

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 - 2010
FRANCIS SCOTT KEY HIGH SCHOOL**

OBJECTIVE 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Goal 1				
INDICATOR 1.1: In the aggregate and for each subgroup*, each school will make adequate yearly progress in students= achievement at or above the proficient level in reading/language arts and mathematics on the 2010 Maryland School Assessments. (*Subgroups: American Indian/Alaskan Native; Asian/Pacific Islander; African American; White (not of Hispanic origin); Hispanic; limited English proficient (LEP); special education; economically disadvantaged.)				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: 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.	TIME LINE:	LEAD PERSON RESPONSIBLE:	EVALUATION: Specify the data that you will use to measure student achievement and the effectiveness of strategic actions.
<p>1.1.1 For each student group*, FSK High School will make adequate yearly progress by meeting or exceeding the annual measurable objective of 72.7% proficiency level in Reading on the English (Global Perspectives) High School Assessment.</p> <p>* Student Groups American Indian/Alaskan Native Asian/Pacific Islander African American White (not of Hispanic origin) Hispanic Limited English proficient (LEP) Special education Economically disadvantaged.</p>	<p>1.1.1 Provide high quality comprehensive reading instruction that is differentiated meet to student needs</p> <p>Reading specialist will work in the Global Perspectives and English I Classrooms with a reading assistant and an English teacher to improve MSA/HSA preparation.</p> <p>Classroom instruction in Freshman Seminar English I, and Global Perspectives will include content area reading strategies and MSA/HSA test taking strategies.</p> <p>Skills needed to pass the MSA/HSA will be vertically teamed into Freshman Seminar, English I, Global Perspectives.</p> <p>Create portfolios of work in English I and Global Perspectives to document MSA/HSA instruction and skills acquisition. Portfolios follow the students through vertical teaming between Freshman Seminar, English I, and Global Perspectives.</p>	<p>Throughout school year</p> <p>Throughout school year</p> <p>Throughout school year</p> <p>Throughout school year</p> <p>Throughout school year</p>	<p>All English teachers with support from all classroom teachers</p> <p>Reading Specialist Reading Assistant (Targeted Poverty Funds)</p> <p>Freshman Seminar, English I, Global Perspective Teachers</p> <p>English teachers, English/Freshman Seminar department chair</p> <p>English I, Global Perspective Teachers</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>Performance of the Special Education student group on the HSAs</p> <p>FORMATIVE DATA: Student performance on assessments and instructional materials which model the English MSA/HSA format</p> <p>Student progress, as demonstrated through the portfolio</p>

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<p>1.1.2 For each student group*, FSK High School will make adequate yearly progress by meeting or exceeding the annual measurable objective of 64.9% proficiency on the Algebra High School Assessment.</p> <p>** Student Groups American Indian/Alaskan Native Asian/Pacific Islander African American White (not of Hispanic origin) Hispanic Limited English proficient (LEP) Special education Economically disadvantaged.</p>	<p>Conduct an MSA/HSA Test Confidence program for Special Education students</p> <p>Create a best practice focus team (PLC) to provide expertise and successful teaching strategies</p> <p>Provide high quality, comprehensive math instruction that is differentiated meet to student needs</p> <p>Provide group instruction for students failing to meet MSA/ HSA proficiency (Math Clinic, remediation classes)</p> <p>Provide individual instruction for students failing to meet MSA/HSA proficiency (LR math)</p>	<p>Prior to HSAs</p> <p>Throughout school year</p> <p>Throughout school year</p> <p>Throughout school year</p> <p>Throughout school year</p>	<p>Academic Facilitator FSK English Resource Teacher</p> <p>Academic Facilitator English Department Chair</p> <p>Algebra Teachers</p> <p>FSK Algebra Resource teacher Math Classroom teacher Math Clinic teacher</p> <p>Learning Resource (LR) Math teacher FSK Algebra Resource teacher Classroom teacher</p>	<p>Number of participants in the PLC</p> <p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>Performance of Special Education student group on the HSAs</p> <p>FORMATIVE DATA: Student performance on assessments and instructional materials which model the Algebra/Data Analysis MSA/HSA format</p>

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<p>1.1.3 In the aggregate, and for each student group, each student will pass the Maryland High School Assessments (HSAs) in Biology and Government.</p> <p>** Student Groups American Indian/Alaskan Native Asian/Pacific Islander African American White (not of Hispanic origin) Hispanic Limited English proficient (LEP) Special education Economically disadvantaged</p>	<p>1.1.3 Provide high quality comprehensive content instruction that is differentiated to meet student needs.</p> <p>Apply problem solving strategies such as: best approach for a solution, process analysis, relationships between parts, alternative approaches to a single problem.</p> <p>Provide remediation for students failing to meet HSA proficiency</p> <p>Provide assistance to parents and students for proper placement in classes</p> <p>Provide reading instruction for students who are two grades levels below level and failing to meet MSA/ HSA proficiency</p> <p>Provide professional development regarding content instructional strategies</p>	<p>Throughout school year</p> <p>Throughout school year</p> <p>Quarterly</p> <p>Course selection time</p> <p>Throughout school year</p> <p>Professional Development Days</p>	<p>Biology and Government teachers FSK Biology and Government Resource teachers</p> <p>All Classroom teachers</p> <p>FSK Biology and Government Resource teachers</p> <p>School Counselors Science and Social Studies Teachers</p> <p>Science and Social Studies Teachers Reading Specialist Special Education Teachers</p> <p>Content Area Supervisors</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>Performance of Special Education student group on the HSAs</p> <p>FORMATIVE DATA: Student performance on assessments and instructional materials which model the Biology and Government HSA format</p> <p>Number of schedule change requests due to academic misplacement</p>

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<p>1.1.3 (Continued) In the aggregate, and for each student group, each student will pass the Maryland School Assessments (HSAs) in Biology and Government.</p> <p>** Student Groups American Indian/Alaskan Native Asian/Pacific Islander African American White (not of Hispanic origin) Hispanic Limited English proficient (LEP) Special education Economically disadvantaged.</p>	<p>Use HSA released items and teacher generated items to provide realistic practice for the HSA</p> <p>Provide professional development regarding Biology and Government content instruction and the Rigor, Relevance, Relationships framework</p> <p>Provide drop out counseling</p> <p>Create s best practice focus teams (PLC) to provide expertise and successful teaching strategies</p> <p>Conduct an HSA Test Confidence program for Special Education students</p>	<p>Throughout school year</p> <p>Professional Development Days Monthly faculty meetings</p> <p>Throughout school year</p> <p>Throughout school year</p> <p>Prior to HSAs</p>	<p>Classroom teacher Content Area Supervisors and Resource Teachers</p> <p>Academic Facilitator Reading Specialist FSK English Resource teacher</p> <p>Drop-out Prevention Counselor</p> <p>Academic Facilitator Science and Social Studies Department Chairs</p> <p>Academic Facilitator FSK Biology and Government Resource Teachers</p>	<p>Drop-out rate, performance of at risk students</p> <p>Number of participants in the PLC</p>

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OBJECTIVE 5: By 2013-2014, all students will graduate from high school with the necessary skills to succeed in the 21 st century global economy. (ESEA Goal 5)				
INDICATOR 5.1: Each high school will make adequate yearly progress in the percentage of students who graduate from high school with a regular diploma.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: 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.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
5.1.1 By 2013: 75% of all graduates will attend college, specialized school, or specialized training.	5.1.1 Make rigorous courses available to students in preparation for post-secondary academic challenges. Including: <ul style="list-style-type: none"> ▪ Develop an AP culture within the school ▪ Increase the rigor of L6 courses ▪ Model/tailor classroom expectations to fit those expected in a college/post secondary environment ▪ Encourage all students to take/maintain a rigorous academic schedule. ▪ Encourage students to realize the connections between subject 	Throughout school year and students' high school experience	Academic Facilitator School Counselors Classroom teachers	<u>SUMMATIVE DATA:</u> 2010 Graduation Rate. The number of students participating the Maryland Scholars Program and earning a certificate upon graduation from high school, The number of students earning the Principal's Challenge Award for AP courses Student performance on the PSAT Number of students taking the SAT Student performance on the SAT Number of students enrolled in AP courses
	Provide opportunities for students to explore various types of post secondary training.	Throughout school year and students' high school experience	School Counselors Career Connections Coordinator Academic Facilitator Advisors CCCTC Counselors	<u>FORMATIVE DATA:</u> Increase in rigor in student course selection Feedback from FSK graduates pursuing post secondary education
	Conduct information nights for parents, including AP, college admission, and financial aid.	Annually	Academic Facilitator School Counselors AP Teachers	Number of FSK graduates enrolled in post secondary training
	Assist students with the college application and financial aid processes.	Annually Throughout school year	School Counselors	Number of attendees Number of FSK graduates enrolled in two year, four year, or technical schools

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5.1.1 (Continued) By 2013: 75% of all graduates will attend college, specialized school, or specialized training	Prepare Sophomores and Juniors to take the PSAT Offer SAT Prep courses to promote and prepare students to take the SAT.	Fall Semester Annually Annually	School Counselors Classroom teachers School Counselors Classroom teachers	Number of FSK graduates enrolled in two year, four year, or technical schools
5.1.2 By 2013: Reduce the percent of students attending college requiring math remediation to 50%.	5.1.2 Provide high quality comprehensive math instruction that is differentiated to student needs Provide professional development in content math instruction Provide staff development for all teachers on the Rigor, Relevance, Relationships framework Provide assistance to parents and students for proper placement in Math classes Create a best practice focus team (PLC) to provide expertise and successful teaching strategies Counsel students to increase rigor of course selections	Throughout school year Professional Development Days Professional Development Days Monthly faculty meetings Course selection time Throughout school year Course selection time	Math teachers Content Area Supervisor Math Resource Teacher Academic Facilitator FSK Algebra Resource teacher Math Department Chair School Counselors Math teachers Academic Facilitator Math Department Chair School Counselors Math teachers	Number of students requiring math remediation at the post secondary level Number of schedule change requests due to academic misplacement Number of participants in the PLC Number of students enrolled in advanced, AP, and Honors classes

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5.1.3 By 2013: Reduce the percent of students attending college requiring reading remediation to 25%.	Counsel qualified students to take AP courses	Course selection time	School Counselors Math teachers English teachers	Number of students enrolled in AP courses Number of students requiring math remediation at the post secondary level
	5.1.3 Provide high quality comprehensive reading instruction that is differentiated to meet student needs	Throughout school year	English teachers Reading specialist	
	Provide professional development regarding content reading instruction	Professional Development Days	Content Area Supervisor Reading specialist	
	Provide staff development for all teachers on the Rigor, Relevance, Relationships framework	Professional Development Days Monthly Faculty Meetings	Academic Facilitator English Department Chair Reading specialist	Number of schedule change requests due to academic misplacement
	Provide assistance to parents and students for proper placement in English classes	Course selection time	School Counselor English teachers	
	Create a best practice focus team (PLC) to provide expertise and successful teaching strategies	Throughout school year	Academic Facilitator English Department Chair Reading specialist	Number of participants in the PLC

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5.1.4 By 2013: Increase in the number of seniors participating in a school supervised career related experience to 50%	Prepare sophomore and juniors to take the PSAT	Fall Semester Annually	School Counselor Classroom teachers	Number of students enrolled in advanced, AP, and Honors classes Number of students taking the SAT Number of students participating in career related experiences Number of students participating in classroom based career related experiences
	Counsel students to increase rigor of course selections, including AP and honors courses	Course selection time	School Counselor Classroom teachers	
	Offer SAT Prep courses to promote and prepare students to take the SAT	Annually	School Counselor Classroom teachers	
	5.1.4 Provide opportunities for students to explore career related experiences (Career and Technology, Career Connections, internships, mock interview, career related research)	Throughout school year and students' high school experience	School Counselors Career Connections Coordinator Academic Facilitator Advisors CCCTC Counselors	
	Incorporate Career related experiences into classroom instruction	Throughout school year and students' high school experience	Academic Facilitator Career Connections Coordinator Classroom teachers	
Provide staff development for all teachers on the Rigor, Relevance, Relationships framework	Professional Development Days Monthly Faculty Meetings	Career Connections Coordinator Academic Facilitator		