

**SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS  
2009 - 2010  
MANCHESTER VALLEY HIGH SCHOOL**

<b>OBJECTIVE 1:</b> 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)				
<b>INDICATOR 1.1:</b> 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.)				
<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 student achievement and the effectiveness of strategic actions.
<p>1.1.1</p> <p>93% of students who take the Algebra/ Data Analysis High School Assessment will score at or above the proficient level by the end of the 11<sup>th</sup> grade year.</p> <p>* 69% of Special Education students will score at or above the proficient level. 77% of FARM students will score at or above the proficient level. All minority subgroups will demonstrate at least a 2% increase in scoring at or above proficient.</p>	<p>Provide regular and frequent in-class practice with HSA questions and formats, using terms from public release documents and teacher-developed materials. (Instructional/Learning Initiatives)</p> <p>Identify students who have not passed the Algebra HSA and enroll them in an Algebra Remediation Course as schedules permit, designed to review and reinforce HSA content and test-taking skills. (Organizational)</p> <p>Offer after-school support (HSA funds) for those students who have not passed the Algebra HSA as well as those students struggling in Algebra I, Algebra I-A, Algebra I-B, or any other pre-requisite Algebra course. (Organizational)</p>	<p>August 2009- June 2010</p> <p>August 2009, Jan/Feb 2010, June 2010</p> <p>Twice Weekly September 2009- May 2010</p>	<p>Algebra I, Algebra I-A, and Algebra I-B Teachers</p> <p><b>School Counselors,</b> Math Content Liaison, Algebra Remediation Teacher, Academic Facilitator</p> <p><b>Drop Out Prevention Teacher,</b> Math Content Liaison, Algebra Teachers, Academic Facilitator, , Special Education Department Chair</p>	<p><b>SUMMATIVE DATA:</b> 2010 Maryland School High School Assessment Data.</p> <p><b>FORMATIVE DATA:</b> Walk-Through Observations, Formal Observations, Sample Lesson Plans</p> <p>Enrollment Numbers, Graded Work, Sample Lesson Plans</p> <p>Attendance Numbers, Improvement in Graded Work</p>

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	Offer in-school support and remediation through SET (Student Enrichment Time) for those students who have not passed the Algebra HSA as well as those students struggling in Algebra I, Algebra I-A, Algebra I-B, or any other pre-requisite Algebra course. (Organizational)	August 2009- June 2010	<b>Algebra Teachers,</b> Advisors	SET Data – Number of Students Receiving tutoring in Algebra courses and in Algebra Remediation
1.1.2  91% of students who take the English High School Assessment will score at or above the proficient level by the end of the 11 <sup>th</sup> grade year.  *73% of Special Education students will score at or above the proficient level. 91% of FARM students will score at or above the proficient level. All minority subgroups will demonstrate at least a 2% increase in scoring at or above proficient.	Provide regular and frequent in-class practice with HSA questions and formats, using terms from public release documents and teacher-developed materials. (Instructional/Learning)  Identify students who have not passed the English HSA and enroll them in an English Remediation Course as schedules permit, designed to review and reinforce HSA content and test-taking skills. (Organizational)	August 2009- June 2010  August 2009 Jan/Feb 2010 June 2010  Weekly,	GP Lit Teachers  <b>School Counselors,</b> English Content Liaison, English Remediation Teacher, Academic Facilitator	<b>SUMMATIVE DATA:</b> 2010 Maryland School High School Assessment Data.  <b>FORMATIVE DATA:</b>  Walk-Through Observations, Formal Observations, Sample Lesson Plans  Enrollment Numbers, Graded Work, Sample Lesson Plans

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	<p>Offer after-school support (HSA funds) for those students who have not passed the English HSA as well as those students struggling in Global Perspectives in Literature and Composition, or any other pre-requisite English course. (Organizational)</p> <p>Offer in-school support and remediation through SET (Student Enrichment Time) for those students who have not passed the English HSA as well as those students struggling in GP Lit , English I or any other pre-requisite English course. (Organizational)</p>	<p>September 2009- May 2010</p> <p>August 2009- June 2010</p>	<p><b>Drop Out Prevention Teacher,</b> English Content Liaison, English Teachers, Academic Facilitator, , Special Education Department Chair</p> <p><b>English Teachers,</b> Advisors</p>	<p style="text-align: center;">Attendance Numbers Improvement in Graded Work</p> <p>SET Data – Number of Students Receiving tutoring in English courses and in English Remediation</p>

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## MANCHESTER VALLEY HIGH SCHOOL

<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.
3.2.1 Teachers and Staff will receive professional development in order to be able to effectively utilize instructional technology to enhance student learning.	<p>Two half-day workshops will be offered devoted to professional development on Microsoft Outlook, Smart Carts, Promethean ActivSlates, ActivInspire, ActivExpressions and ActivVotes.</p> <p>School-based Staff Development time will be devoted to teachers working in content areas to trouble-shoot Promethean technology.</p> <p>Teachers will have access to technical support to help them understand the nuances of the new instructional technology.</p> <p>Teachers will work in content and ability-based groups to develop lessons that incorporate Promethean technology.</p>	<p>July-August 2009</p> <p>September 2009</p> <p>September 2009-May 2010</p> <p>Monthly September 2009-May 2010</p>	<p>Staff Development <b>(J. Tirella)</b>, Academic Facilitator</p> <p><b>Academic Facilitator</b>, Content Leaders, Teachers from Ebb Valley</p> <p><b>Academic Facilitator</b>, Teachers, Staff Development, Media Specialist</p> <p><b>Teachers</b>, Academic Facilitator, Staff Development Teachers, Academic</p>	<p><b>SUMMATIVE DATA:</b> Professional Development Plan</p> <p><b>FORMATIVE DATA:</b></p> <p>Number of Participants, Teacher Survey/Evaluation</p> <p>Number of Participants, Teacher Survey/Evaluation</p> <p>Number of Participants, Teacher Survey/Evaluation</p> <p>Number of Participants, Walk-Through Observation, Teacher Survey/Evaluation</p>

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3.2.2 Teachers will implement and make use of SET for remediation, intervention and extension of concepts and ideas for students.	Faculty will participate in opportunities designed to give in peer-to-peer feedback about instruction and assessment using instructional technology	September 2009- May 2010	Facilitator	Walk-Through Observation, Number of Participants, Teacher Survey/Evaluation
	One half-day workshop will be offered devoted to the philosophy behind SET and the logistics of SET Operation.	July-August 2009	Academic Facilitator	Number of Participants, Teacher Survey/Evaluation
	Academy Leaders will review SET procedures with teachers at Academy meeting, and discuss ways to improve the program for teachers and students.	Twice a month	Academy Leaders, Teachers	Teacher Survey/Evaluation, Walk-Through Observations
	Teachers will meet by grade at faculty meetings to discuss grade-specific activities that are appropriate for students to be completing during SET.	Monthly	Grade Level Leaders, Academic Facilitator, Teachers	Teacher Survey/Evaluation, Walk-Through Observations
3.2.3 Faculty and staff will be able to aid students				

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in the Course Selection Process, including identifying the academy that best suits their interests and future plans	<p>One half-day workshops will be offered devoted to the philosophy behind Academies and what it means to be an Academy School.</p> <p>Students will receive information from their advisors and/or Freshmen Seminar teachers about what it means to be an Academy School, about the opportunities within each Academy, and about how to choose an Academy.</p> <p>Faculty will receive training on Course Sequencing/Course Selection, and how to help students choose courses that are in a specific academy.</p>	<p>July-August 2009</p> <p>October - December 2009</p> <p>January 2010</p>	<p><b>School Counselors,</b> Academic Facilitator</p> <p><b>Academy Leaders,</b> Advisors, Freshmen Seminar Teachers, Academic Facilitator</p> <p>School Counselors, Academic Facilitator, Content Leaders, Academy Leaders</p>	<p>Number of Participants, Teacher Survey/Evaluation</p> <p>Student Survey, Number of Students choosing an Academy</p> <p>Teacher Survey/Evaluation, Number of Students choosing an Academy, Number of Completed Schedules</p>