

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009 – 2010
North Carroll 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 2009-10 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 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.
1.1.1 95 % of students who take the Mathematics MSA / Algebra High School Assessment will score at or above the proficient level by the end of the 11 th grade year. 54% of Special education students will score at or above the proficient level. FARM students: 80% will score at or above the proficient level. At least 55% of students in reported minority subgroups will score at or above the proficient level. (target percents reflect a 10% increase of 2008-2009 scores).	<p>Provide regular and frequent in-class practice with HSA questions and formats, using terms from public release documents and teacher-developed materials.</p> <p>Encourage teachers in non-tested areas to include similar formats in their instructional materials.</p> <p>Develop lessons that are rigorous and relevant. (D quadrant) (Instruction/learning)</p> <p>Implement a plan to support students one-on-one in Algebra I (A/B) content and continue remediation activities during SET time.</p> <p>Identify students who have not met HAS requirements and develop an individualized plan.</p>	<p>August 2009 and throughout school year</p> <p>August 2009 and throughout school year</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p>	<p>Teachers of Algebra I, Algebra I-A and Algebra I-B</p> <p>Teachers of Algebra I, Algebra I-A and Algebra I-B</p> <p>All Math teachers</p> <p>Algebra I (A/B) teachers and those math teachers assigned to remediate.</p> <p>All Math teachers</p>	<p>SUMMATIVE DATA: 2009-10 Maryland School High School Assessment Data</p> <p>FORMATIVE DATA: Data gathered from formative assessments and HSA/MSA scores.</p> <p>Gather sample lessons/activities.</p> <p>Record occurrences of one-on-one support per student to compare with HSA/MSA scores and course grades.</p> <p>Attendance at professional development activities and at test confidence program and review sessions.</p>
1.1.2 95 % of students who take English			Reading Specialist	

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<p>MSA / Global Perspectives will score at or above the proficient level on the High School Assessment by the end of the 11th grade year. 54% of Special education students will score at or above the proficient level. FARM students: 80% will score at or above the proficient level. At least 55% of students in reported minority subgroups will score at or above the proficient level. (target percents reflect a 10% increase of 2008-2009 scores).</p>	<p>Create a professional learning community to focus on literacy development. The community will utilize</p> <p>Provide regular and frequent in-class practice with HSA questions and formats, using terms from public release documents and teacher-developed materials.</p> <p>Encourage teachers in non-tested areas to include similar formats in their instructional materials.</p> <p>Continue implementing and refining mock English MSAs to diagnose student achievement gaps, prior to taking the real test.</p> <p>Form a transition team to ensure proper placement of students into appropriate Reading programs here at NCHS</p> <p>Utilize the Wilson Reading System for our lowest/dyslexic readers.</p> <p>Develop lessons that are rigorous and relevant. (D quadrant) (Instruction/learning)</p> <p>Make instructional decisions based on formative and summative data.</p> <p>Implement a plan to support students one-on-one in Global Perspectives content and continue remediation activities during SET time.</p> <p>Identify students who have not met HAS requirements and develop an individualized</p>	<p>September 2009 and continuing regularly throughout the school year.</p> <p>September 2009</p> <p>September 2009</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p>	<p>All English Teachers</p> <p>All English Teachers</p> <p>GP Lit. teachers</p> <p>Reading Specialist</p> <p>Reading Specialist</p> <p>All English teachers</p> <p>All English teachers</p> <p>English teachers assigned to remediate.</p> <p>English teachers</p>	<p>Attendance at PLC meetings and minutes of PLC meetings (discussion, decision, reflection, and evaluation).</p> <p>SUMMATIVE DATA: 2009-10 Maryland School High School Assessment Data. The incorporation of literacy strategies in classes.</p> <p>The number of students passing unit assessments, which have been written using HSA questions and formats.</p> <p>FORMATIVE DATA: Data gathered from formative assessments and HSA/MSA score and written work.</p> <p>Pre and Post reading scores (Gates or other assessment); GPA</p> <p>Data gathered from formative assessments. HSA/MSA scores.</p> <p>Gather sample lessons/activities.</p> <p>Attendance at English Department meetings and minutes of PLC meetings (discussion, decision, reflection, and evaluation).</p> <p>Record occurrences of one-on-one support per student to compare with HSA/MSA scores and course grades.</p> <p>Attendance at professional development activities and at test confidence program</p>
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<p>1.1.3 89 % of students that take Government HSA will score at or above the proficient level on the High School Assessment. 57% of Special education students will score at or above the proficient level. FARM students: 61% will score at or above the proficient level. At least 55% of students in reported minority subgroups will score at or above the proficient level. (target percents reflect a 10% increase of 2008-2009 scores).</p> <p>All level 1 students that take the Government High School Assessment will score at or above the proficient level.</p>	<p>plan.</p> <p>Revise lessons and assessments in Level 1 Government to reflect HSA style while maintaining alignment with the Maryland Voluntary State Curriculum.</p> <p>Develop lessons that are rigorous and relevant. (D quadrant) (Instruction/learning)</p> <p>Make instructional decisions based on formative and summative data</p> <p>Provide regular and frequent in-class practice with HSA questions and formats, using terms from public release documents and teacher-developed materials.</p> <p>Identify students who have not met HSA requirements and develop an individualized plan.</p> <p>Implement a plan to support students one-on-one in Government content and continue remediation activities during SET time.</p>	<p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p>	<p>All Social Studies teachers</p> <p>All Social Studies teachers</p> <p>All Social Studies teachers</p> <p>Administrators, counselor, IL of non assessed area, HSA Remediation teacher</p> <p>Government teachers</p> <p>All Social Studies teachers</p> <p>Biology Committee and all Science</p>	<p>and review sessions.</p> <p>SUMMATIVE DATA: 2009-10 Maryland School High School Assessment Data</p> <p>Gather sample lessons/activities.</p> <p>The number of students passing unit assessments using HSA questions and formats. Government teachers will implement several similar questions on the midterm, final and give common BCRs.</p> <p>FORMATIVE DATA: Data gathered from formative assessments and HSA/MSA score and written work. Implementation of Turning Point as a way of quickly assessing students knowledge.</p> <p>Attendance at professional development activities and at test confidence program and review sessions.</p> <p>Record occurrences of one-on-one support per student to compare with HSA/MSA scores and course grades.</p>
<p>1.1.4 95 % of students whot take Biology HSA will score at or above the proficient</p>	<p>Biology teachers collaborate with Physics and Chemistry teachers to establish protocols</p>	<p>Informal daily meetings,</p>	<p>Biology Committee and all Science</p>	

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<p>level on the High School Assessment at the end of the 11th grade year. 60% of Special education students will score at or above the proficient level. FARM students: 65% will score at or above the proficient level. At least 62% of students in reported minority subgroups will score at or above the proficient level. (target percents reflect a 10% increase of 2008-2009 scores).</p> <p>1.1.4 cont'd</p>	<p>before students take Biology as a third science.</p> <p>Students will practice questions from previously released HSAs.</p> <p>Improve reading strategies by incorporating methods, such as SQ3R into previously released HSA tests, textbooks, laboratory exercises, and supplemental readings.</p> <p>Provide multiple opportunities to succeed in class assessment related to HSA items</p> <p>Teachers will attend the summer session and follow-up sessions of the Maryland Governor’s Academy.</p> <p>Students who do not pass the HSA will participate in the “Test Confidence” program provided by the administration.</p> <p>Analyze data from released HSA with a focus on subgroups</p> <p>Administer Final Exams a few days prior to HSA test. Use previously released HSA items as exam questions.</p>	<p>Formally at monthly departmental meetings</p> <p>Weekly</p> <p>Daily</p> <p>Weekly</p> <p>Monthly</p> <p>After HSA Scores are released</p> <p>After HSA Scores are released</p> <p>Less than one week from HSA</p>	<p>teachers</p> <p>All Biology teachers</p> <p>All Biology teachers</p> <p>All Biology teachers</p> <p>All Biology teachers</p> <p>All Biology teachers</p> <p>NCHS Administration & school counselors</p> <p>Academic Facilitator Administration, and Biology I teachers</p>	<p>Attendance at Science Department meetings and minutes of PLC meetings (discussion, decision, reflection, and evaluation).</p> <p>The number of students passing unit assessments, which have been written using HSA questions and formats.</p> <p>FORMATIVE DATA: Data gathered from formative assessments and HSA/MSA score Analyze interim physics, chemistry and biology “Formative Assessment” data. Teachers can compare individual student data and informally compare with other teachers within the school and throughout the country.</p> <p>Student performance on written responses and the number of students passing unit assessments, which have been written using HSA questions and formats.</p> <p>The number of students passing unit assessments, which have been written using HSA questions and formats.</p> <p>Record the number of students who choose test correction options and students who come before and after school for extra help.</p> <p>SUMMATIVE DATA: 2009-10 Maryland School High School Assessment Data Follow-up on the sessions offered throughout the year and report to fellow Biology I teachers as to learned strategies.</p> <p>Check the number of students who did not</p>
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<p>1.1.5 The mean SAT scores for Verbal, Written, and Math will increase by one percentage point annually.</p> <p>African American and Special Education and</p>	<p>Develop lessons that are rigorous and relevant. (D quadrant) (Instruction/learning)</p> <p>Make instructional decisions based on formative and summative data.</p> <p>Implement a plan to support students one-on-one in Biology content and continue remediation activities during SET time.</p> <p>Identify students who have not met HSA requirements and develop an individualized plan.</p> <p>Provide refresher staff development for using Vocabulary of the Week, SAT Question of the Day in all classes.</p> <p>Investigate and plan strategies to incorporate</p>	<p>Ongoing 2008-2009</p> <p>Ongoing 2008-2009</p> <p>Ongoing 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Begin in August 2009</p> <p>August 2009 and</p>	<p>All Biology teachers</p> <p>All Science Teachers</p> <p>All Science Teachers</p> <p>Biology teachers.</p> <p>Biology teachers</p>	<p>pass the HSA with the number of enrollment in the Test Confidence class.</p> <p>Gather sample lessons/activities.</p> <p>Published statistical analysis for teacher and administration use.</p> <p>Record occurrences of one-on-one support per student to compare with HSA/MSA scores and course grades.</p> <p>Attendance at professional development activities and at test confidence program and review sessions.</p> <p>SAT Scores</p> <p>Development and implementation of an</p>
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<p>FARM students will score at or above a proficient level.</p> <p>1.1.6 Increase the number of students earning 3 or higher on AP Tests by one percentage point annually.</p> <p>1.1.7 Increase the number of students taking AP Tests by one percentage point annually.</p>	<p>vocabulary and math skills development into SET activities.</p> <p>Develop PSAT, SAT and AP informational programs, through the student based TV Team, to inform all students about these tests.</p> <p>Collaborate among AP teachers to identify common skills and implement strategies to deliver those skills.</p> <p>Recruit students for AP courses and tests, based upon PSAT scores, PSAT Night, AP Night and Direct Contact by AP teacher</p>	<p>ongoing</p> <p>February 2010</p> <p>August 2009 and ongoing</p> <p>February 2010</p>	<p>AP/SAT Committee</p> <p>AP/SAT Committee</p> <p>AP/SAT Committee</p> <p>AP/SAT committee, AP teachers</p> <p>AP/SAT Committee and School Counselors</p>	<p>action plan.</p> <p>Development and airing of the programs; the number of tests administered; the number of students taking tests</p> <p>Development and implementation of an action plan.</p> <p>The increase in amount of tests takers.</p>
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<p>OBJECTIVE 5: By 2013-2014, all students will graduate from high school. (ESEA Goal 5)</p>				
<p>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.</p>				
<p>SCHOOL INDICATORS: Describe specific targets.</p>	<p>STRATEGIC ACTIONS: Based on your analysis of student achievement in each subgroup, specify staff</p>	<p>TIME LINE:</p>	<p>LEAD PERSON RESPONSIBLE :</p>	<p>EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of</p>

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	development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.			strategic actions.
5.1.1 The percentage of students completing graduation requirements in four years will exceed the state standard of 90%	<p>Continue educational career planning and revising in advisory.</p> <p>Develop and maintain Career Education Plan</p> <p>Train new teachers, and refresh returning teachers on graduation requirements as they work with students and parents.</p> <p>Special Education students and prior HSA failures will receive test confidence sessions (LEP, Hispanic, African Am., and FARMS).</p> <p>Identify incoming 9th grade special education students that will be on a 4, 5, or 6 yr. plan.</p> <p>Implement a plan to support students one-on-one in all courses during SET time.</p> <p>Provide after school sessions with certified teachers</p>	<p>Annually, in December and January</p> <p>Ongoing 2009-2010</p> <p>Prior to taking HSA exams</p> <p>Ongoing 2009-2010</p> <p>Summer 2009</p> <p>Ongoing 2009-2010</p> <p>September 2009 and ongoing.</p>	<p>Advisors and Freshman seminar teachers</p> <p>Academic Facilitator, School Counselors, Freshmen seminar teachers and advisors</p> <p>Academic Facilitator and Staff</p> <p>Special Education Staff</p> <p>Special Education Staff & Counselors</p> <p>All staff</p> <p>All teachers</p>	<p>SUMMATIVE DATA: 2009-2010 Graduation Rate</p> <p>FORMATIVE DATA: Percentage of students that advance in grade-level, percentage of four year graduates. Attendance in program, performance of attendees on class assignments and assessments.</p> <p>Documentation of completed trainings.</p> <p>Documentation of completed sessions</p> <p>Documentation of meetings and schedules of these students.</p> <p>Record occurrences of one-on-one support per student to compare with course grades.</p> <p>Record occurrences of attendance and engagement per student to compare with course grades.</p>

OBJECTIVE 6:	Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.			
INDICATOR 6.1:	Participation in adult volunteer programs will increase on an annual basis in each school.			
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your analysis of	TIME LINE:	LEAD PERSON	EVALUATION: Specify the data that you will use

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	student achievement in each subgroup, specify staff development initiatives, instructional/learning initiatives, and organizational initiatives that the school with implement to effect improvement.		RESPONSIBLE :	to measure achievement and the effectiveness of strategic actions.
6.1.1 Increase the number of adult volunteers in school activities.	<p>Develop and implement quarterly meetings on Saturday for parents, community members and students with administration and select staff.</p> <p>Provide access to materials from quarterly meetings via the website.</p> <p>Solicit volunteers at Freshman Orientation, Meet the Teacher Night, and at conferences.</p> <p>Encourage and involve parent and community participation in quarterly Academic “Pep Rallies” held to honor achievements of students during SET time.</p>	<p>Quarterly 2009-2010</p> <p>Quarterly 2009-2010</p> <p>Ongoing 2009-2010</p> <p>Quarterly 2009-2010</p>	<p>Principal</p> <p>Webmaster (Ken Fischer)</p> <p>Office Manager</p> <p>Administration & SIT Chairperson</p>	<p>SUMMATIVE DATA: 2009-2010 School Data on Volunteer Participation</p> <p>Number of hits/downloads on these adobe pdf files.</p> <p>FORMATIVE DATA: The number of volunteers.</p> <p>Student evaluations and reactions to Academic “Pep Rallies” and amount of parent volunteers assisting with activities.</p>

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OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
INDICATOR 6.2: Business and community partners will participate in mentoring and shadowing experiences, and partnerships will increase on an annual basis.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: 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.	TIME LINE:	LEAD PERSON RESPONSIBLE :	EVALUATION: Specify the data that you will use to measure achievement and the effectiveness of strategic actions.
6.2.1 Increase the number of business and community partnerships with NCHS.	Continue mock interviews with community businessmen for all freshmen.	Quarterly 2009-2010	Career Connections Coordinator, Academic Facilitator, & Freshman Seminar teachers.	SUMMATIVE DATA: 2009-2010 School Data on Business and Community Partners
	Maryland Business Association provide Freshman Seminar speakers on success	Ongoing 2009-2010	Academic Facilitator	
	Expand Career Day to encompass more careers. (Bi-Annually)	March 2010	Academic Facilitator, Career Connections Coordinator	Number of business and community partners involved in presentation, student feedback on experience.
	Have representation in local business associations.	Ongoing 2009-2010	Career Connections Coordinator	Meeting attendance.
	Continue partnership with community through attendance at Hampstead Community Police Meetings.	Quarterly 2009-2010	Assistant Principal (Ken Fischer)	Meeting minutes collected from meeting. Information shared with community.
	Include parent and business membership on SIT team.	October 2009 and ongoing	SIT Team Chairperson	Attendance and participation at SIT meetings by these representatives.