

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS  
2009-2010  
Century High School**

<b>OBJECTIVE 4:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
<b>INDICATOR 4.1:</b> No school will be identified as a persistently dangerous school.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p><b><u>Climate Goals</u></b></p> <p>4.1.1 Century High School will decrease the number of suspensions by 1% in 2009-2010.</p> <p>4.1.2 Student referrals for defiant/disrespectful behaviors will decrease by 3% in 2009-2010.</p> <p>4.1.3 Student attendance will increase by 0.5% to reach above 96% for 2009-2010.</p> <p>4.1.4 Student satisfaction survey data will increase for selected questions by 5% in 2009-2010.*</p> <p>4.1.5 Parent satisfaction survey data will increase for selected questions by 5% in 2009-2010.*</p> <p>4.1.6 Faculty satisfaction survey data will increase for selected questions by 5% in 2009-2010.*</p>	<p>4.1.1 Administrators will meet to identify potential at-risk students and brainstorm approaches to alternative discipline.</p> <p>4.1.2 Administrative Team meetings will focus on students identified through discipline reports. Follow up with students and parents will address defiant/disrespectful behaviors.</p> <p>4.1.3 Development of Attendance Committee who will coordinate phone calls, letters, and conferences with students showing absent rates greater than 5 days each quarter.</p> <p>4.1.4 ; 4.1.5; 4.1.6 Review baseline data from 2008-09 with Student Climate Committee (SGA) and student leaders.</p> <p>Survey twice annually students, faculty, and parents.</p> <p>Implement Student Leadership Conference</p> <p>Formation of subcommittees for climate (Open Your Eyes assembly, Empowerment Day, and U-turn Awards)</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>September 2009</p> <p>January 2009 May 2010</p> <p>September 2009</p> <p>October 2009 to January 2010</p>	<p>Drew Cockley</p> <p>Principal, AP's</p> <p>Rose Pentz Dottie Henry Vicky Grant Pam Hines</p> <p>Education That is Multicultural (ETM) Committee</p> <p>Character Education Committee</p> <p>Student Voice Committee</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p><b>2009-2010 Percentage of Suspensions and Expulsions by Specific Offense.</b></p> <p>2009-2010 Attendance Reports</p> <p>Survey Data</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Suspension data - monthly</p> <p>Referral data in Rediker - weekly</p> <p>Attendance data - monthly</p> <p>Advisory Survey data – twice annually</p> <p>Parent Survey data – twice annually</p> <p>Faculty Survey data – twice annually</p>

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2009-2010  
Century High School**

<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.1:</b> Each high school will make adequate yearly progress in the percentage of students who graduate from high school with a regular diploma.  Century High School will increase to 25% the number of students earning “dual completer” distinction (MD Requirements + State Approved Career and Technology Program).				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
5.1 Century High School will increase by 2% the percentage of students earning “dual completer” distinction (MD Requirements + State Approved Career and Technology Program).	Seminar presentations to 9 <sup>th</sup> grade students.  Scheduling meetings with 10 <sup>th</sup> grade advisors to increase effectiveness of course selection process.  Emphasis on Career Academy Booklets and Completer Programs when advising students during course selection process. Specific notes about in-school completer options in Business and FACS, and Agriscience will be highlighted.	December 2009  January 2010  January 2010	Stacy DeSalvo Thom McHugh Sean Hembree  Karen Wright Drew Cockley Guidance Counselors	<b><u>SUMMATIVE DATA:</u></b>  <b>2009-2010 Graduation Rate</b>  Graduation data for Class of 2010  Dual Completer Data – school reports  <b><u>FORMATIVE DATA:</u></b>  Enrollment in C&T Programs  CHS Completers  CHS Internships  CHS Teacher Academy Students

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2009-2010  
Century High School**

<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.1:</b> By June 2010, all high school seniors will meet the Maryland High School Assessment requirements – English (Global Perspectives)				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.1 In the aggregate, Century High School will increase the percentage of all students passing the High School Assessment in English (Global Perspectives) to reach a 90% proficiency level.</p> <p>For each subgroup*, CHS will make adequate yearly progress by meeting or exceeding the annual measurable objective of 65.83% proficiency level in Reading on the High School Assessment in English (Global Perspectives).</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<ol style="list-style-type: none"> <li>1. Give county generated formative assessments to students in Global Perspectives and use the results when implementing and differentiating instruction both in class and during FLEX mod.</li> <li>2. Identify specific students in GP classes both semesters who would benefit from individualized instruction and have them work with intervention teachers during FLEX to improve specific skill sets.</li> <li>3. Provide HSA remediation and intervention through HSA grant program for students in after school tutoring sessions on Mondays and Wednesdays.               <ol style="list-style-type: none"> <li>a. Juniors and Seniors will be identified for remediation for October and January test dates</li> <li>b. Sophomores will be identified for additional instruction prior to January and May test dates</li> </ol> </li> <li>4. Offer remediation HSA courses during 2<sup>nd</sup> and 4<sup>th</sup> quarters to assist students in passing the HSA exam or complete Bridge projects</li> <li>5. Identify incoming 9<sup>th</sup> grade students who would benefit from extra assistance using 8<sup>th</sup> grade lexile scores</li> </ol>	<p>Three times each semester</p> <p>Ongoing</p> <p>Sept. 14 – May 2010</p> <p>Ongoing</p> <p>August 2009</p>	<ol style="list-style-type: none"> <li>1. GP Lit teachers</li> <li>2. Sharon Adedeji, Jen Bruce, Noelle Demars, Thom McHugh, Guidance Counselors</li> <li>3. Vicky Grant, Noelle Demars</li> <li>Sharon Adedeji</li> <li>4. Noelle Demars, Jen Bruce</li> <li>5. Patti Naper, Sharon Adedeji, Karen Wright</li> </ol>	<p><b><u>SUMMATIVE DATA:</u> High School Assessment Data</b></p> <p><b><u>2008-2009 Results</u></b> English – 77.9%</p> <p><b><u>2008 - 2009 Subgroup Results</u></b> <b>African American – 53.8%</b> Asian – 75.0% <b>FaRMs – 45.5%</b> Hispanic – 70.0% <b>Special Education – 31.8%</b> White – 79.0%</p> <p><b><u>FORMATIVE DATA:</u></b> Formative tests in GP Lit and English I.</p>

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2009-2010  
Century High School**

<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.2:</b> By June 2010, all high school seniors will meet the Maryland High School Assessment requirements – Government				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.2 In the aggregate, Century High School will increase the percentage of all students passing the High School Assessment in Government to reach a 93% proficiency level.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<p>The following strategies will be used to increase the overall performance on the Government HSA test over the previous year.</p> <ol style="list-style-type: none"> <li>1. School based cooperation among government teachers to share ideas and techniques             <ol style="list-style-type: none"> <li>a. Coverage to meet.</li> </ol> </li> <li>2. Study and review sessions before/after school for students             <ol style="list-style-type: none"> <li>a. Funding requested similar to AP stipends for study sessions.</li> <li>b. Assignment to homework club and flex review sessions to assist struggling students</li> </ol> </li> <li>3. Collaboration between seminar teachers and government teachers to prepare students for test confidence and readiness.             <ol style="list-style-type: none"> <li>a. During Professional Days</li> </ol> </li> <li>4. After school intervention/ remediation will be provided as preparation for test as part of the Special Education HSA grant. Identified students will participate Mondays and Wednesdays after school.</li> </ol>	<p>Quarterly in 2009-2010</p> <p>Throughout 2009-2010</p> <p>Throughout 2009-2010</p> <p>Monthly during first semester of 2009-2010</p> <p>September 2009</p>	<p>Social Studies Teachers</p> <p>Government Teachers</p> <p>Government and Seminar Teachers</p> <p>Brian Tombs Joel Beard Melissa Adelman</p> <p>Melissa Adelman Thom McHugh</p>	<p><b><u>SUMMATIVE DATA: High School Assessment Data</u></b></p> <p><b><u>2008-2009 Results</u></b> Government – 84.7%</p> <p><b><u>2008-2009 Subgroup Results</u></b> African American – 72.7% Asian – 66.7% FaRMs – 50.0% Hispanic – 85.7% Special Education – 43.2% White – 85.1%</p> <p><b><u>FORMATIVE DATA:</u></b></p> <ol style="list-style-type: none"> <li>1. Continuity in instruction among teachers.</li> <li>2. Attendance in sessions.</li> <li>3. HSA scores for students in sections.</li> </ol>

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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.3:</b> By June 2010, all high school seniors will meet the Maryland High School Assessment requirements – Biology				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.3 In the aggregate, Century High School will increase the percentage of all students passing the High School Assessment in Biology to reach a 95% proficiency level.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<p>To increase the overall performance of all students passing the Biology HSA by a greater rate than the previous year by implementing the following activities:</p> <ol style="list-style-type: none"> <li>1. Give county generated formative assessments to students in physics, chemistry, and biology and use the results when implementing differentiated instruction.</li> <li>2. Remediation and interventions for the Biology HSA will be accomplished by participating in study and review sessions during flex mod.</li> <li>3. After School intervention/remediation will be provided as preparation for test as part of the special education HSA grant. Identified students will participate Tuesdays and Thursdays after school.</li> <li>4. The Science PLC will focus on collaborative planning, sharing best practices, and differentiation of instruction as it relates to the use of new technology to improve classroom instruction.</li> </ol>	<p>Selected dates each semester.</p> <p>Ongoing</p> <p>September 2009 to May 2010</p> <p>Ongoing</p>	<p>Chem I, physics, and biology teachers</p> <p>Biology teachers</p> <p>Laura Fondi</p> <p>All Science Teachers</p>	<p><b><u>SUMMATIVE DATA:</u></b> High School Assessment Data</p> <p><b><u>2008-2009 Results</u></b> Biology – 89.1%</p> <p><b><u>2008-2009 Subgroup Results</u></b> African American – 60% Asian – 100% <b>FaRMs – 53.6%</b> Hispanic – 100% <b>Special Education – 51.2%</b> <b>White – 89.9%</b></p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Formative assessment results</p>

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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.4:</b> By June 2010, all high school seniors will meet the Maryland High School Assessment requirements – Algebra				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.4 In the aggregate, Century High School will increase the percentage of all students passing the High School Assessment in Algebra to reach an 88% proficiency level.</p> <p>For each subgroup*, CHS will make adequate yearly progress by meeting or exceeding the annual measurable objective of 64.89% proficiency level in Mathematics on the High School Assessment in Algebra.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<p>The following strategies will be used to Increase the overall performance on the Algebra HSA test over the previous year.</p> <ol style="list-style-type: none"> <li>1. Teachers will provide HSA type problems and solution strategies as part of instruction</li> <li>2. Teachers will use materials from the Governor’s Academy to supplement instruction..</li> <li>3. Teachers will use MSDE free release questions to supplement instruction.</li> <li>4. Scheduling of Algebra A/B classes so teachers have the same students all year.</li> <li>5. County formative assessment tests will be used by Algebra A/B and Algebra I teachers.</li> <li>6. After school intervention/ remediation will be provided as preparation for test as part of the Special Education HSA grant. Identified students will participate Tuesdays and Thursdays after school.</li> </ol>	<p>Ongoing, 2009-2010</p> <p>Ongoing, 2009-2010</p> <p>Ongoing, 2009-2010</p> <p>February 2010</p> <p>Ongoing, 2009-2010</p> <p>September 2009 to May 2010</p>	<p>Algebra teachers</p> <p>Algebra teachers</p> <p>Algebra teachers</p> <p>Administration</p> <p>Diane Laudicina Algebra Teachers</p> <p>Jason Arnold Diane Laudicina</p>	<p><b><u>SUMMATIVE DATA:</u></b> High School Assessment Data</p> <p><b><u>2008-2009 Results - Overall</u></b> Algebra – 68.6%</p> <p><b><u>2008-2009 Subgroup Results</u></b> African American – 45.5% Asian – N/A FaRMs – 45.2% Hispanic – 66.7% Special Education – 20.5% White – 69.8%</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Comparison of students passing the HSA test when scheduled with the same teacher and when scheduled with different teachers</p> <p>Teacher survey</p>

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2009-2010  
Century High School**

<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.5:</b> The percentage of students taking the SAT will increase on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.5 In the aggregate, Century High School will increase the percentage of all students taking the SAT by 7% to 72% of graduating seniors.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<ol style="list-style-type: none"> <li>1. Advisory Powerpoint presentation.</li> <li>2. Parent workshop</li> <li>3. Newsletter updates for parents</li> <li>4. Website information</li> <li>5. AlertNow announcements</li> <li>6. Individualized student advisement</li> </ol>	<p>September 2009</p> <p>November 2009</p> <p>Monthly</p> <p>September 2009</p> <p>Monthly, 2009-2010</p> <p>Ongoing, 2009-2010</p>	<p>Bev Jordan Carolyn Hunsicker</p> <p>Principal PTSO</p> <p>Drew Cockley</p> <p>George Wunder Chris Rommel</p> <p>Principal</p> <p>Teacher Advisors Guidance Counselors</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p><b>SAT Data</b></p> <p><b><u>Percentage of Test Takers:</u></b> 2009 – 65% 2008 – 66% 2007 – 67% 2006 – 73% 2005 – 60%</p> <p><b><u>2007-2008 Subgroup Results (12<sup>th</sup> Grade)</u></b> African American – 30% Asian – 25% FaRMs – * Hispanic – 33% Special Education – * White – 62%</p> <p><b><u>FaRMs and Special Education Pending</u></b></p> <p><b><u>FORMATIVE DATA:</u></b> SAT prep class enrollment Advisory reports</p>

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2009-2010  
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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.6:</b> The percentage of students performing above the state and national average on the SAT will increase on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.5 In the aggregate, Century High School will increase the percentage of all students performing above the state and national average on the SAT by 2% to * of graduating seniors.</p> <p>*Current data is required to adjust annual goal.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<ol style="list-style-type: none"> <li>1. Student enrollment in SAT prep classes offered in master schedule will increase.</li> <li>2. Use PSAT score reports to help determine assistance for students.</li> <li>3. Advertise private SAT prep classes.</li> <li>4. Educate students and faculty members about TESTgear program.</li> <li>5. Inservice faculty members about the SAT to increase connections between content areas and tested sections/formats.</li> </ol>	<p>Jan, Feb 2010</p> <p>Dec 2009 – Jan 2010</p> <p>Fall 2009 Spring 2010</p> <p>Quarterly, 2009-2010</p> <p>October 2009</p>	<p>Advisors Guidance Counselors</p> <p>Advisors Guidance Counselors</p> <p>All faculty</p> <p>Advisors Guidance Counselors</p> <p>Rob Nusum Thom McHugh</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p><b>SAT Data – see summary reports</b></p> <p><b><u>Data Required</u></b></p> <p><b><u>2007-2008 Subgroup Results (12<sup>th</sup> Grade)</u></b> African American – 30% Asian – 25% FaRMs – * Hispanic – 33% Special Education – * White – 62%</p> <p><b><u>FaRMs and Special Education Pending</u></b></p> <p><b><u>FORMATIVE DATA:</u></b> SAT prep class performance</p>

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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.7:</b> Enrollment of students in Advanced Placement courses will be equivalent to the percentage of students attending a 2 or 4 year college.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.7 In the aggregate, Century High School will increase the percentage of all students participating in Advanced Placement Courses. Enrollment of students in Advanced Placement courses will be equivalent to the percentage of students attending a 2 or 4 year college.</p> <p>*Current data is required to adjust annual goal.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<ol style="list-style-type: none"> <li>1. College Board Night for students and parents.</li> <li>2. AP teachers promote AP classes in their classrooms.</li> <li>3. Educating students about the merits of AP courses in development of ECP's.</li> <li>4. Review of ECP's with students to track plans for advanced courses of study.</li> <li>5. Strengthen vertical teams in content areas with AP courses.</li> </ol>	<p>December 2009</p> <p>Ongoing 2009-2010</p> <p>December 2009</p> <p>December 2009</p> <p>Ongoing 2009-2010</p>	<p>Guidance Counselors Individual teachers</p> <p>Thom McHugh Individual teachers</p> <p>Guidance Counselors Teacher Advisors</p> <p>Teacher Advisors Guidance Counselors</p> <p>Content Area Liaisons</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p><b>Enrollment in AP courses</b> <b>*See appendix data.</b></p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Scheduling Reports</p> <p>Number of students enrolling into classes in February 2009 versus actual enrollment by August 2009.</p> <p>February 2010 enrollment data.</p>

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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.8:</b> 75% of students in Advanced Placement courses will take the corresponding Advanced Placement exam.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.8 In the aggregate, Century High School will increase by 5% the percentage of all students taking an Advanced Placement exam who are enrolled in Advanced Placement courses.</p> <p>*Current data is required to adjust annual goal.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<ol style="list-style-type: none"> <li>1. AP teachers will actively encourage students in AP classes to take exam.</li> <li>2. AP College Board Night for parents about the benefits of students taking at least one AP exam.</li> <li>3. Education of students into why taking an AP exam will help prepare them for college level material.</li> </ol>	<p>Ongoing 2009-2010</p> <p>December 2009</p> <p>December 2009 and March 2010</p>	<p>Individual teachers</p> <p>Guidance Counselors AP Subcommittee</p> <p>AP Coordinator Individual teachers</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p>See appendix for data – broken down by individual courses.</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Student survey Parent survey</p>

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<b>OBJECTIVE 5:</b> By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
<b>INDICATOR 5.3.9:</b> 75% of students taking an Advanced Placement exam will earn a qualifying score of 3 or higher.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>5.3.9 In the aggregate, Century High School will increase by 5% the percentage of all students earning a qualifying score of 3 or higher on Advanced Placement exams.</p> <p>*Subgroups applicable to CHS: African American Asian FaRMs Hispanic Special Education White</p>	<p>Hold 10 hours of after school review sessions</p> <ul style="list-style-type: none"> <li>• Compensation for AP teachers.</li> </ul> <p>AP-night. Interdisciplinary review.</p> <ul style="list-style-type: none"> <li>• Facilities, T-shirts, AP teachers.</li> </ul> <p>In-class tests that help simulate actual test conditions.</p> <ul style="list-style-type: none"> <li>• Blue books (for essays)</li> </ul>	<p>Spring 2010</p> <p>April 2010</p> <p>Ongoing 2009-2010</p>	<p>Individual Teachers AP Coordinator</p> <p>Melissa Frey</p> <p>Individual Teachers</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p><b>Advanced Placement Data available in report form – see appendix.</b></p> <p><b>See appendix for data – broken down by individual courses.</b></p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Pre-AP assessments in classes</p> <p>Participation in after school help sessions correlated with test performance.</p> <p>Number of students participating in AP review night.</p>

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<b>OBJECTIVE 6:</b> Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
<b>INDICATOR 6.2.1:</b> Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis.  Century High School will increase the number of students participating in a Job Shadow experience on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>6.2.1</p> <p>Century High School will increase the number of students participating in a career related Job Shadow by 5% during 2009-2010.</p> <p>Goal is for 60% of students to complete a Job Shadow prior to graduation.</p> <p>*Data is required for current % of students.</p>	<ol style="list-style-type: none"> <li>1. Presentation to all juniors through the Advisory Program.</li> <li>2. Presentation to all seniors to encourage participation.</li> <li>3. Development of job shadow field trips.</li> <li>4. Updates provided to junior advisories encouraging participation in job shadow field trips.</li> <li>5. Inservice presentations to faculty during Academy Meetings.</li> <li>6. Review potential placements at Business Advisory Meetings.</li> </ol>	<p>2009-2010 (individual meetings in Advisory groups)</p> <p>Fall 2009 August 25, 2009</p> <p>Fall 2009</p> <p>Monthly, 2009-2010</p> <p>Fall 2009</p> <p>Monthly review meetings, 2009-10</p>	<p>Career Connections Coordinator Guidance Counselors</p> <p>Career Connections Coordinator Principal</p> <p>Career Connections Coordinator Academy Leaders Academic Facilitator</p> <p>Career Connections Coordinator Academy Leaders Career Connections Coordinator Career Connections Coordinator</p>	<p><b>SUMMATIVE DATA:</b> Number of students completing a Job Shadow.</p> <p><b><u>2008-2009 Job Shadow Data:</u></b> 32 – 11<sup>th</sup> graders (10%) 29 – 12<sup>th</sup> graders (10%) *by the end of 12<sup>th</sup> grade. Data includes those who completed a job shadow in 11<sup>th</sup> grade.</p> <p><b><u>2007-2008 Job Shadow Data:</u></b> 21 – 11<sup>th</sup> graders (7%) 16 – 12<sup>th</sup> graders (6%)</p> <p>(6% of students participated in 2006-2007) *Reporting data needs review for accuracy. Field trips and other potential shadowing experiences are not being recorded.</p> <p><b><u>FORMATIVE DATA:</u></b> Data from individual advisors on student participation.  Teacher reports to Career Connections Coordinator.</p>

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<b>OBJECTIVE 6:</b> Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
<b>INDICATOR 6.2.2:</b> Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis.  Century High School will increase the number of students completing a senior culminating activity (internship or senior presentation) on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>6.2.2</p> <p>Century High School will increase the percentage of students completing a senior culminating activity by 5% during the 2009-2010 school year.</p> <p>Senior Culminating Activity– goal is for 75% of students to complete a senior culminating activity (internship or senior presentation) prior to graduation.</p> <p>*Data is required for current % of students.</p>	<ol style="list-style-type: none"> <li>1. Hold informational meetings for students about internship program.</li> <li>2. Inservice faculty about the internship program.</li> <li>3. Develop teacher “internship handbook”</li> <li>4. Advertise internship program within junior and senior level advisory groups.</li> <li>5. Provide marketing materials to students and parents during Advisory Conference Nights.</li> <li>6. Strengthen Business Advisory involvement in placement of student interns (host Chamber of Commerce event).</li> </ol>	<p>Semester 1, 2009 (Wednesday Advisory Mtgs)</p> <p>December 2009</p> <p>October 2009</p> <p>Oct/Nov 2009</p> <p>February 2010</p> <p>Monthly Mtgs 2009-2010</p>	<p>Career Connections Coordinator</p> <p>Career Connections Coordinator</p> <p>Career Connections Coordinator</p> <p>Career Connections Coordinator Guidance Counselors</p> <p>Career Connections Coordinator</p> <p>Career Connections Coordinator Academy Leaders</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p>Percentage of students completing an Internship and/or Senior Presentation.</p> <p><b><u>2008-2009 Data:</u></b></p> <p>38 – interns (13%) 38 – senior presenters (13%) 33% total participation in 2007-2008</p> <p>(33% of students participated in an internship and/or senior presentation in 2007-2008)</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Student surveys</p> <p>Parent surveys</p> <p>Business Partnership opportunities</p> <p>Enrollment for 2008-2009 (80 job shadows evenly split between 11<sup>th</sup> and 12<sup>th</sup> grades) 2008-2009 interns (19 Fall, 13 Spring) TAM enrollment</p>

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<b>OBJECTIVE 6:</b> Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
<b>INDICATOR 6.2.3:</b> Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis.  Century High School will increase the number of students completing an Academy Certificate on an annual basis.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school will implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
<p>6.2.3</p> <p>Century High School will increase the percentage of students completing an Academy Certificate by 5% during the 2009-2010 school year.</p> <p>Academy Certificate – goal is for 100% of students to complete an Academy Certificate. An Academy Certificate is defined as earning six (6) credits within one academy/career focus area.</p> <p>*Data is required for current % of students.</p>	<ol style="list-style-type: none"> <li>1. Education presentations in Seminar classes to all freshmen about career development programs at CHS.</li> <li>2. Students complete “Self-Knowledge Unit”, “Career Unit” and “ECP Unit” in Seminar class.</li> <li>3. Inservice faculty on ECP development directing students to complete Academy credits.</li> <li>4. Design and implement Academy Days for each Academy at CHS.</li> <li>5. Design and implement “academy based” field trips.</li> </ol>	<p>December 2009</p> <p>Quarter 1, 2009</p> <p>December 2009</p> <p>March 2010</p> <p>2009-2010</p>	<p>Guidance Counselors Academic Facilitator</p> <p>Seminar teachers</p> <p>Guidance Counselors</p> <p>Academy Leaders Academic Facilitator</p> <p>Academy Leaders Career Coordinator Academic Facilitator</p>	<p><b><u>SUMMATIVE DATA:</u></b></p> <p>Academy Certificate Percentages</p> <p><b><u>2007-2008 Data:</u></b></p> <p>86% of 12<sup>th</sup> grade completed a certificate.  (94% completion rate in 2006-2007)</p> <p><b><u>FORMATIVE DATA:</u></b></p> <p>Information collected from electronic ECP’s to determine percentages of students in each grade on target for completion.</p> <p>Annual review conducted by individual advisors.</p> <p>ECP Review by senior advisors</p>

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<b>OBJECTIVE 3:</b> All students will be taught by highly qualified teachers. (ESEA Goal 3)				
<b>INDICATOR 3.2:</b> Increase on an annual basis the percentage of teachers receiving high-quality professional development.				
<b>SCHOOL INDICATORS:</b> Describe specific targets.	<b>STRATEGIC ACTIONS:</b> Based on your analysis of student achievement in each subgroup, specify site-based, job-embedded staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.	<b>TIME LINE:</b>	<b>LEAD PERSON RESPONSIBLE :</b>	<b>EVALUATION:</b> Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
Each area will target a goal previously listed in this plan.	<p>1. Incorporate the CCPS Comprehensive Writing Program into our classrooms in order to improve student writing and integrate modes of discourse into our courses which align with state college expectations, the SAT writing question, and AP exam questions.</p> <p>2. Integrate Activslate and activate technology into English classrooms in order to improve HSA and AP scores through immediate assessment of student understanding in class activities and practice sessions.</p>	<p>May 2010</p> <p>May 2010</p>	<p>English Department</p> <p>English Department</p>	<p><b>SUMMATIVE DATA: 2009-2010 School Improvement Plans and CISD Department Data.</b></p> <p>1. Comprehensive plan diagnostic writing, mid-year research assignment and end of course writing assessment</p> <p>2. Ongoing assessments in the classroom using the student response system</p> <p><b>FORMATIVE DATA:</b></p> <p>1. Student writing assessment folders</p> <p>2. HSA scores and AP scores</p>