Organizing/coordinating Gr8 orientation. Our MAs meet the 8th graders who will be in their assigned TA and spend the afternoon with them – ice-breakers, touring the school, etc. – Aug 27th (week before school begins)
- Organizing Gr8 tailgate which includes bbq and games for the 8th graders immediately before the first home football game – this year it was Sept 12th
- Organizing Gr8 carwash – first car wash of the season (Saturday)
- Organizing Gr8 bake sale – (planned for the fall)
- Manage weekly TA visits by MAs – ongoing
- Organize/coordinate Gr8 shadow days – this will be during rebound week in February this year
- Organize/coordinate Gr8 Hemlock Field trip – April 21, 2009
- Coordinate a year-long service project with help from Gr8s - ongoing

## Transition Academy

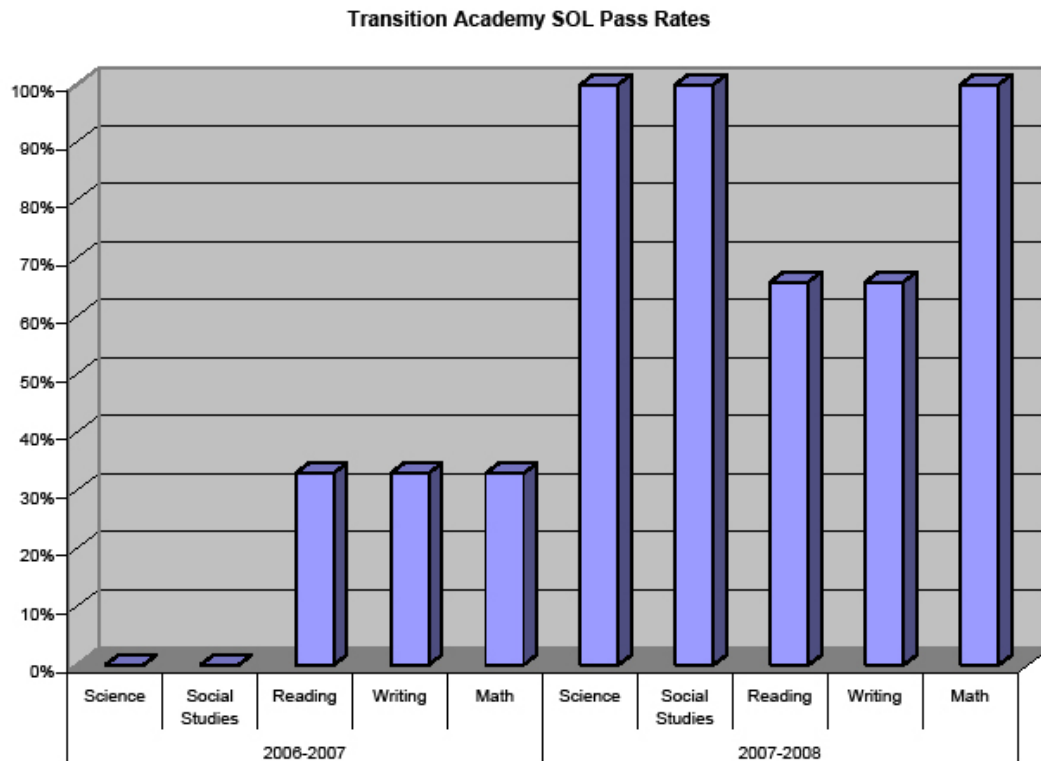
The Transition Academy is an alternative education program within the high school designed to help students identified as “at risk” at the end of the 7th grade year transition to the high school. Students are recommended by middle school counselors based on grades, social integration skills, and achievement test scores. Students recommended for the Academy do not qualify to receive services



through other school programs such as Special Education or ESOL.

The Academy offers small group instruction for language arts as well as language arts, science, and math support classes. Students may opt to continue Academy tutorial classes through the 10th grade. Students may move into the Academy tutorial class even when they have not received services in prior years. The Academy was founded in 2006 and is currently in its third year of existence.

Academy classes are small and there are only two years of data for comparison. This makes it difficult to draw valid and reliable conclusions from the data. However, a comparison of SOL scores from 8th grade Academy students over two years does show improvement in Academy result from year 1 to year 2. It should be noted that the Science support was not a part of the year 1 Academy curriculum.



## Counseling Activities

\*The Counseling Department attends the MEHMS February PTA meeting and presents the registration process to the parents for the rising Gr8s.

\*The Counseling Department meets with the rising Gr8s the following day at MEHMS and uses the same presentation.

\* Counselors participate in the Gr8 Orientation in August at George Mason.

\* The Gr8/Freshman Parent Night is the first parent night offered by the counseling department in September.

\* Counselors send invitations for Gr8s to meet with his/her counselor within the 1st month of school. They try to meet with each of them by the end of September. If a student does not come to see his/her counselor, the counselor then schedules an appointment and hopes to meet with them by the end of October.

# Department Profiles

## Horizontal Meetings

### 8th Grade

#### Accomplishment:

Added changes/input to modify the 8th Grade Homework Initiative  
Streamlined the process for referring students to the 8th Grade Homework Initiative  
Continued to develop/support Shadow Day for our rising 8th graders  
Organized and implemented 8th grade field trip to Hemlock Overlook  
Invited the rising 8th graders to GMHS to hear the SCA speakers and then vote.  
We facilitated meetings with administration and teachers from MEH.

#### Goals:

Facilitate another meeting with MEH administration and 7th grade teachers.  
Help students who might be struggling find a better placement or find a trend.  
Have a collegial interaction between MEH and GMHS through face to face meetings and on going dialogue rather than email.  
Addressing some of our goals—how can we continue to help 8th graders make a smooth transition?  
Short lessons on how to do ...  
How students communicate with teachers  
Respond with a request for a properly written email.  
Mustang Ambassadors can have a lesson on how to approach teachers.

### 9th Grade

#### Accomplishments:

Mapped curriculum across subjects for cross-curricular planning purposes which is available in ANGEL for all 9th grade teachers to access.

#### Goals:

Continue to improve and update the cross-curricular spreadsheet  
Discuss cross-curricular topics for future implementation  
Encourage students to use the HW resources available to them

### 10th Grade

#### Accomplishments:

2007-2008 – The 10th grade horizontal group began planning the “Sophmorphing” cross-curricular field trip to Washington D.C.

## Goals:

Building upon last year's idea of a "Sophmorphing" field trip, we have developed and plan to see out this trip. Work tasks for the trip include the following:

- a. Reviewing scavenger hunt tasks & materials;
- b. Determining that we should include a form for students that requires them to relate the trip directly to each curricular subject;
- c. Discussing logistics of the trip;
- d. Ensuring that the trip will achieve our goals.

Goals for the trip were to apply the lessons learned in the classroom to a real-life experience; encourage students to work with randomly selected classmates; learn to strategize and plan ahead to be successful.

This Sophmorphing trip has been the top priority and goal for 2008-09. On October 1st, 17 faculty & staff members accompanied 134 sophomore students into DC. Groups of 7-12 students and 1 adult were formed and turned loose to complete a daunting scavenger hunt. The weather was wonderful and most groups ended up walking 5-8 miles through the city. The groups visited monuments, museums, libraries, congressional offices, and historical landmarks. Students planned and mapped out their routes in order to maximize their point totals. In the middle of the day everyone met at the Old Post Office Pavilion for lunch where many students discussed with other friends how well each group was doing.

All in all, the trip was a shining success. The day was different for every group but by all accounts was educational and fun. The 10th grade team looks forward to building upon the success of this trip in the classroom with this year's sophomores and using the feedback to make next year's trip just as successful.

## 11th Grade

The 11th grade horizontal team will collaborate to incorporate the theme of environmental awareness into classroom activities and instruction.

## 12th Grade

### Goals:

Develop a plan for "Senior Week" for the last week of school. Senior week should include state mandated curriculum on financial awareness topics, Capstone presentations, senior bonding activities, and graduation activities.

Integrate Theory of Knowledge ways of "thinking and knowing" across the broader curriculum.

## Academic Department Profiles

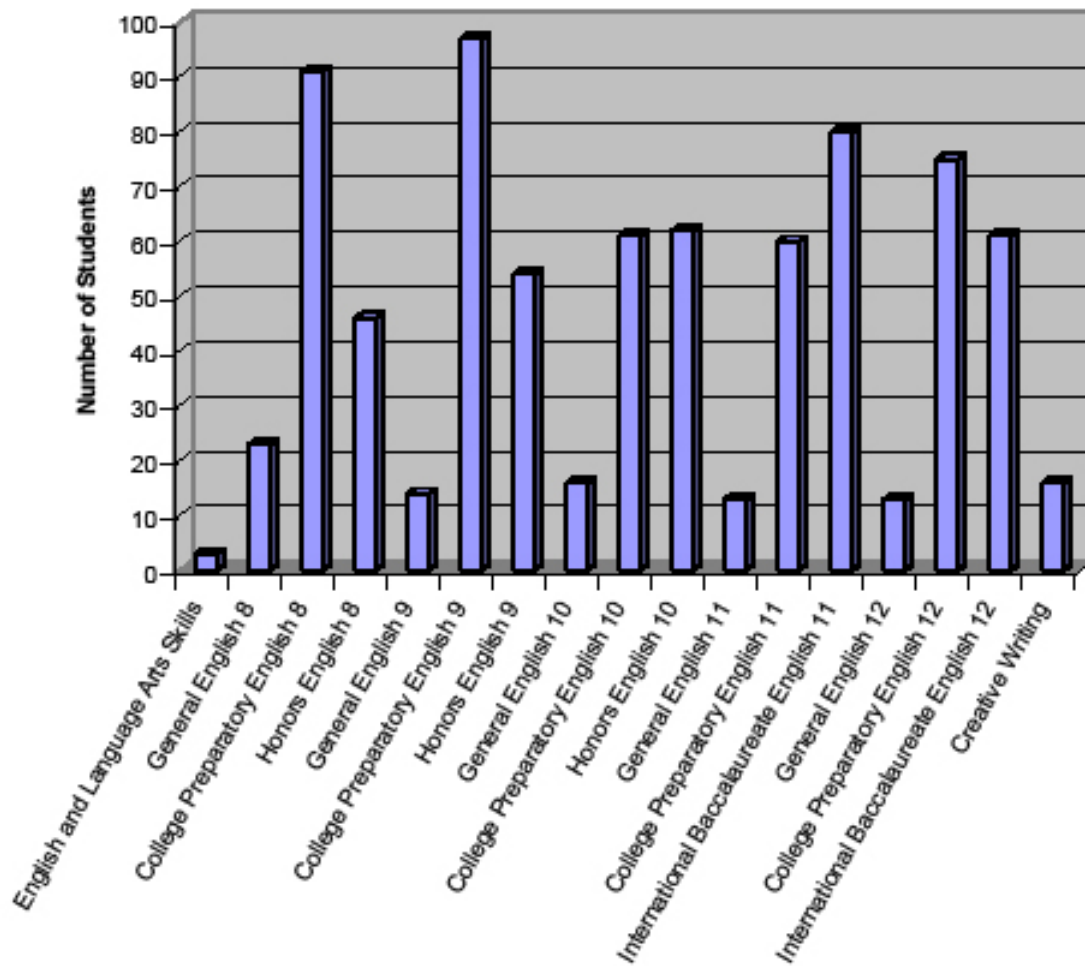
### English

Faculty	Courses	Credentials	Awards/Grants
Paige Whitlock CIRT	IBH English 12 and General English 11	BA in English, MEd. Administration	
Maggie Webster Department Leader	IB English 11, General English 9, CP English 9	BA in English Literature, MA in literature	
Ebby Adukkalil	General English 8, CP English 8	BA Elementary Education/ English; M.Ed Curriculum, Instruction, Assessment	
Alissa Mears	IBH English 12, CP English 11, Creative Writing	BA English and MEd. Secondary Education	Arena Stage \$1600 for the playwriting project
Bridget Dean-Pratt	Honors English 10, CP English 9	BA, English Literature and MA Liberal Arts	\$250 PTSA Grant for the 11th English CP students' study of Native American Literature, language and art
Karin Tooze	Honors English 9, IB English 11	BS, English Education, MA Literature (May, 2009)	
Christina Leigh	English and Language Arts Skills	Bachelors in Fine Arts, Med.	
Elizabeth Rizzi	General English 10, CP English 10, Honors English 10	BA English/Secondary Education	
Joy Sulewski	General English 12, CP English 12, Journalism	BA Integrated Language Arts	
Brian Walsh	Honors English 8, CP English 8	BA English	

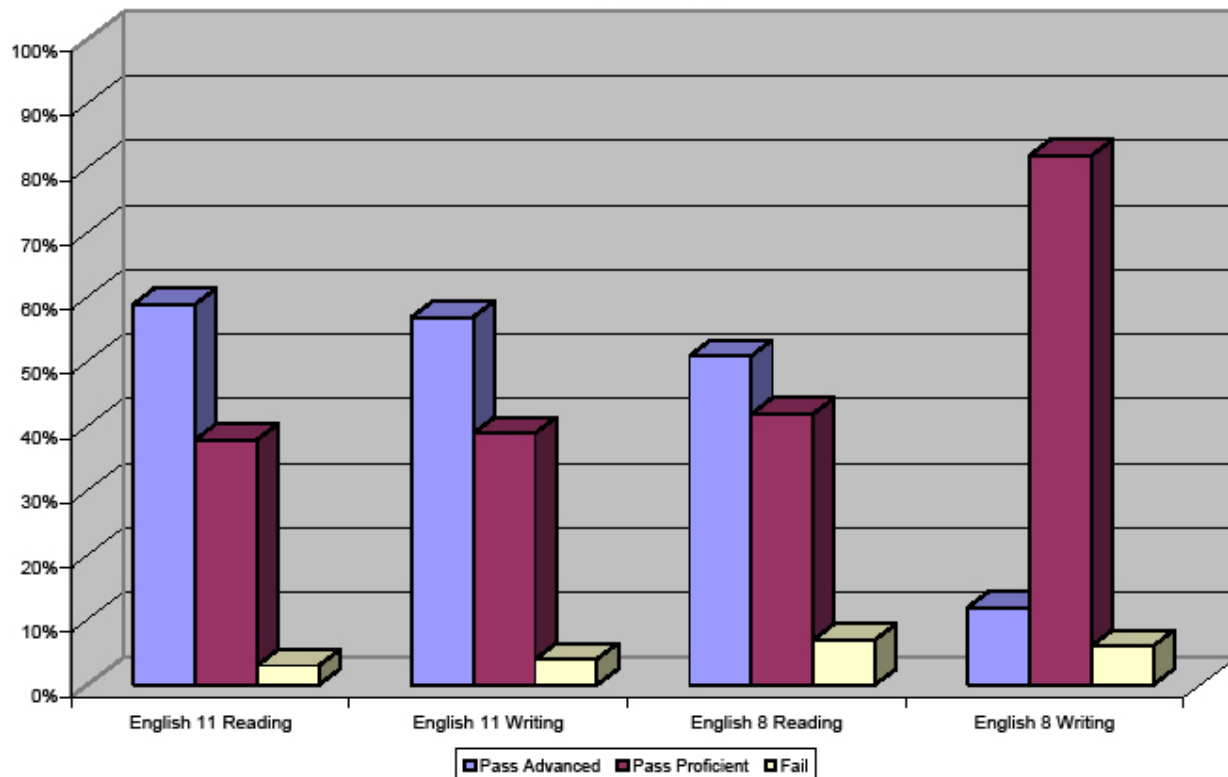
### Professional Development Goal:

Several English teachers will be working together to create supplemental materials to review grammar skills.

### Enrollment by Course



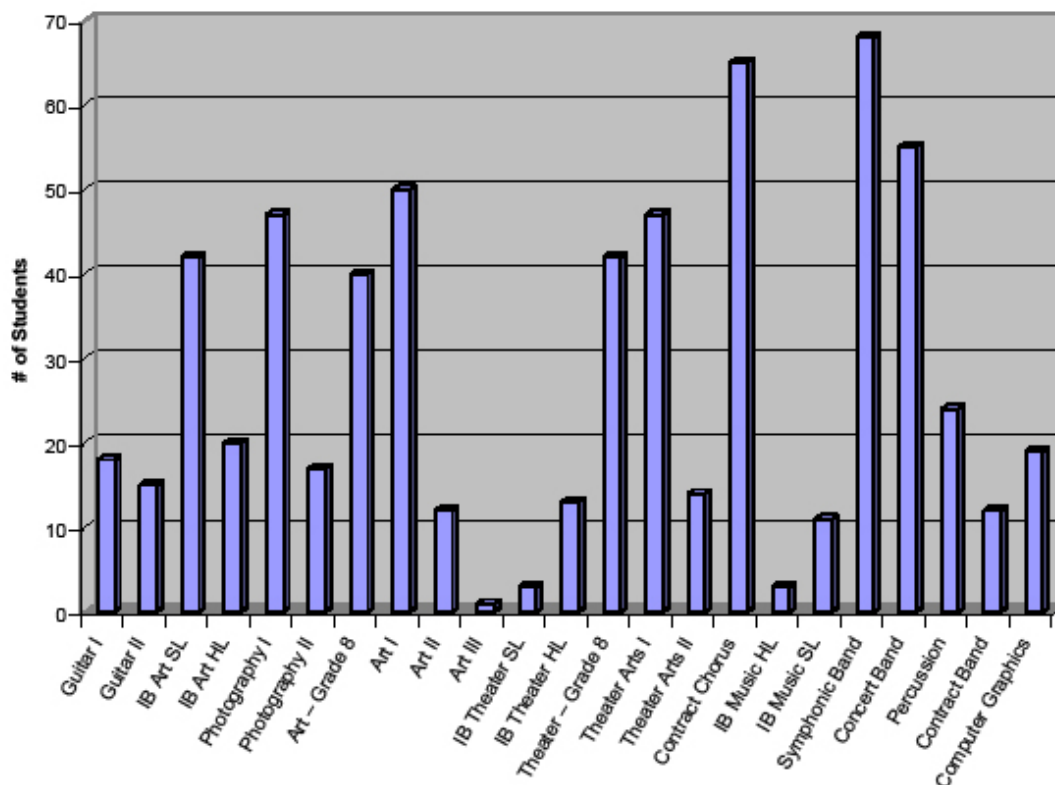
### SOL Results



## Fine and Performing Arts

Faculty	Courses	Credentials
Mary Jo Webster, Department Leader	IB Music SL/HL, Symphonic Band, Concert Band, Percussion, Contract Band	BS, MMED
John Ballou	Computer Graphics	Bachelors in Fine Arts and MMA, in Art and Technology
Lauren Glass	Contract Chorus	B.A. Music Education and Vocal Performance
Ben Powell	Guitar I & II	Bachelors of Music
Marc Robarge	IB Art SL/HL; Photography I & II	Bachelor of Arts and Science; Master Fine Arts
Maria Shields	Grade 8 Art, Art I, II, & III, Photography I & II	BS Art History/Anthropology and M.ED Art Education
Pamela Spicer	Grade 8 Theater, Theater I & II, IB Theater SL/HL	BA in Theater, Med Literature and Education

**Course Enrollment**





IB Music student, Morgan Moscati, was chosen to have her original composition performed by Vermont Symphony musicians in a concert at Chandler Hall in Vermont on April 30th.

Watch the video at:  
<http://www.fccps.org/gm/band/2007/index.htm>



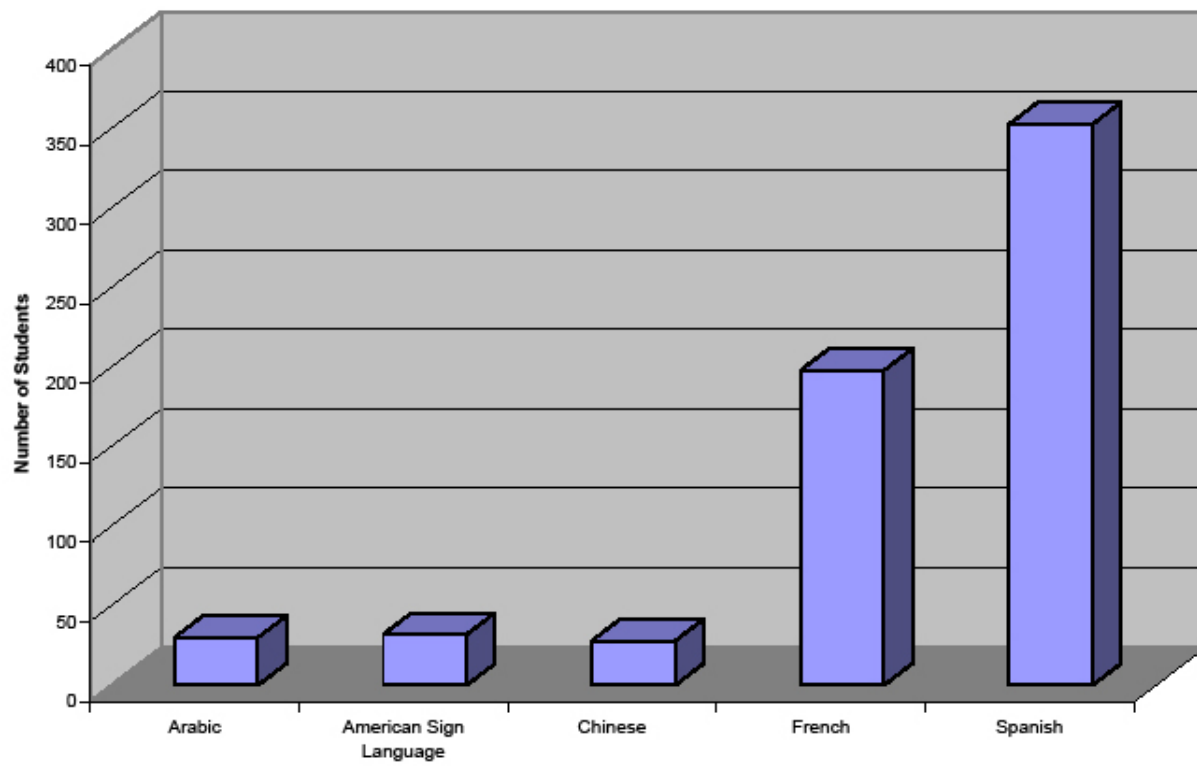
## Foreign Language

Faculty	Courses	Credentials	Awards/Grants
Linda Johnsen K-12 CIRT		BA French, English, Education; MA French Literature	
Suzanne Planas Department Leader	Spanish	BA and MA in Spanish; minor in Latin American Studies	
Tina S. Kao	Chinese	BA Public Administration, MA Public Administration	GMHS PTSA Grant - \$400.00, Startalk Grant for TeacherWorkshop - \$400.00
Kent Foster	French	BA French and Economics	
Sally Larisch	Spanish, ESOL	BS Spanish Language, MA Linguistics/ESOL	
Julie Bravin	French	BA French Education, MA French	
Chin Oon Mah	French, ESOL	BA English, BA French Literature	
Helen Albader	Arabic, ESOL	BA English Literature, MA ESOL, MA Special Education	Grant for \$1500 from Georgetown University Contemporary Arab Studies for Study Tour to Morocco
M. Celeste Gonzalez, Chaves	Spanish	BA English, MA Modern Languages and Literatures (Specialization in Spanish and Minor in English)	
Kristin DaCosta	ASL	BS Business Management/ Economics, MA Elementary Deaf Education	
Manuela Renata Carvalho	Spanish	BA English, MA English	GM PTSA grant for Tango Workshop: \$250.00

## Department Goals/Achievements

- \* Level I Mandarin Chinese and Arabic courses implemented 2007-8, Level II courses in 2008-9
- \* Completion of written UbD curriculum for almost all FL courses
- \* STAMP online proficiency test given to all students in Spanish, French, Chinese levels 1-4
- \* 78 students took IBS Spanish and French exams at end of fourth level with excellent results
- \* China trip June 2008, launching of China Exchange 2008-9, Egypt trip 2009

Enrollment by Language



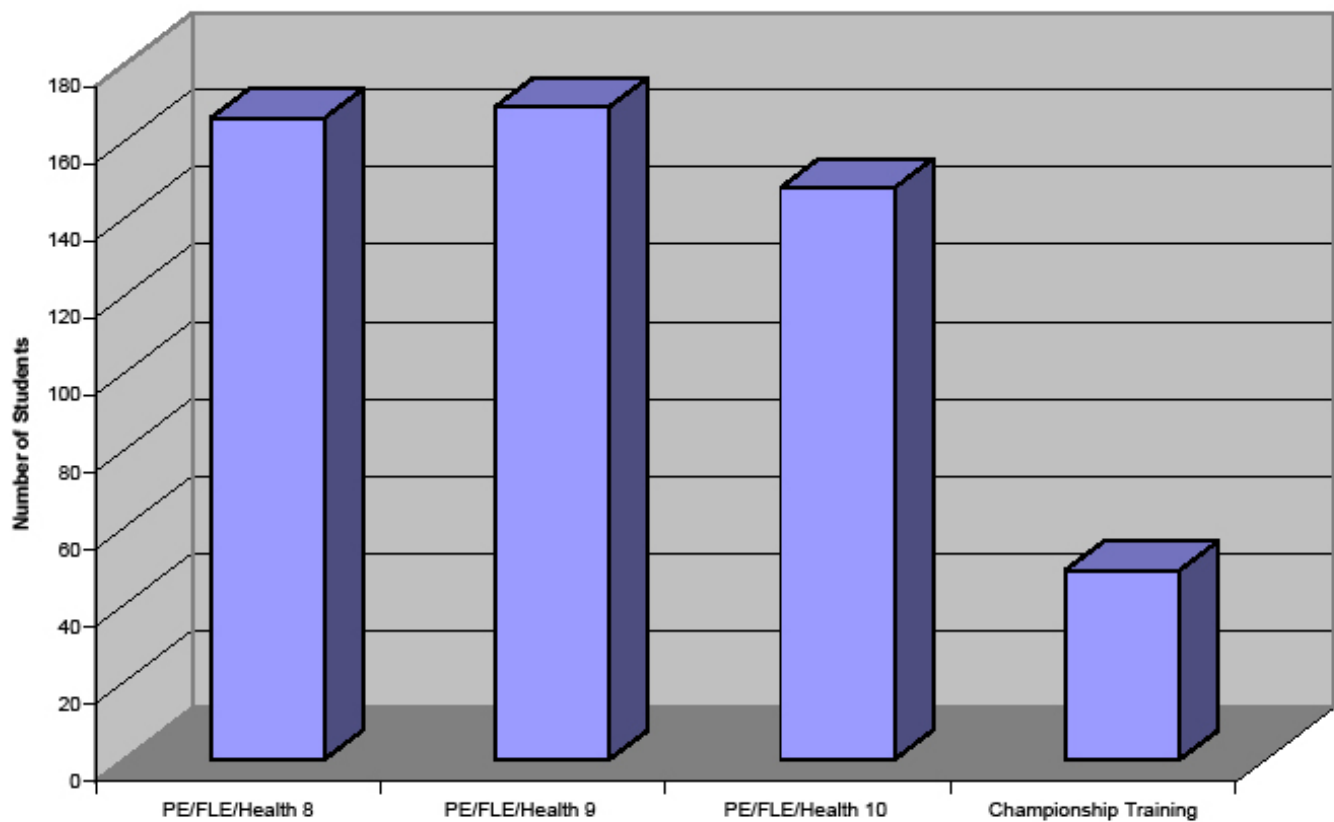
## Physical Education/Health/Drivers Ed.

Faculty	Courses	Credentials	Awards/Grants
Jill Knapic Department Leader	8th and 9th Health/P.E./FLE	B.A. Physical Education M.A. Health and Physical Education License: Virginia K-12 Health & Physical Education	FCEF Grant- Exertainment fights obesity with fun PTSA Grant to support FCEF grant
Vicki Galliher CIRT	Championship Training	B.A. Health & Physical Education B.S. Athletic Training M.A. Sports Medicine Virginia K-12 Health & Physical Education National Athletic Trainers Association National License Virginia State Board of Medicine License for Athletic Training	FCEF Grant- Exertainment fights obesity with fun PTSA Grant to support FCEF grant
Chris Capannola	8th and 9th Health/P.E./FLE	M.A. Health and Physical Education Licenses: PE/ Health K-12 Elementary Ed. K-6 Business Ed. 7-12	
James Meehl	8th and 9th Health/P.E./FLE	Bachelors in Kinesiology (Teacher Prep.) M.A. Health and Physical Education License: K-12 Health & Physical Education	
Tony Green	10th grade Driver Education, Health, Physical Education	Education.B.A Certified K-12 Physical Education,Health, Driver	

## Falls Church Education Foundation Grant

Exertainment is an innovative approach to teaching physical education that emphasizes less competitive sports and encourages lifetime fitness all under the guise of playing a video game with friends. Adding exertainment to the curriculum of physical education classes at George Mason High School will provide a unique and creative opportunity for students to participate in a great workout, as well as, gain access to sports unavailable at high schools. Through the use of the Nintendo Wii game console and the video games dance dance revolution and Wii sports, students and teachers will be

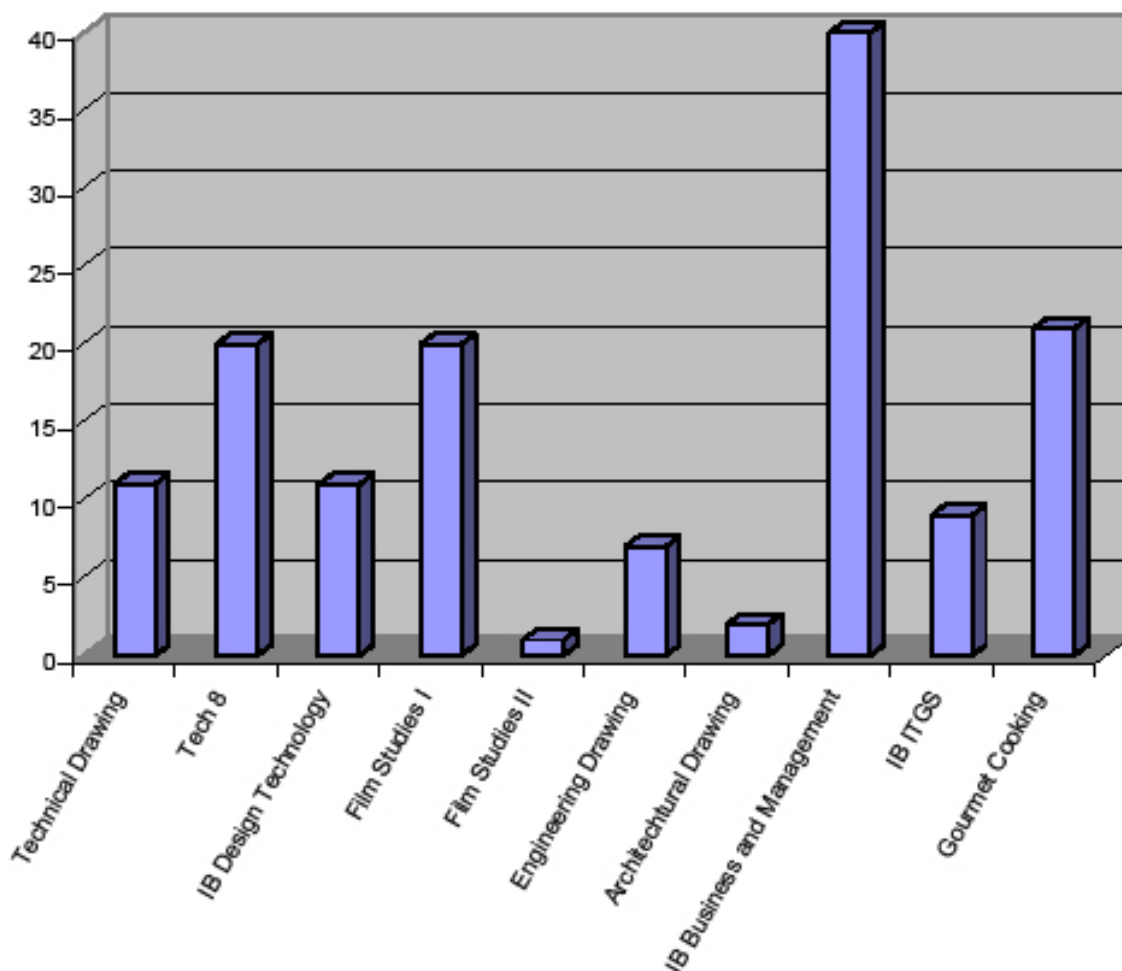
Enrollment by Course



## Career and Tech Ed

Faculty	Courses	Credentials	Awards/Grants
John Ballou	Technical Drawing, Tech 8, IB Design Technology, Film Studies I and II, Engineering Drawing, Architectural Drawing,	Bachelors in Fine Arts and MMA, in Art and Technology	Contributions from area business to support the FIRST robotics team
Chris Pikrallidas	IB Business and Management	BA- Latin American Studies M.E. (Master of Economics) M. A. in Economics	
Judy Knoke	IB ITGS	BS in Engineering Science	
Janice Wolner	Gourmet Cooking	BS, Family Social Science & BS, General Home Economics	

**Course Enrollment**



## Team 1418

Team 1418 attended the Chesapeake Regional in Annapolis, the National Tournament in Atlanta and the Battle of Baltimore in Baltimore. The team won the regional championship in Annapolis. The team came in number 17 out of 86 teams in our quadrant at nationals, and came in second out of 24 teams in Baltimore. These competitions involved alliances of three teams; forming alliances was very instrumental in our success. The most significant accomplishment in many was meeting the build season deadline and fielding a quality robot. The competitions were exciting, especially becoming captains of the winning alliance in Annapolis. Attending these competitions allowed the students on the team to study the work of hundreds of other high schools and improve our students sense of what is possible for the 2008-2009 team.

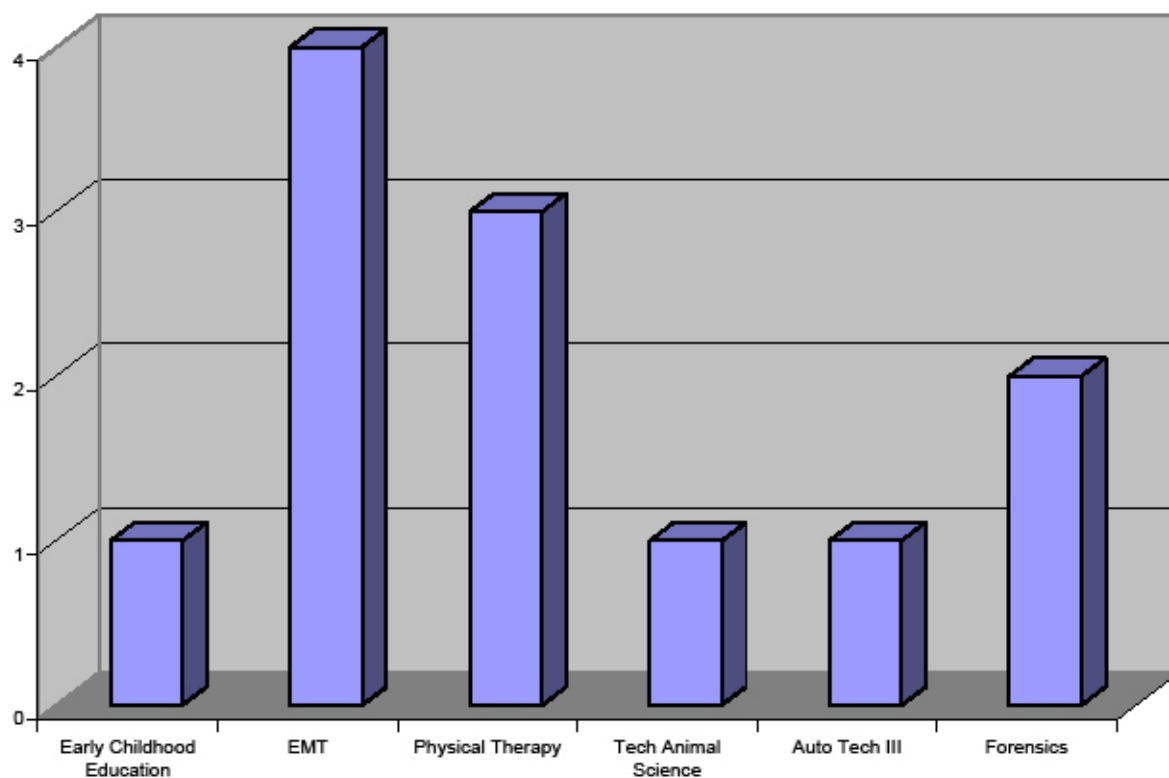
## Arlington Career Center

In the fall of 2008, 24 students are enrolled in classes at the Arlington Career Center. Sixteen of students are seniors, and 8 are juniors. The programs they are studying include, Advanced Animal Science, Animal Science, Auto Body I & II, Auto Tech I, Banking and Finance, Color Photography I, Commercial Art I, Early Childhood Education, Emergency Medical Technology, Forensics, Sports Medicine Internship, TV Production II, TV/Multi-Media, and Web Design. Before being granted permission to enroll at the Career Center, we require GMHS students to seriously explore their career options. They must visit the Career Center, write a letter of application explaining how the Career Center course will fit into their future plans, and secure a letter of recommendation from at least one GMHS staff member supporting their plans.

Last year twelve students received program completion seals. We hope to improve on this number in the spring of 2009.

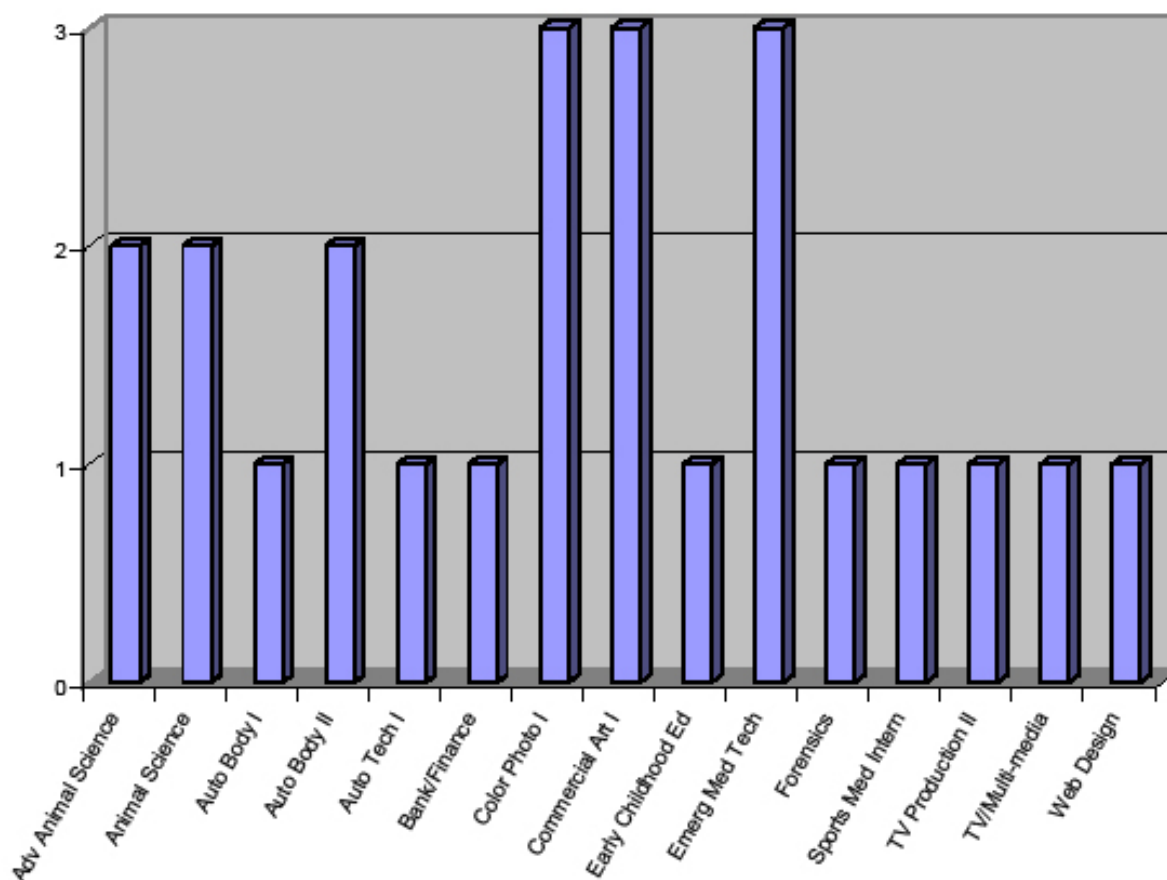
2007-2008

Completor Certificates



2008-2009

Enrollment by Course



## Social Studies

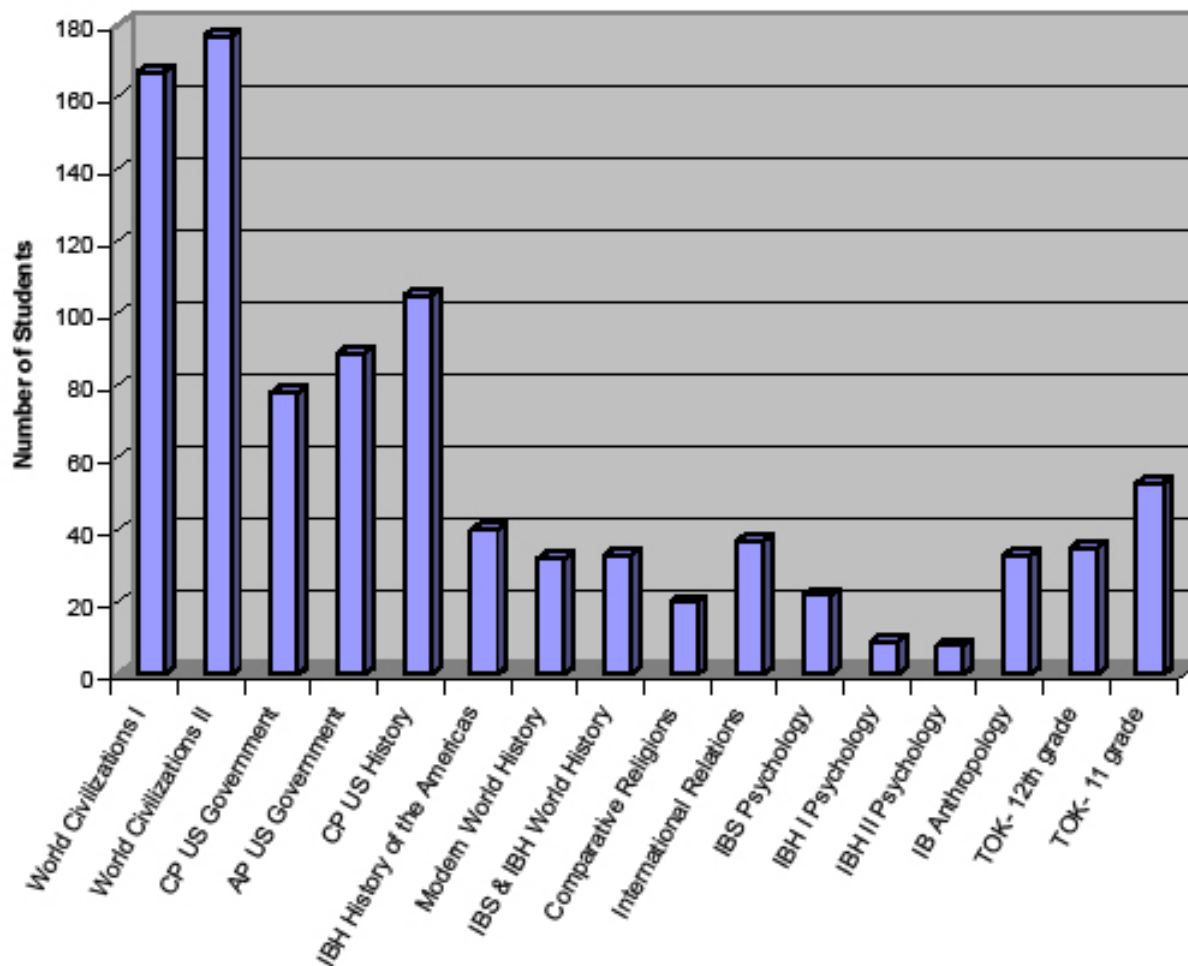
Faculty	Courses	Credentials
Louisa Porzel CIRT and Department Leader	CP US History, AP US Government	BA – History MEd – Curriculum & Instruction
Tammy Chincheck	IBH History of the Americas, CP US History	BS - Secondary Education
Paul Ferentinos	IBH World History, World Civilizations I, CP US Government	BA - History MA Ed. – Social Studies
Eleanor Hawkesworth	Modern World History, World History I	BS - History Secondary Education M.ED - Social Foundations of Education
Holly Herrington	International Relations, World Civilizations II	BA - Social Studies MEd
Chris Pikrallidas	CP US Government	BA- Latin American Studies M.E. (Master of Economics) M. A. in Economics
Jamie Scharff	IB TOK, IB Anthropology, Comparative Religions	BA – Philosophy JD M. Ed.
Nisha Sensharma	IB Psychology, World Civilizations I	BArch (Architecture) MA -Urban and Regional Planning PhD -Environmental Design and Planning
Jeremy Shumpert	CP US History, AP US Government, World Civilizations II	BA - History MT in Secondary Education (Social Studies) National Board Certification, 2007
Andy Taylor	World Civilizations II	BS - Business Administration MEd

## Goals:

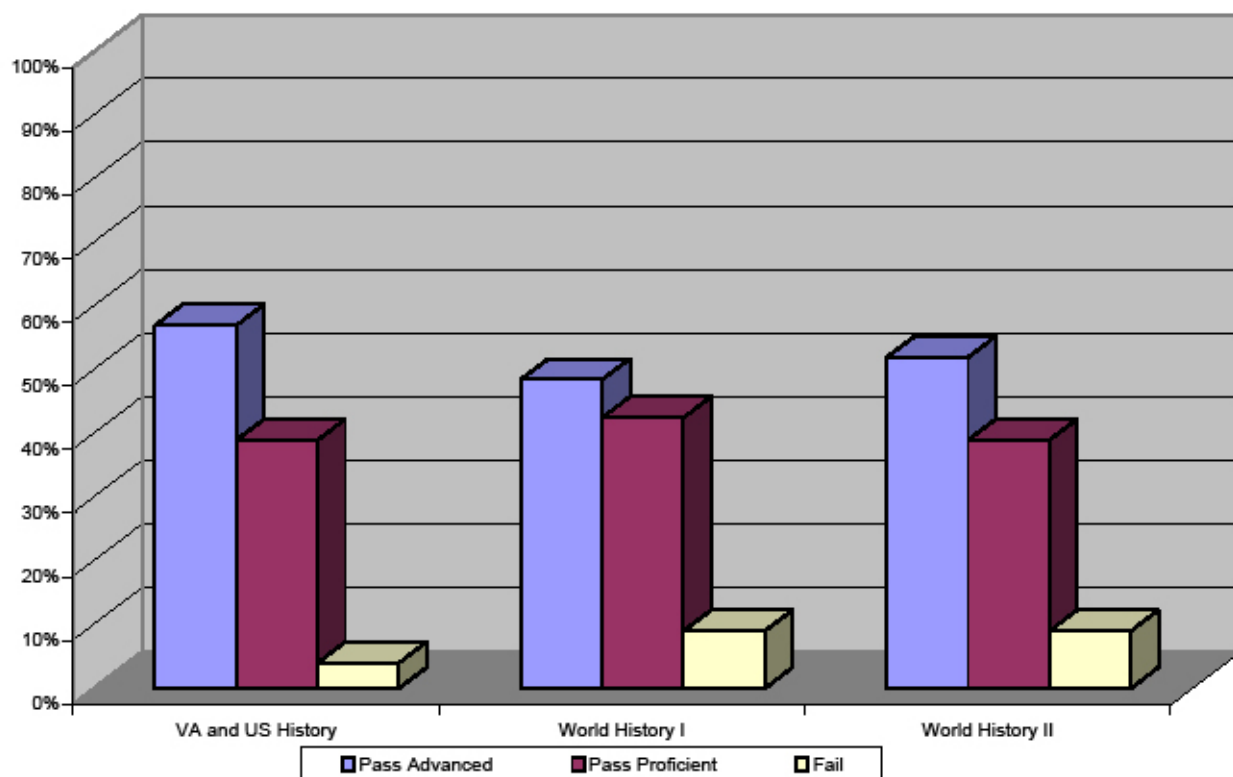
The Social Studies Department wants to articulate standards and expectations for writing and research through a vertical alignment of skills expectations.



Enrollment by Course



SOL Results



## Mathematics

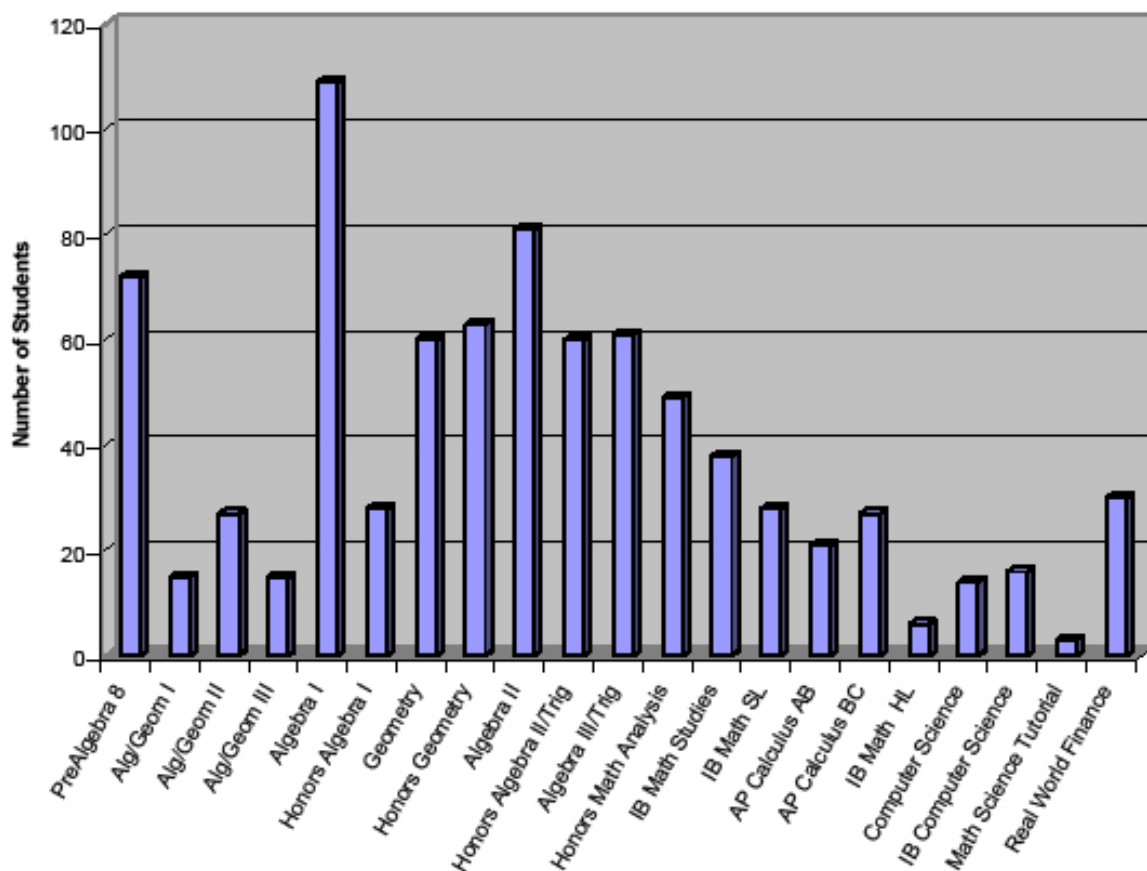
Faculty	Courses	Credentials	Grants/Awards
Janet Weber K-12 CIRT	IB Math Studies	BA Math Education MA Gifted Education	Agnes Meyer nominee x 2
Linda Gantz Department Leader	Alg/Geom III, AP Calculus BC, Alg III/Trig	BA Math, MS Teaching Mathematics National Board Certification	Texas Instruments \$5,000
Joel Block	Real world Finance, Geometry, Algebra	Bachelor of Accountancy; Masters of Education	Agnes Meyer nominee (2006-07); Lands' End Teachers Light the Way Honorable Mention Award (2008); Stangy Award from GMHS students for the teacher that gives the most inside and outside of the classroom (2008)
Kathryn Dirga	Honors Geometry, IBSL and IBH Math	BA Math, MEd Secondary Mathematics	
Erik Healey	Algebra II, Honors Algebra I	BS Mathematics Education	
Jennifer Jayson	Algebra I, Pre-Algebra, AP Calculus AB	BS in Education, MA in Education	
Judy Knoke	8th Grade Math/Science tutorial, Algebra III/Trig, Alternative Education Math (Geometry and Algebra II)	BS in Engineering Science	
Sarah Meservey	Alg/Geom I, Alg/Geom II, Honors Math Analysis	BA, MAT in Math Education	
Breanne Smith	Pre-Algebra, Geometry, Math Lab	BA Business Mgmt, MEd Secondary Education	
William Snyder	Alg II/Trig, Computer Science, IB Computer Science	BA Math, MS Math	

### Goal:

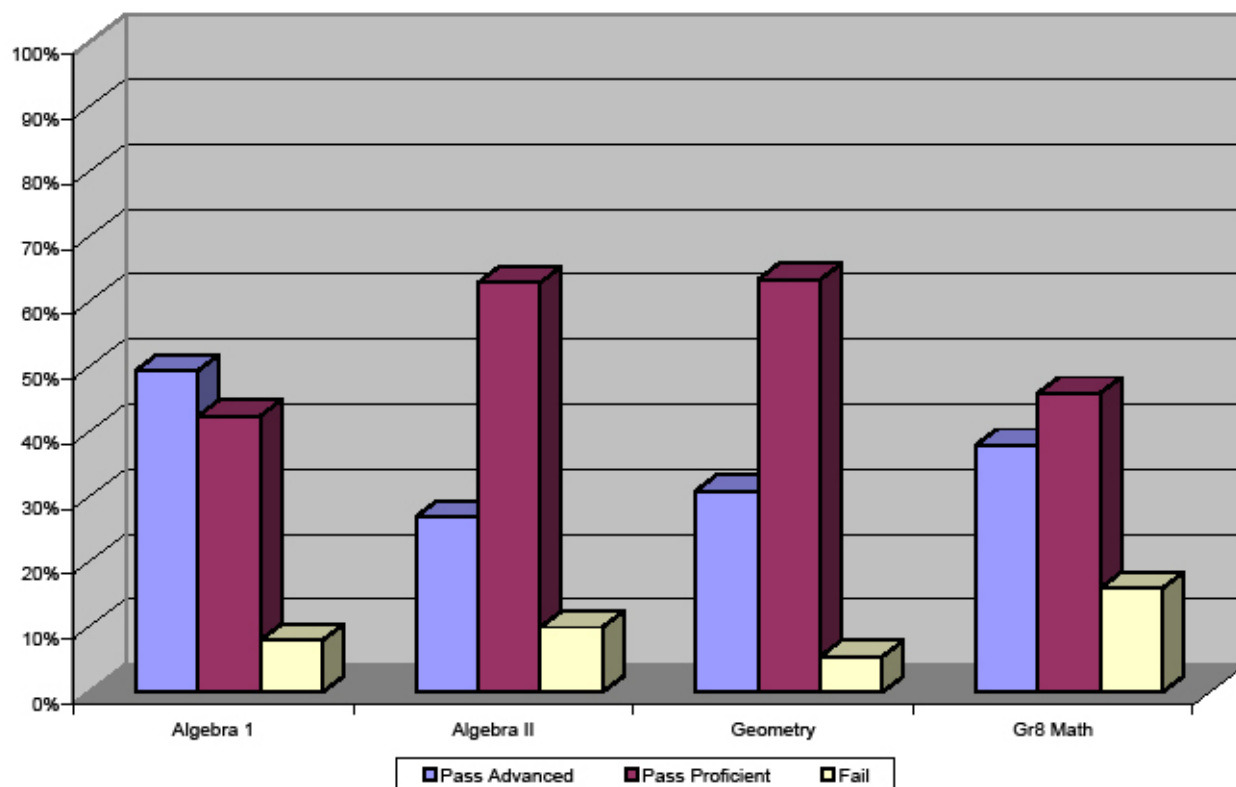
Complete the Math textbook adoption process.

Attend the National Council of Teachers of Mathematics conference in April to be held in Washington D.C.

### Enrollment by Course



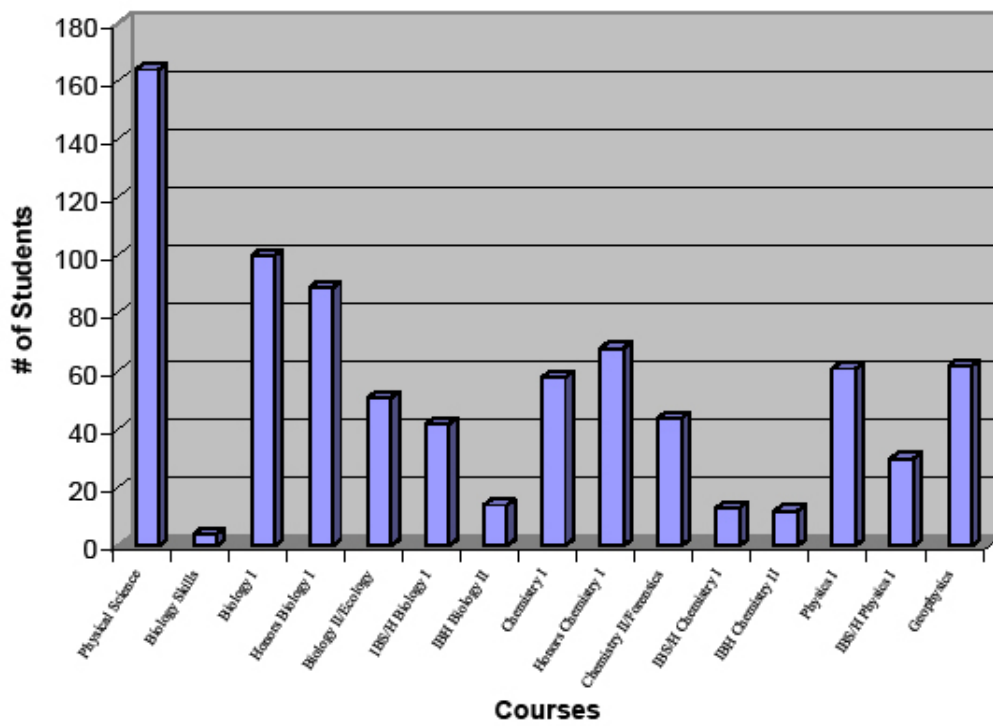
### SOL Results



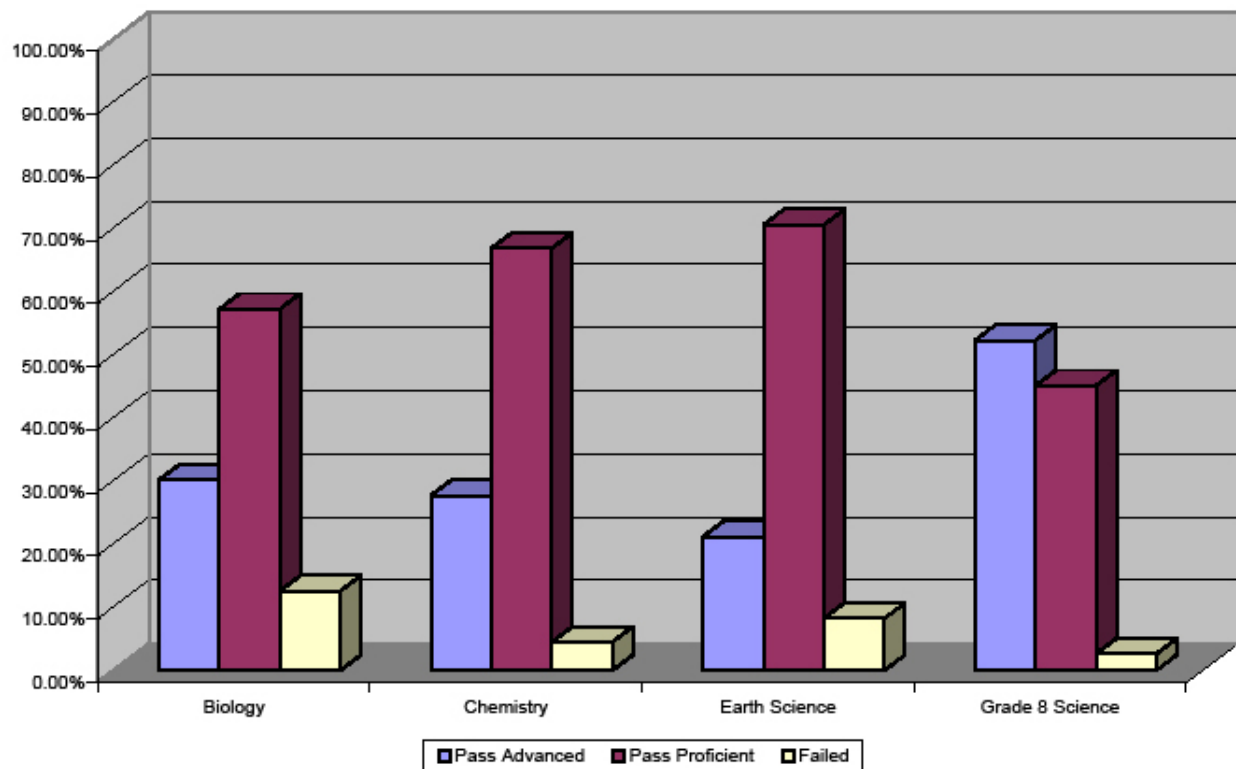
## Science

Faculty	Courses	Credentials	Awards/Grants
Maggie Wiseman CIRT	Honors Chemistry, IB Chemistry	BS in Chemistry, MEd	Outstanding Educator: Virginia Governor's School
Bryan Harris Department Leader	Physical Science, IB Physics	BS in Biology, MEd, Masters in Physics Education	
Eurica Chang	Biology Skills, Biology, Geophysics	BS and MS in Neurobiology, MEd.	
Martina Goss	Honors Biology, Physical Science	BS in Biology, Masters in Science Education, GIS Certification (Dec. 2008)	
Peter Mecca	Biology, Biology II/ Ecology	BS, MA, PhD	Virginia Naturally Classroom Grant (VA DEQ) - \$1,000
Jessica Naftzinger	Biology, IB Biology	BA in Science Education	
Jennifer Parsons	Chemistry, Chemistry II/ Forensic Chemistry	BS Forensic Chemistry, MAT	Outstanding Educator: Virginia Governor's School; St. Vincent College Teacher Recognition Award
Jonathon Pepper	Honors Biology, Honors Chemistry, IB Biology	BA Environmental Science	
Mark Sokolowski	Physics, Physical Science	BA Physics, MEd	

### Course Enrollment



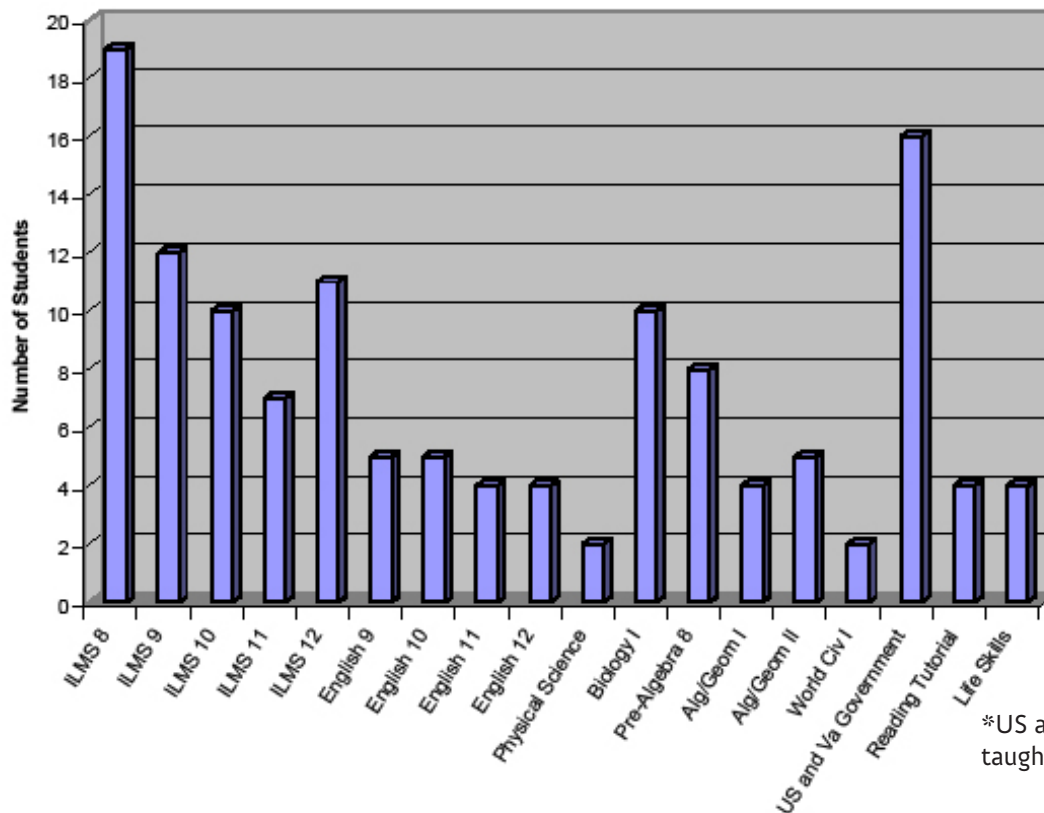
### SOL Results



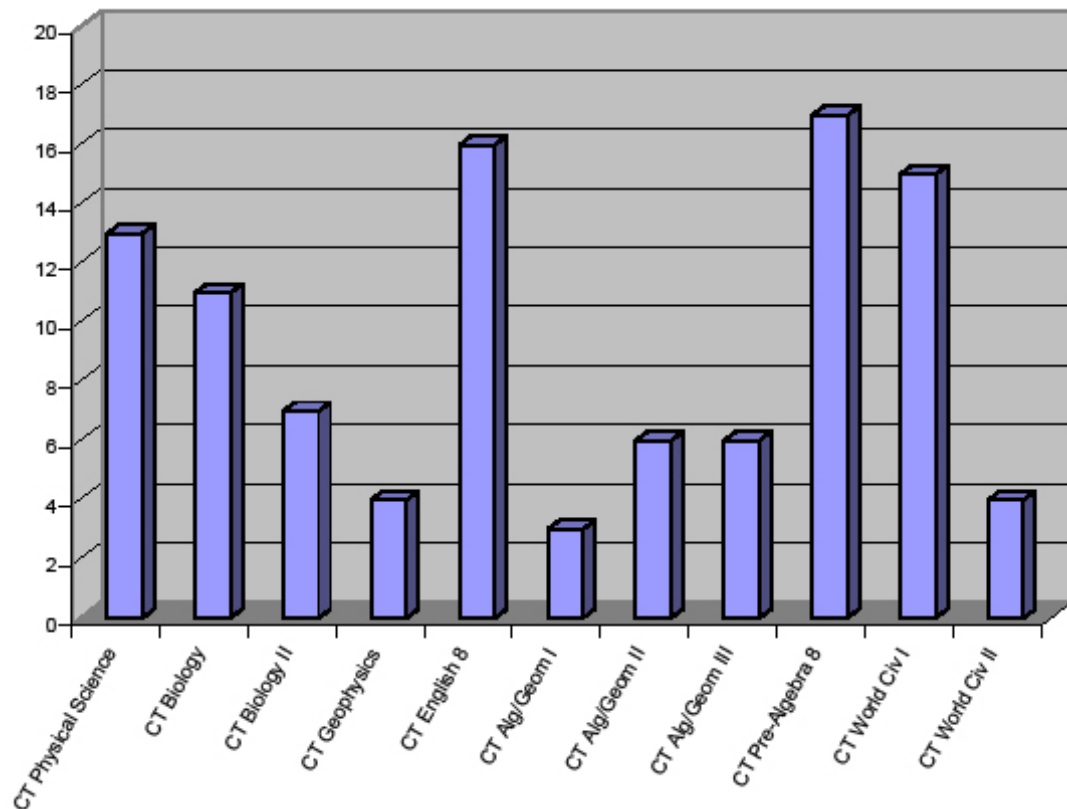
## Special Education

Faculty	Courses	Credentials
Susan Cassidy	General English 8 ILMS General English 10 General English 12	B.S. Elementary Education Certificate: Special Education
Stephanie Ciskowski	Life Skills	BS in Applied Learning and Development/ Special Education M.Ed in Special Education/ Severe Disabilities
Sara Dudley	Alg/Geom I Alg/Geom II	B.S. Special Education M.S. Education
Robin Herrick	Reading Tutorial	B.S Special Education M.S. Emotional Disabilities/Learning Disabilities
Andy Hosier	ED Counseling (CO employee)	B.S in Family and Community Services with a minor of Educational Studies M.Ed. in Special Education Ed.S. to be conferred 12/30/08 Certified Crisis Prevention Intervention (CPI) instructor
Alison Johnson	ILMS General English 10 General English 11	B.S. Liberal Studies/Education M.S. Mild Disabilities
Jamie Lahy	Physical Science Biology I	B.S. Animal Science M.A Ed. Curriculum and Instruction, Secondary Science Endorsements: Special Education, K-12 Gifted Ed
Pamela Mahony	ILMS CT World Civ II U.S. and VA Govt.	BA Int'l Studies M.Ed Special Education
Elizabeth McCarthy	Transition Services	B.A. M.T.
Samad Mukati	Speech and Language Services	B.S. Communication Sciences and Disorders Masters: Speech-Language Pathology National Board Certified Certificate of Clinical Competency
Bianca White	CT Geophysics World Civ I CT Bio II/Ecology	B.A. African American Studies Endorsement: Special Education
Jennifer York	Alg/Geom III Pre-Algebra 8 Physical Science ILMS	B.A. History M.Ed. Secondary Education Endorsement: Special Education

## Self-Contained Classes



## Co-Taught Classes



## Counseling Department

Faculty	Credentials
Amy Kurjanowicz Director of Counseling	B.S. in Business Education 6-12 M.Ed. Counseling and Personnel Services/School Counseling PreK-12
Nancy T. Goldman	BA in English Education MA in English Education MA in Education – Student Personnel Services Post Master’s Certificate Program – Family and Child Development
Marcia Schumann	BA English MEd School Counseling Certified in English and School Counseling PreK-12
Valerie Chesley	Bachelor of Arts in Psychology Master of Science in Education, concentration in school counseling Certification in School Counseling, VA ( and NY State)
Brad McAdam	B.A. from St. Michael’s M. Ed. in Counseling Certification: Pupil Personnel Services License: School Counselor PreK-12



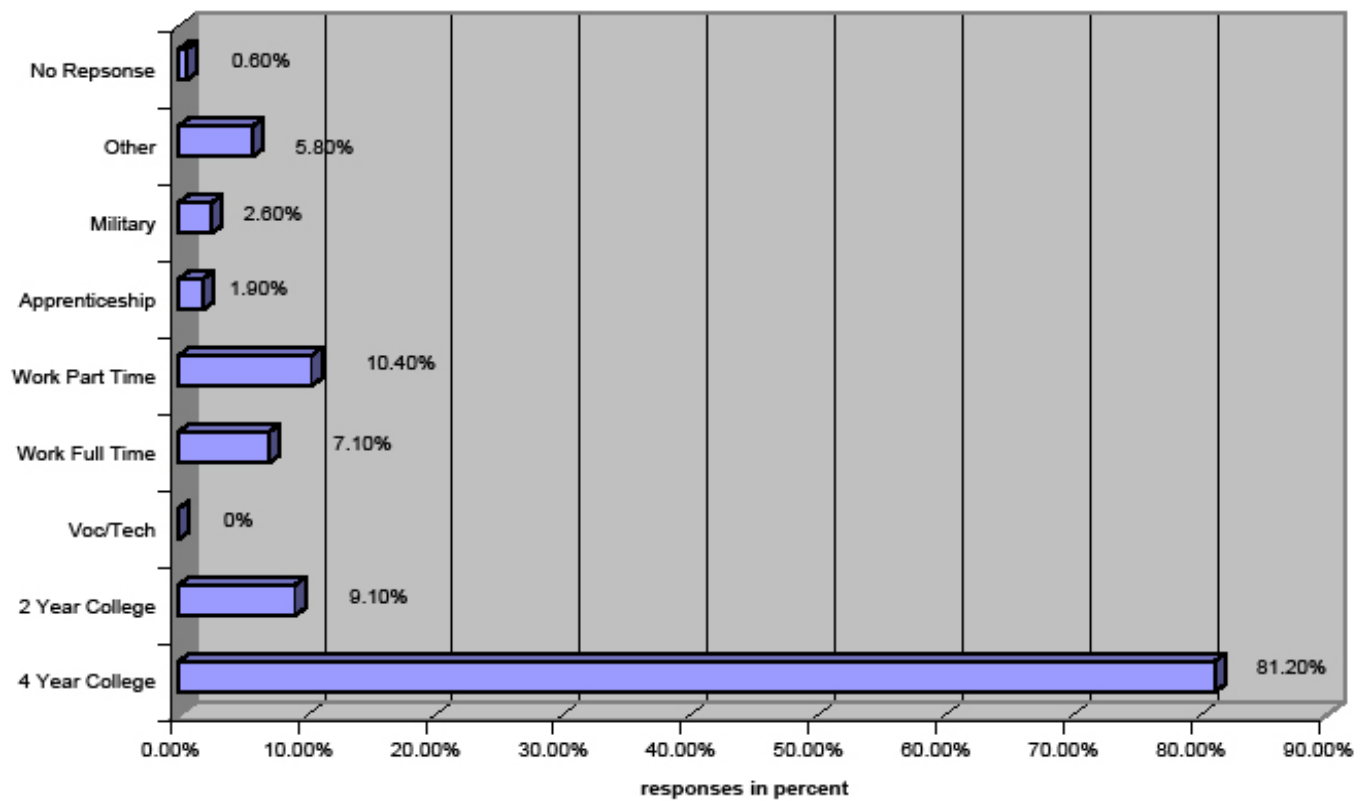
## Longitudinal Study

GMHS purchased a program from LifeTrack Services, Inc. in order to better evaluate the overall high school experience of our students. The program consists of 3 surveys and includes a public relations letter sent annually for 5 years. The counselors and administrators decided on the questions for the survey:

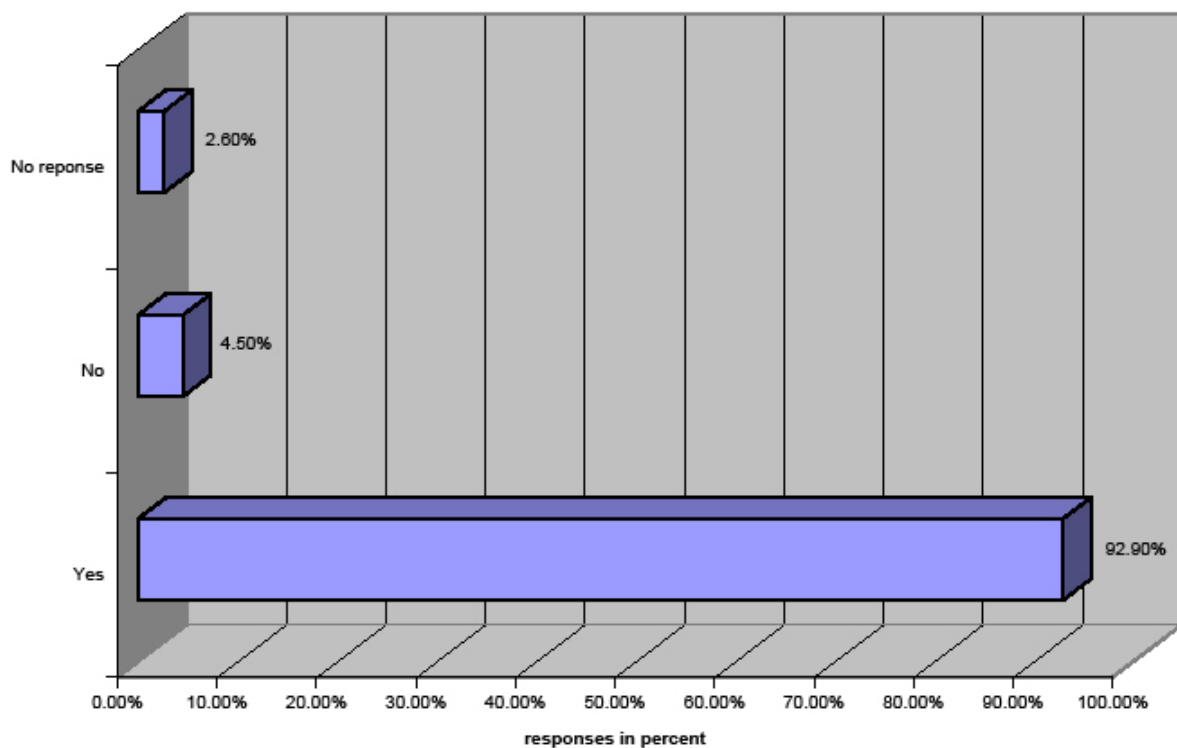
1. PRIOR TO GRADUATION: A Senior Exit Survey – School submits their questions to LifeTrack. LifeTrack builds customized survey and mails to school. School administers senior exit survey. School returns surveys to LifeTrack. LifeTrack compiles data and sends school a personalized compilation report and all original surveys. We administered the survey to the class of 2007-2008 in the morning of June 10th, in the cafeteria, prior to their “field day” . We received the results of our first survey this past summer.
2. 6-12 MONTHS AFTER GRADUATION: First Public Relations Letter to Graduates – School sends LifeTrack their public relations letter on school letterhead. LifeTrack reproduces letter and mails to graduates.
3. 18-24 MONTHS AFTER GRADUATION: Second Public Relations Letter With Initial Graduate survey – School sends LifeTrack their public relations letter on school letterhead and questions for initial graduate survey. LifeTrack builds customized survey, mails with letter, and collects surveys. LifeTrack will attempt to contact each graduate, who did not respond by mail, via telephone. LifeTrack compiles data and sends school a personalized compilation report and all original surveys.
4. 30-36 MONTHS AFTER GRADUATION: Third Public Relations Letter – School sends LifeTrack their public relations letter on school letterhead. LifeTrack reproduces letter and mails to graduates.
5. 42-48 MONTHS AFTER GRADUATION: Fourth Public Relations Letter: School sends LifeTrack their public relations letter on school letterhead. LifeTrack reproduces letter and mails to graduates.
6. 60 MONTHS AFTER GRADUATION: Fifth Public Relations Letter With Advanced Graduate Survey – School selects questions for survey, sends their questions with their public relations letter to LifeTrack. LifeTrack builds customized survey, mails with letter, and collects surveys. LifeTrack will attempt to contact each graduate, who did not respond by mail, via telephone. Once phone calls are completed, LifeTrack compiles data and sends school a personalized compilation report and all original surveys.

The following graphs represent a sample of the results of the initial senior exit survey of the graduating class of 2008.

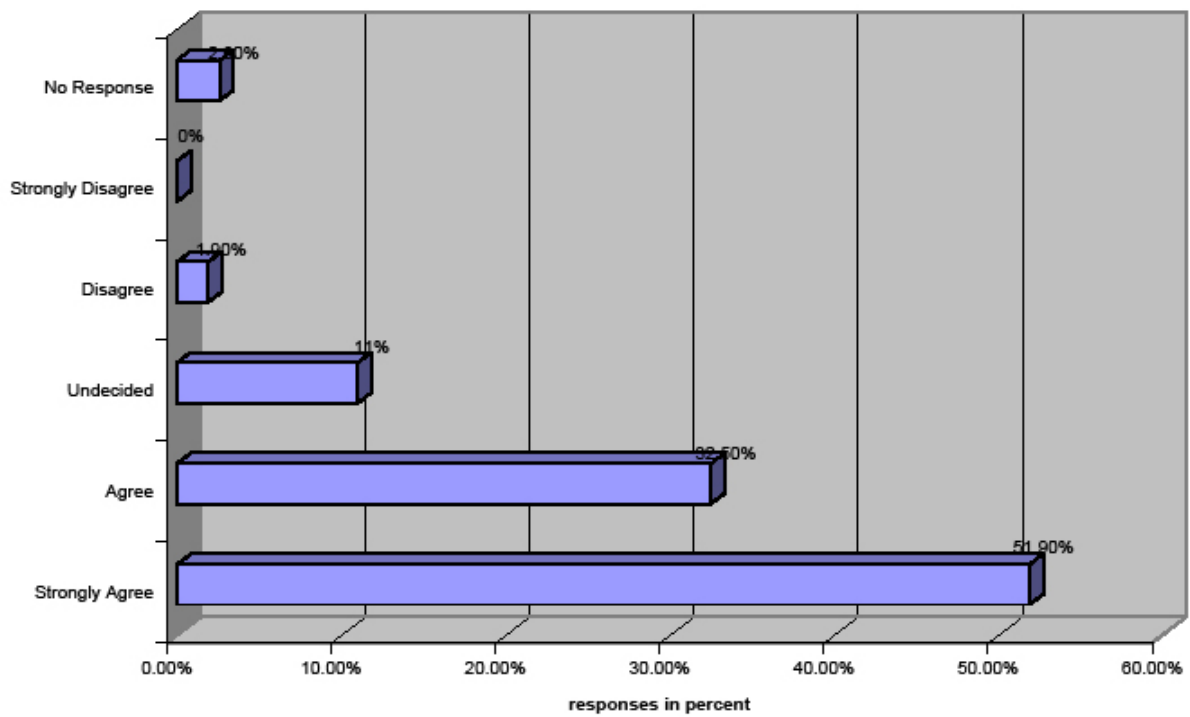
**What area(s) do you plan to pursue immediately after high school?**



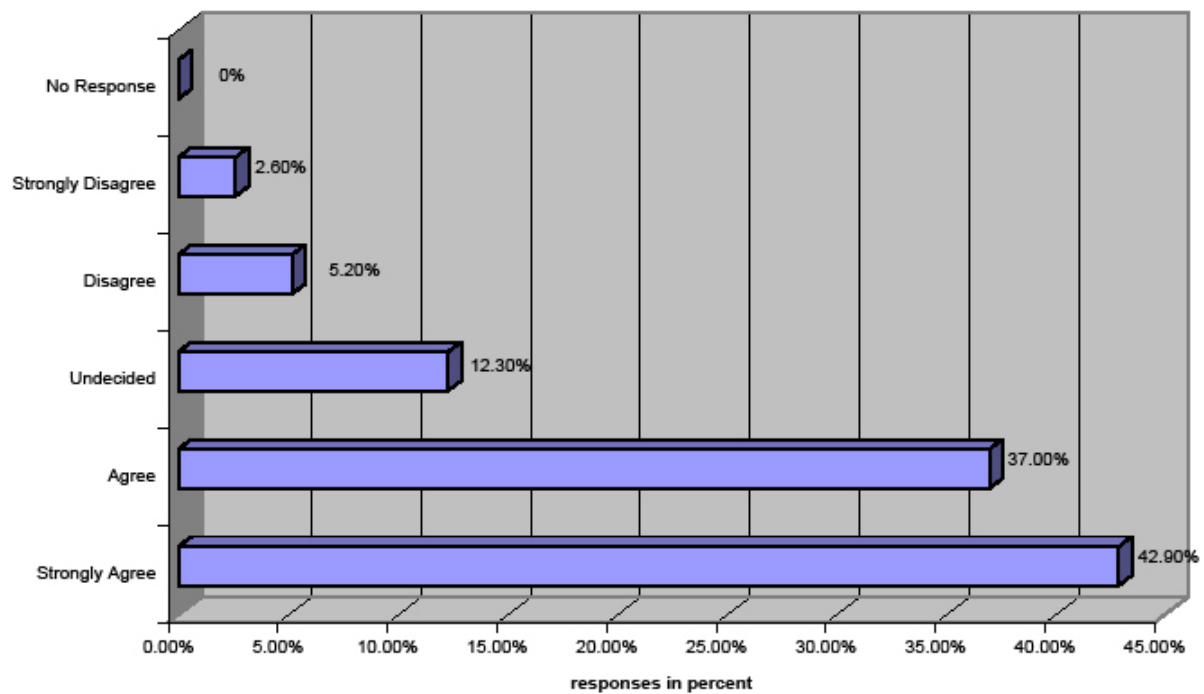
**Do you feel that you were offered a quality academic education at GMHS?**



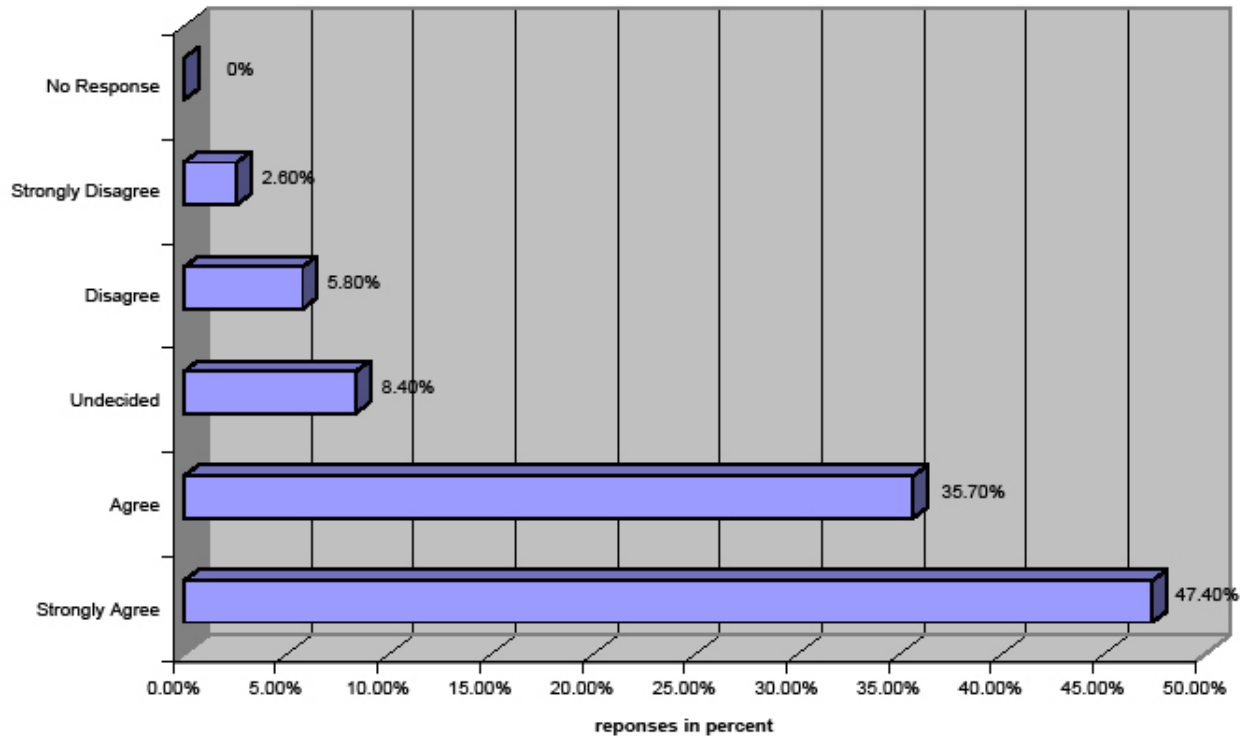
I feel GMHS staff has a caring attitude and responds to my learning needs.



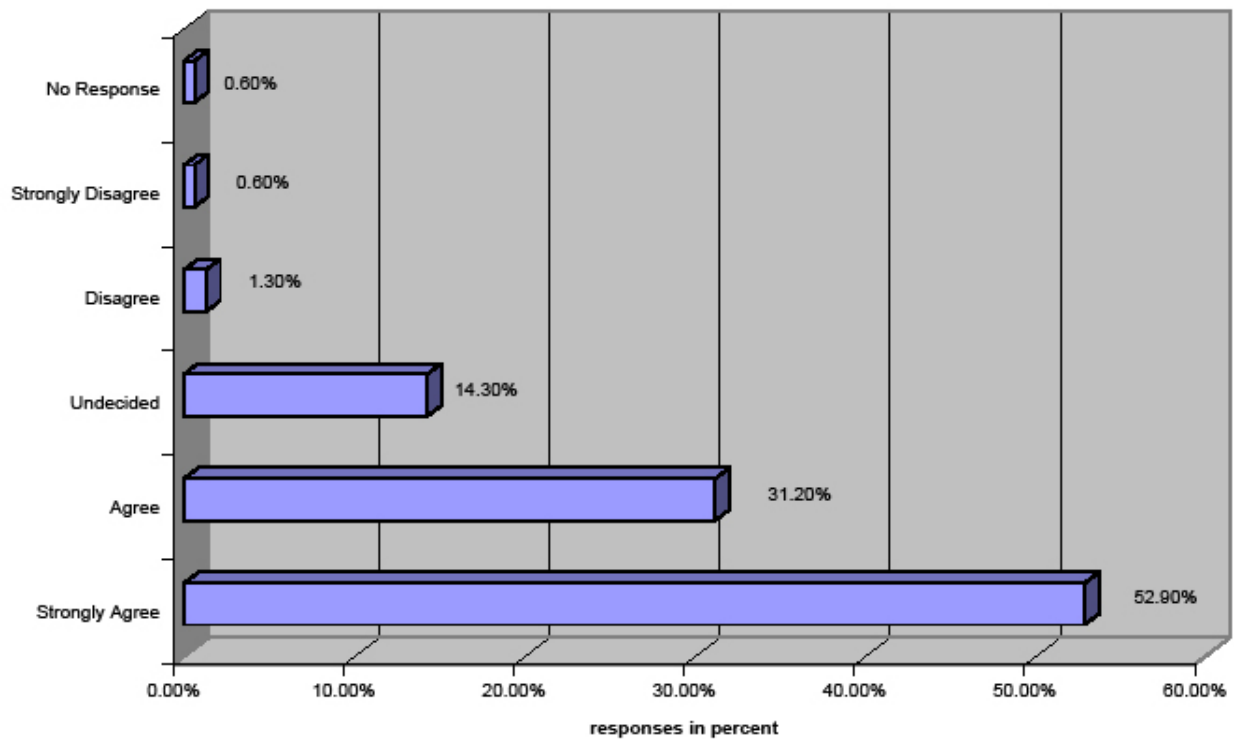
GMHS has an accepting environment where diversity of opinions, thoughts, and attitudes are welcome.



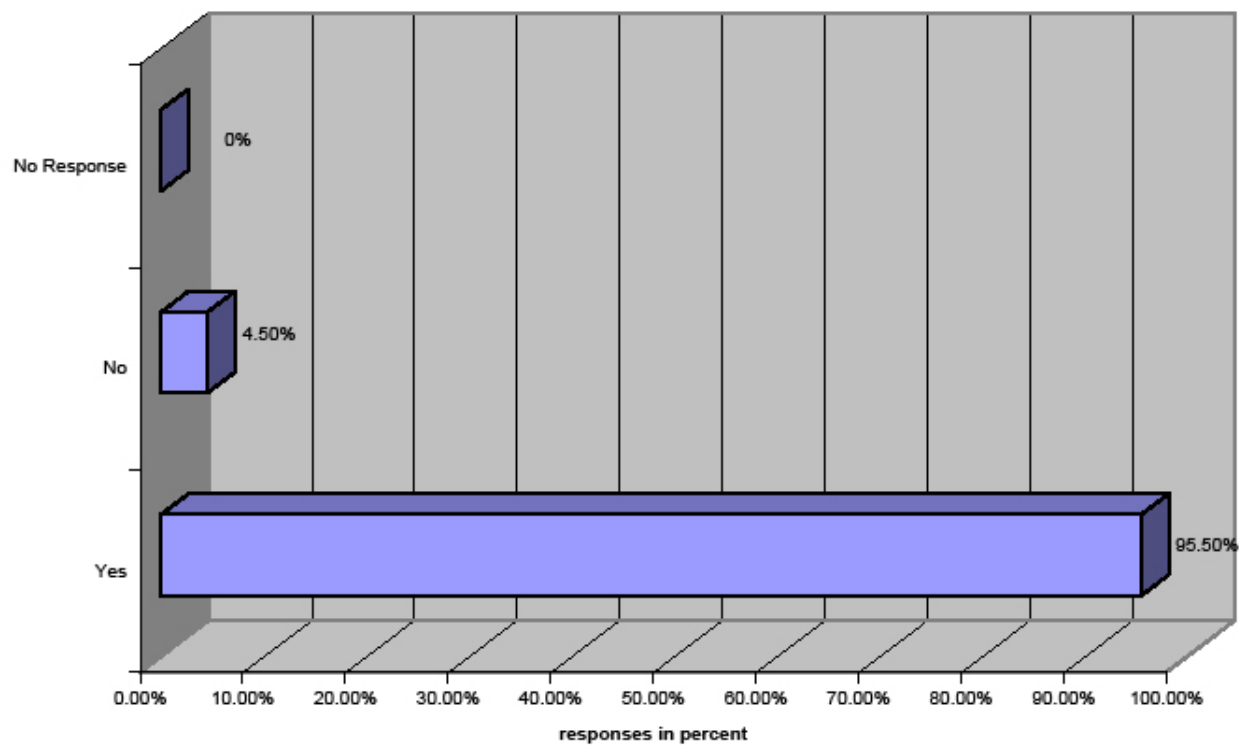
**My courses at GMHS were challenging.**



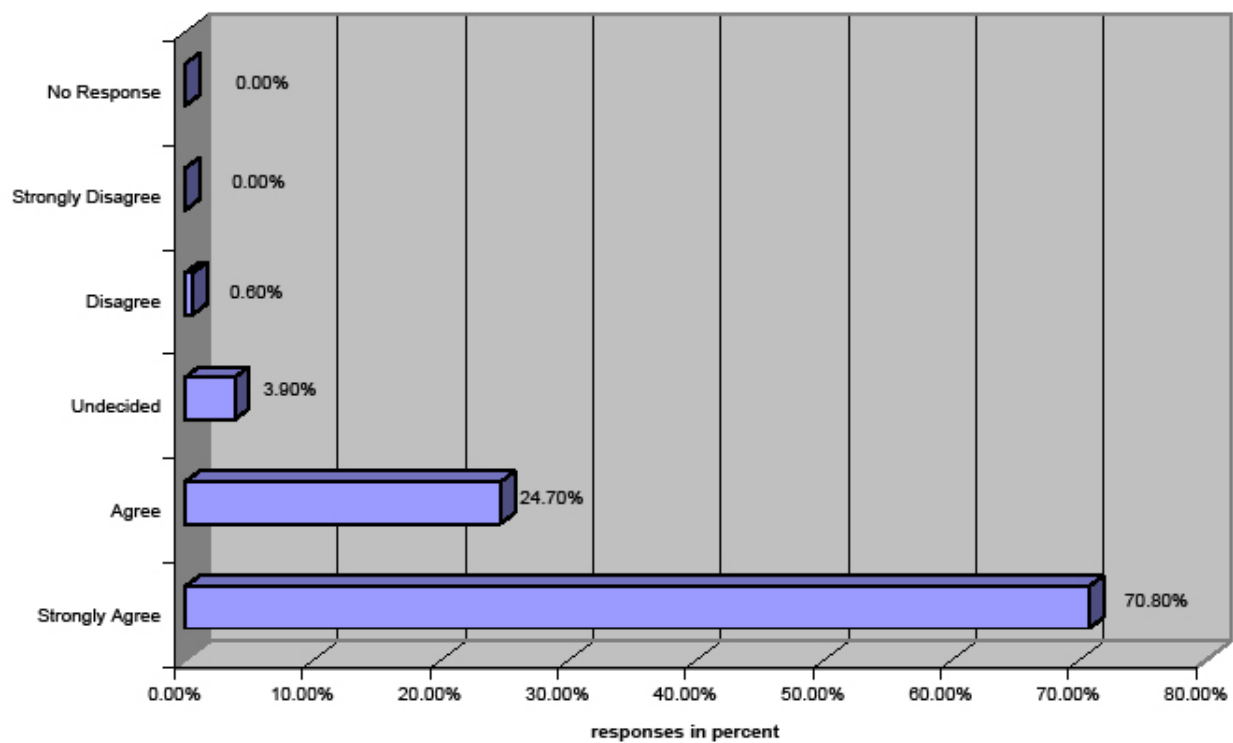
**School programs and practices contribute to a positive learning atmosphere.**



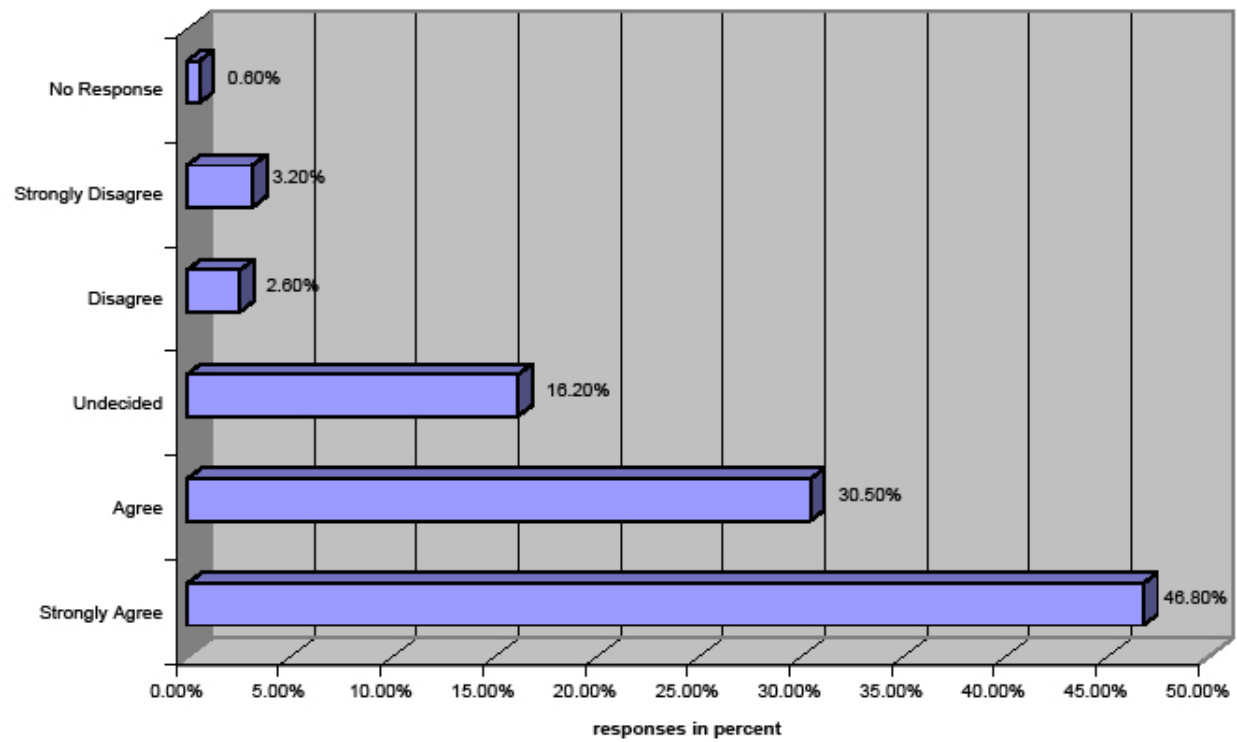
**Did you have adequate access to information and guidance about your post-secondary choices and plans?**



**My school counselor was helpful and caring with regard to my individual needs.**



**My school experience helped me become a positive, contributing member of society.**



## Alternative Education

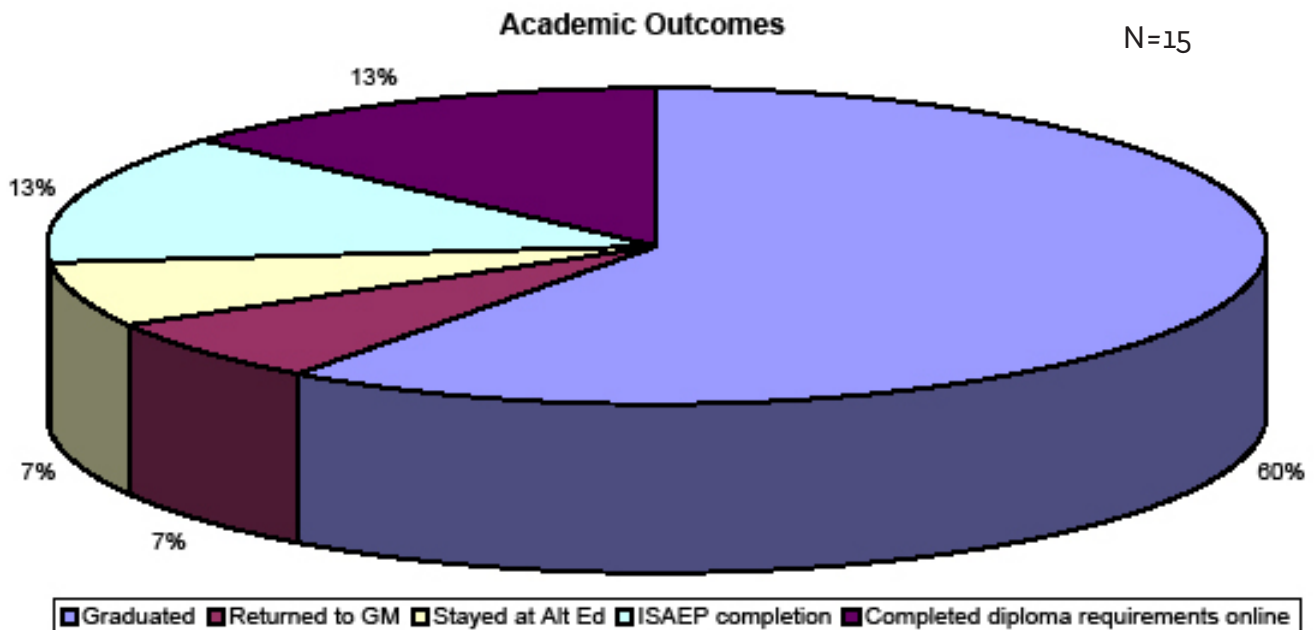
Art Iwanicki	B.A. History M.A. Russian History
Sarah Gibson	B.S. Psychology M.S. Counseling

## Mission Statement

To provide a small, individualized educational program that promotes the development of academic and behavioral competencies for students who are experiencing difficulties in the traditional high school setting.

## Admission Criteria

The program is designed to serve students who have not been successful in the traditional high school setting and for whom regular-education strategies have shown no positive results.



## International Baccalaureate/Gifted & Talented

Asheesh Misra

Bachelor of Art, Political Science and Religious Studies  
Master of Science, Education, Social Studies Education Focus

### IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and



have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Coordinator's Report

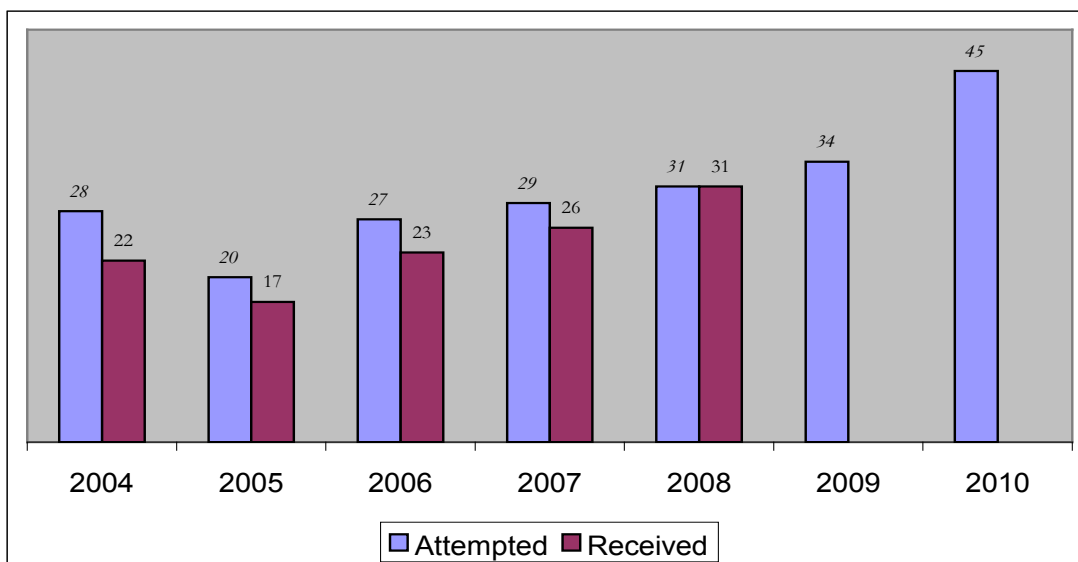
The May 2007-2008 school year was a watershed year for the International Baccalaureate program at George Mason High School. The International Baccalaureate (IB) program grew substantially in the 2007-2008 school year. More students participated in IB courses and examinations than in any year in the school's history. This growth was accompanied by widespread success. Exam scores in nineteen subjects surpassed the international average and the passing rate increased in twenty subjects. One hundred percent of our diploma candidates met the diploma requirements and gained the prestigious IB Diploma. In addition, our numbers of diploma candidates have maintained a steady increase in the class of 2009 and 2010. (See data charts below)

This school year we will begin our IB programme evaluation. The IB Organization requires authorized Diploma Programme schools to undergo a programme evaluation every five years. The evaluation asks schools to conduct a self-study, guided by a questionnaire, which involves the entire school community. All of our community stakeholders will take part in our self-study. Teachers, administrators, students, parents and school board members will take part in both quantitative and qualitative surveys and discussions in order to complete this evaluation. The ultimate purpose of the evaluation is two-fold, one to identify examples of best practices within our program and to find areas in need of strengthening within our program. The George Mason High School IB school planning committee will take the lead in supervising this process. This committee has also been examining the International Baccalaureate Middle Years Program (MYP). Teachers from all subject areas will investigate the MYP program and its possible implementation in grades 5-10 at both Mason and Mary Ellen Henderson Middle School.

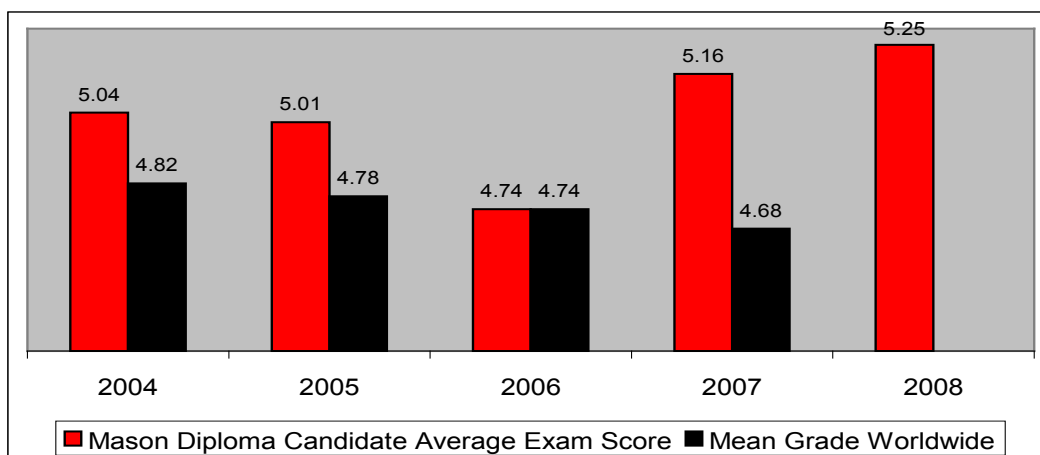
George Mason High School IB Diploma Candidates continued to remain active and serve our community through the IB Creativity, Action and Service (CAS) requirement. Our students participated in a wide-range of activities from working with young children in Guatemala to organizing and holding fundraisers for important service organizations here locally. For the class of 2010, the CAS standards have changed. The new standards focus on eight learning outcomes for CAS activities: increasing awareness of students own strengths and areas for growth, undertaking new challenges, planning and initiating activities, working collaboratively with others, showing perseverance and commitment in their activities, engaging with issues of global importance, considering the ethical implications of their actions and developing new skills. Rather than simply "turning in forms", students will be asked to reflect in a variety of student-friendly ways to reflect the learning outcomes mentioned above. George Mason High School will utilize a web-based program to help students track their CAS development. This program allows students to provide evidence of accomplishing the learning outcomes digitally. Students can upload blogs, journals, pictures and videos to provide evidence and reflection for their CAS activities.

George Mason High School expects our International Baccalaureate program to continue to grow and achieve even higher excellence during the 2008-2009 school year.

Diploma Candidates & Number of Diploma's Awarded 2004-2010(Projected)

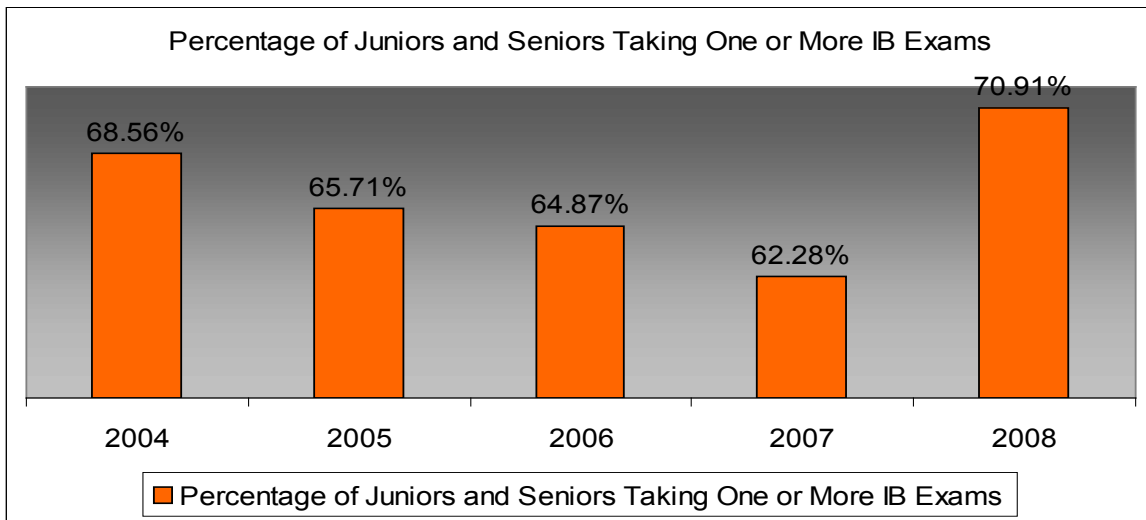


In 2008, 100% of students that attempted at least six rigorous exams, the extended essay, the Theory of Knowledge course and meeting the Creativity, Action and Service requirements of the prestigious International Baccalaureate Diploma succeeded. In addition, in 2009 and 2010, George Mason will sustain and promote growth and excellence in the diploma program as indicated by the increased number of students who are attempting the diploma in the eleventh and twelfth grades.



In 2008, Mason diploma candidates achieved an average IB exam score of 5.25%. While the International Baccalaureate statistical bulletin for May 2008 has not yet been published, we can observe a substantial increase in the students' average exam scores, while the numbers of students attempting the diploma has also increased.

The percentage of students taking one or more International Baccalaureate exams in the eleventh and twelfth grades from 2004 to 2008



The May 2008 exam period displayed a substantial growth in the percentage of students at Mason taking the IB exam. As more of our students participated in the International Baccalaureate program, our performance improved as well (19 subjects performed above the international average).

### AP Average Score by Subject

Calculus AB: 2.677  
Calculus BC: 3.583  
US Government & Politics: 2.691

## Governor's School

Summer Residential Governor's Schools provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; life science and medicine; or through mentorships in marine science or engineering.

Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to five weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the two mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

One of the most important aspects of the Summer Residential Governor's Schools is the opportunity participants have to live, study, and get to know other students with similar interests and abilities from across Virginia. Both co-curricular and extra-curricular activities are designed to encourage students' interests and abilities. Recreation and free time are provided outside of the academic environment that enable these students to enjoy, what for many is, their first summer living away from home.

Any Virginia gifted tenth- or eleventh-grade student may apply for the Summer Residential Governor's Schools. Applications are made available in October through a Superintendent's Memo. Prospective students may [click here](#) to have access to the information and applications. Additional copies are sent to high school guidance departments of public and private schools, as well as each school division's gifted education coordinator. Each school division has a specific number of nominations it may send to the Virginia Department of Education.

Nominations may be made by teachers, guidance counselors, peers, or by the students themselves. A school or division selection committee chooses the nominees from each school or division and forwards the nominees to a state committee. Consideration is given to students' academic records, test scores, extra-curricular activities, honors, and awards, creativity, original essays, and teacher recommendations. Students applying for the Visual and Performing Arts Summer Residential Governor's School participate in a statewide adjudication where they audition or present portfolios for review before a pair of professionals in the specific arts field. Because of the limited number of residential placements available, not all students who are nominated by their schools can be accepted for participation.

## Participation at GM

Chris An: Japanese Studies

Janine Baumgarner: VPA Dance

Sage Dever: VPA Visual Arts

Kaatrien Netherton: VPA Instrumental Music

Taylor Demeter: Math, Science and Technology program

## Library

Maria Chico	BA, History MLS, Master of Library Science 30 credits beyond Masters Library Media, preK-12 History and Social Sciences, 7-12
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## Online Resources

Ebsco Host  
SIRS Knowledge Source  
eLibrary  
World Book  
NewsBank  
Thomson Gale  
Grolier Online  
The Johns Hopkins Guide to Literary Theory & Criticism  
ProQuest  
Facts of File  
JSTOR

## George Mason High School: Bookaholics Anonymous

Sponsor: Maria-Teresa Chico

Bookaholics Anonymous, the library book club, has been going strong since it began in the fall of 2004. Currently, the group meets immediately after school on the third Monday of the month.

The book club is open to all GMHS students with the members assuming most of the responsibility for choosing the titles to be read. Members are encouraged to read reviews, use teen lists for best books, NoveList, a library database, and Internet teen book sites such as <http://www.teenreads.com>. I must admit that there have been times when my "encouragement" has steered the members to specific titles; Time Traveler's Wife, and The Color of Water come to mind.

Currently 24 students have signed up as members.

# Program Reports

## Summer School

Dates: July 7 – 25

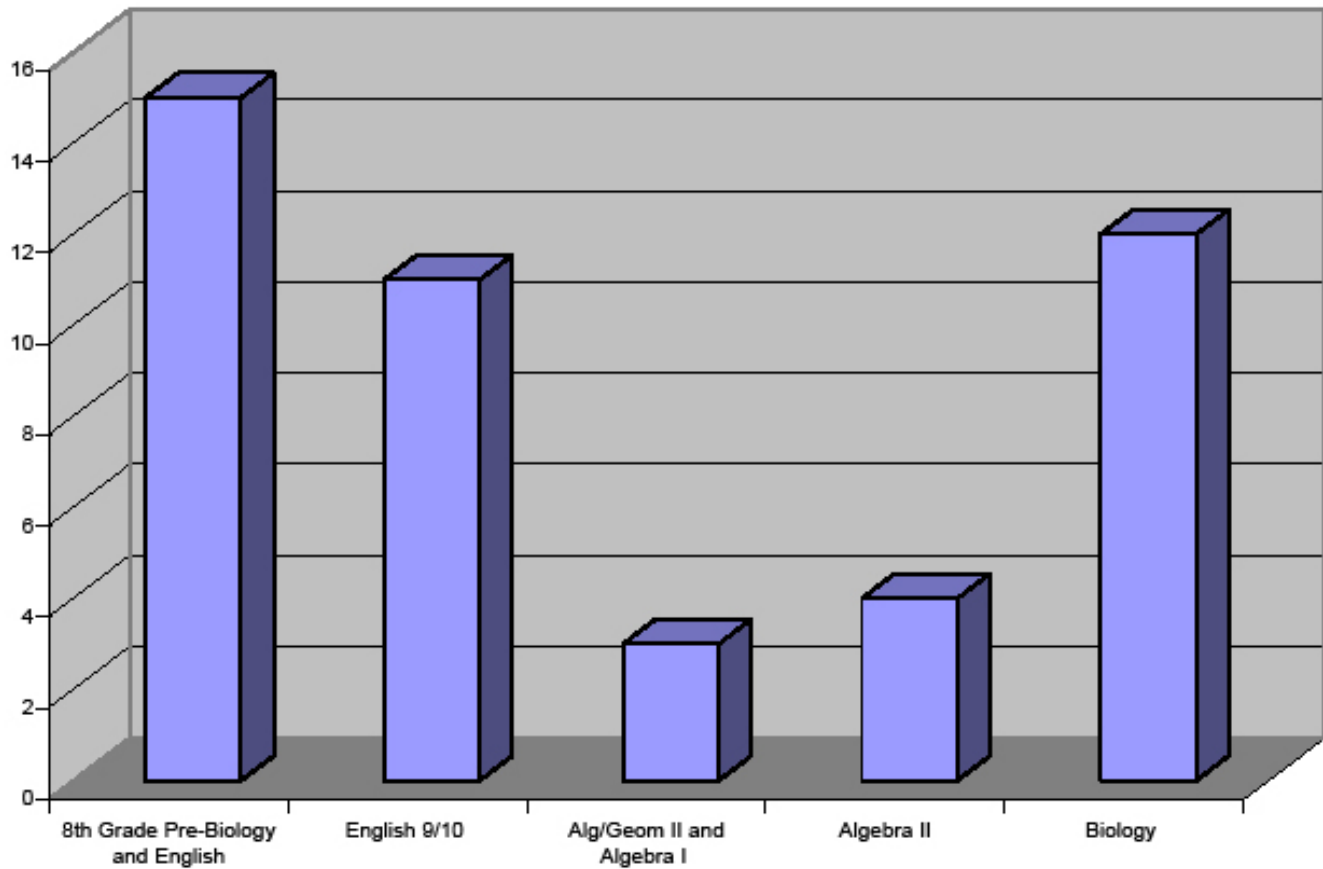
Administrator: Andy Hosier

Staff: 7 general education teachers

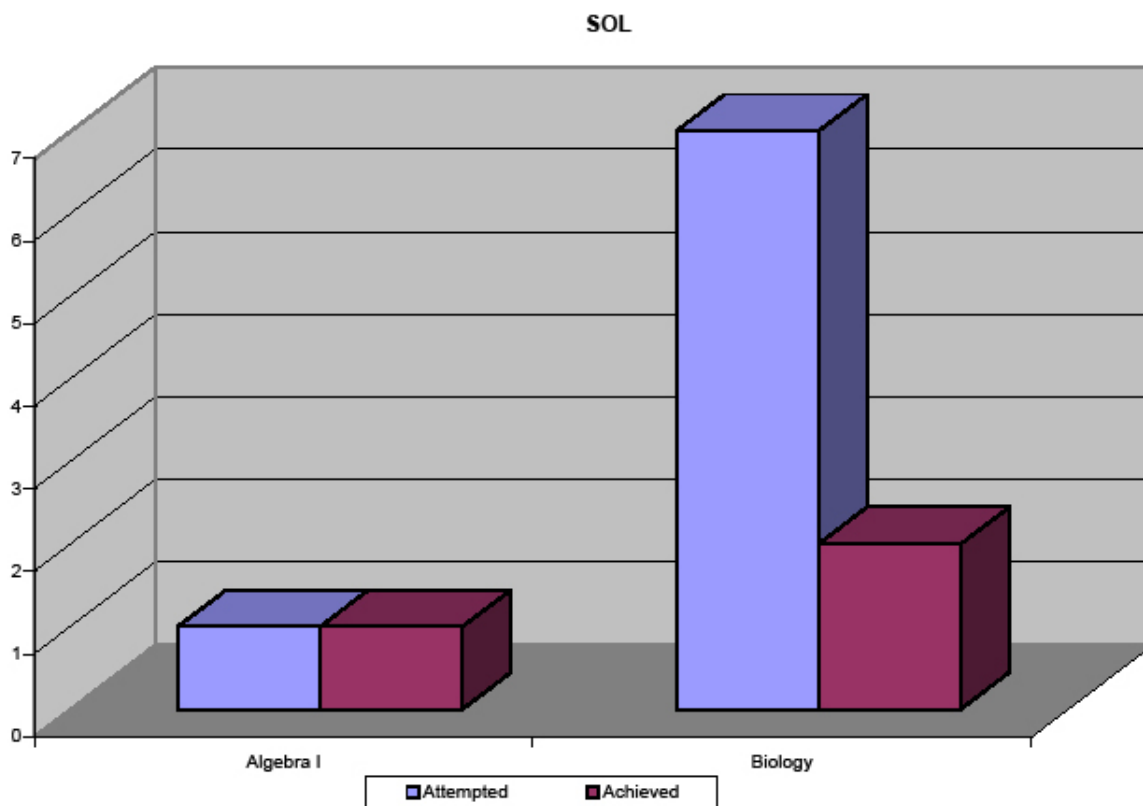
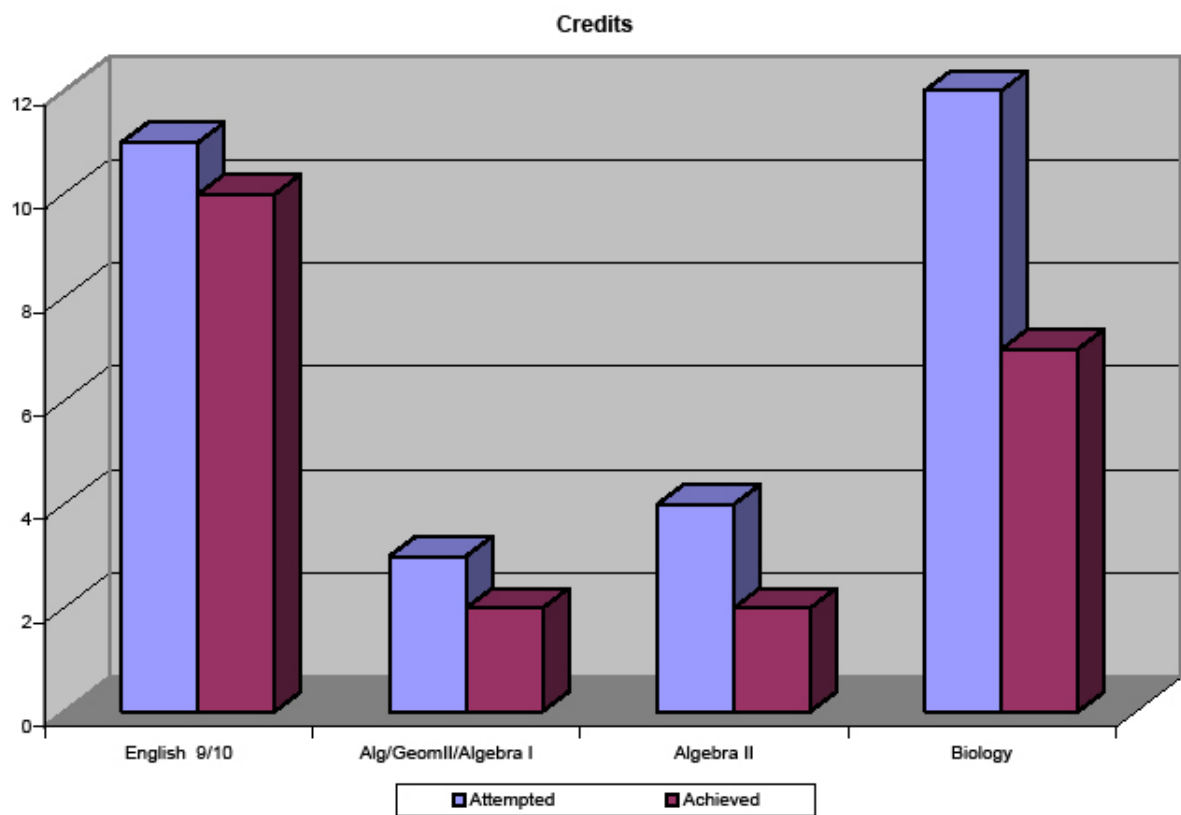
3 paraprofessionals

1 special education teacher also acting as the administrator

**Enrollment by Course**



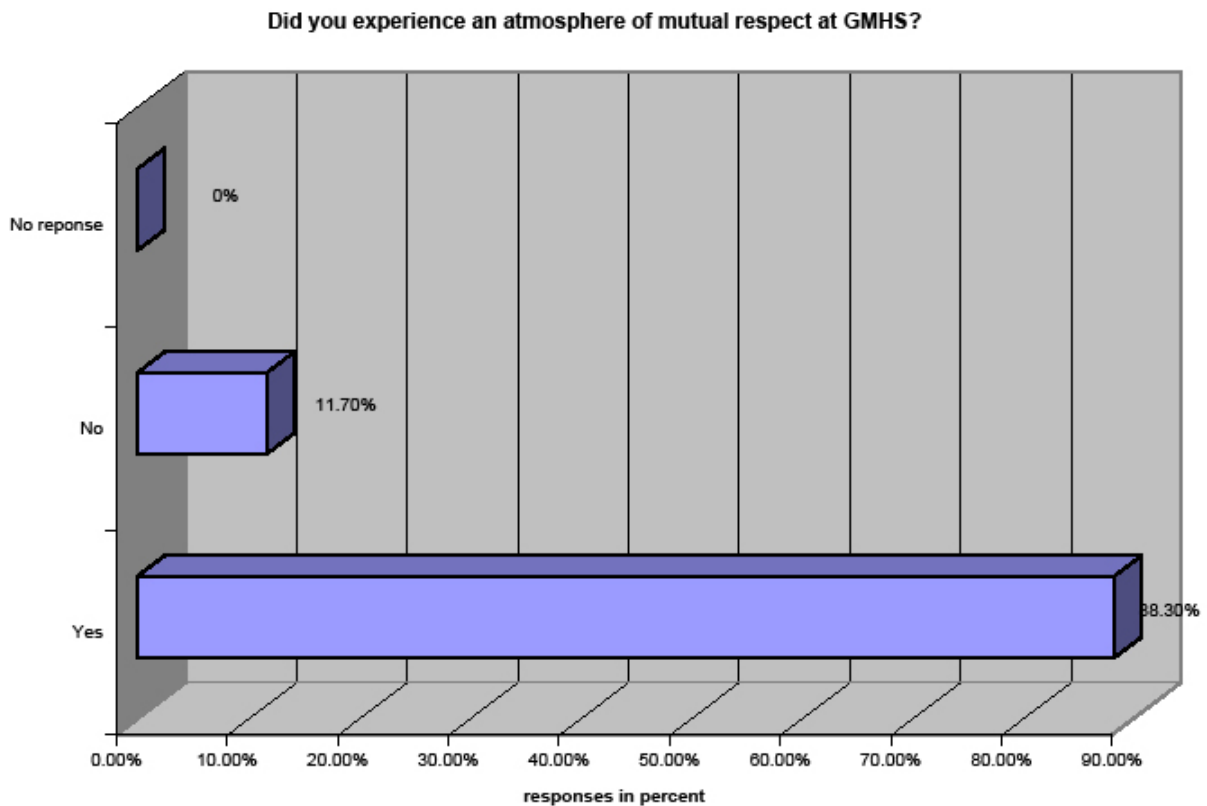
## Summer School Goals





## Class of 2008

### How are we doing? The class of 2008 responds...



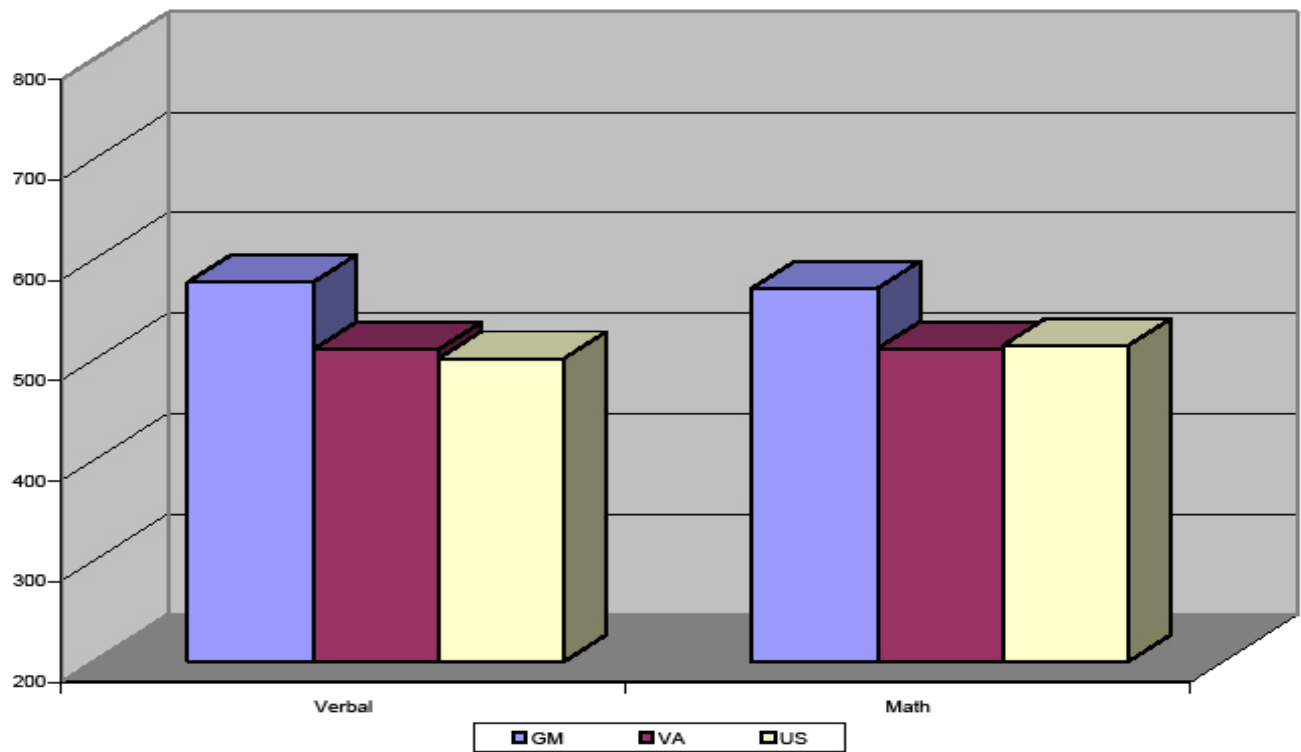
## Graduation Statistics for the Class of 2008

62% of students earned an Advanced Studies Diploma  
34% of students earned a Standard Diploma

18% of students earned an IB Diploma  
55% of students earned 1 or more IB certificates

Falls Church City Public Schools finished first among all school divisions in the state in the number of students who graduated on time with a diploma, according to data reported today by the Virginia Department of Education. The 2008 FCCPS graduation rate was 97.6 percent, well above the state average of 81.3 percent. (Press Release from FCCPS Communications)

## Average SAT Scores



## New Initiative: Attendance 2008-2009

Our summer data intern, Alex Douglas, analyzed 2007-08 attendance for statistically significant trends based on the new attendance policy and the initiation of Attendance Court. The following is an excerpt from Mr. Douglas' report.

### Has the New 2007-2008 Attendance Policy Reduced Tardies and Absences?

Statistical tests comparing average indices of absences before and after the institution of a new absence policy (2007) show that all types of absences except unexcused absences decreased significantly. However, there is no conclusive evidence that the absence policy is responsible; this test only indicates that something is different about the 2007-2008 school year. We should also note as a caveat that statistically significant changes in average absence indices occur even when absence policies do not change. For example, the same tests applied one year earlier show significant changes in five of the seven indices.

NB: The following tests compare the average of a single year to the average of all preceding years (beginning with 2000-2001); this comparison does not show a change in average number of unexcused absences. If we look only at the years immediately preceding and following the policy change, however, a significant change is observed. The average unexcused absence decreased from 2006-7 to 2007-8 (comparing two individual years) by 0.19, statistically significant at  $p=0.10$ .

#### 2007-8 vs. Previous Years: T-test for Equality of Means (Equality of Variance not Assumed)

	Decrease in Average	t	Sig. (2-tailed)
Number of Excused Tardies	0.59	3.9	0
Number of Unexcused Tardies	0.74	4.07	0
Number of Tardies	1.33	4.86	0
Number of Excused Absences	1.12	4.67	0
Number of Unexcused Absences	-0.01	-0.13	0.896
Number of Absences	1.54	6.32	0
Total Absences and Tardies	3.82	8.39	0

#### 2006-7 vs. Previous Years: T-test for Equality of Means (Equality of Variance not Assumed)

	Decrease in Average	t	Sig. (2-tailed)
Number of Excused Tardies	-0.59	-3.2	0.001
Number of Unexcused Tardies	0.81	5.26	0
Number of Tardies	0.22	0.79	0.431
Number of Excused Absences	0.57	2.38	0.017
Number of Unexcused Absences	-0.25	-2.76	0.006
Number of Absences	0.32	1.2	0.232
Total Absences and Tardies	-1.69	-3.32	0.001

## After School Intervention (ASI)

Given that all attendance numbers fell at a statistically significant rate except unexcused absences, the administrative team examined the practices and sanctions in place for unexcused absences.

Common practice was to assign Saturday School to students who skipped classes. The Saturday School attendance rate was low. Some students had so many absences there were not enough Saturdays to meet their needs. Skipping Saturday School resulted in an increased level of sanction to In School Suspension. This was handled once a week in "Wednesday School." It was noted that by the end of the year some students were regulars in Wednesday School and this did not seem to be a sanction for them.

### Response:

1. Discontinue Saturday School. Attendance was unenforceable.
2. Continue Attendance Court. This practice maintains an accurate attendance record for all students. It offers due process opportunities to explain all absences and often corrects teacher errors in recording attendance and encourages parents to provide excuses for legitimate absences.
3. Initiate After School Intervention (ASI). ASI meets directly after school 5 days a week. This provided additional days of opportunity and also allowed an opportunity to escort students who had difficulty remembering to serve.

### Current status:

1. ASI seems to be working for most students.
2. ASI has allowed us to identify a core group of students who resist school sanctions and continue to skip class. This group will likely require additional interventions, not necessarily in the form of sanctions to become engaged with school.