

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS
2009-2010
WESTMINSTER 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 2008 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 summary of student achievement, curriculum, instruction, assessment, and staff capacity data, state what you will do to effect improvement.	TIME LINE:	PERSON(S) RESPONSIBLE:	EVALUATION: Specify data that you will use to measure progress.
<p>HSA ALGEBRA; By June 2010, the percentages of students passing the HSA will meet or exceed: Overall: Increase of 4% to reach 82% from 78% African American: Increase of 5% to reach 74% from 69% Hispanic: Increase of 20% to reach 56% from 36% Asian: NA Sped: Increase of 4% to reach 62% from 58% Farms: Increase of 6% to reach 64% from 58%</p>	1. Use the FLEX Mod as time to offer remediation and enrichment to students to increase student achievement. Use the FLEX Mod as time for additional HSA remediation	Beginning Sept 2009	Mr Goncz	Number of students participating in FLEX disaggregated by reason for request. Track grades of students participating in FLEX for HSA remediation, enrichment, and AP study groups.
	2. Students will be identified and encouraged to participate in after school HSA support/ remediation.	Monthly	Algebra Team	Track scores of students in HSA remediation and number of students participating.
	3. Provide high quality, differentiated math instruction to meet student needs.	Daily	Algebra Team	Walk through and observation data
	4. Provide regular classroom practice with HSA questions using MSDE and teacher produced materials including Bench Mark testing.	Periodically throughout quarter	Algebra Team	Results from practice and Bench Mark tests
<p>BIOLOGY: By June of 2010, the percentages of students passing the HSA will meet or exceed: Overall: Increase of 4% to reach 84% from 80% African Americans: Will remain at 100% Hispanic: Increase of 5% to reach 85% from 80%. Asian: NA Sped: Increase of 10% to reach 45% from 35%. Farms: Increase of 5% to reach 60% from 55%.</p>	1. Use the FLEX Mod as time to offer remediation and enrichment to students to increase student achievement. Use the FLEX Mod as time for additional HSA remediation	Beginning Sept 2009	Mr Goncz	Number of students participating in FLEX disaggregated by reason for request. Track grades of students participating in FLEX for HSA remediation, enrichment, and AP study groups.
	2. Students will be identified and encouraged to participate in after school HSA support/ remediation.	Monthly	Biology Team	Track scores of students in HAS remediation and number of students participating.

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	3. Provide high quality, differentiated math instruction to meet student needs.	Daily	Biology Team	Walk through and observation data
	4. Provide regular classroom practice with HSA questions using MSDE and teacher produced materials including Bench Mark testing.	Periodically throughout quarter	Biology Team	Results from practice and Bench Mark tests
<p>GOVERNMENT: By June of 2010, the percentages of students passing the HSA will meet or exceed:</p> <p>Overall: Increase of 3% to reach 85% from 82%. African American: Increase of 5% to reach 75% from 70%. Hispanic: Increase of 5% to reach 60% from 55%. Asian: NA Sped: Increase of 4% to reach 92% from 88%. Farms: Increase of 4% to reach 60% from 56%.</p>	1. Use the FLEX Mod as time to offer remediation and enrichment to students to increase student achievement. Use the FLEX Mod as time for additional HSA remediation	Beginning Sept 2009	Mr Goncz	Number of students participating in FLEX disaggregated by reason for request. Track grades of students participating in FLEX for HSA remediation, enrichment, and AP study groups.
	2. Students will be identified and encouraged to participate in after school HSA support/ remediation.	Monthly	Government Team	Track scores of students in HSA remediation and number of students participating.
	3. Provide high quality, differentiated math instruction to meet student needs.	Daily	Government Team	Walk through and observation data
	4. Provide regular classroom practice with HSA questions using MSDE and teacher produced materials including Bench Mark testing.	Periodically throughout quarter	Government Team	Results from practice and Bench Mark tests
<p>ENGLISH: By June of 2009, the percentages of students passing the HSA will meet or exceed:</p> <p>Overall: Increase of 5% to reach 88% from 83%. African American: Increase of 5% to reach 72% from 67%. Hispanic: Increase of 32.8% to reach 65.8% from 33%. Asian: Remain at 100% Sped: Increase of 24.8% to reach 65.8% from 41%.</p>	1. Use the FLEX Mod as time to offer remediation and enrichment to students to increase student achievement. Use the FLEX Mod as time for additional HSA remediation	Beginning Sept 2009	Mr Goncz	Number of students participating in FLEX disaggregated by reason for request. Track grades of students participating in FLEX for HSA remediation, enrichment, and AP study groups.
	2. Students will be identified and encouraged to participate in after school HSA support/ remediation.	Monthly	English Team	Track scores of students in HSA remediation and number of students

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				participating.
	3. Provide high quality, differentiated math instruction to meet student needs.	Daily	English Team	Walk through and observation data
	4. Provide regular classroom practice with HSA questions using MSDE and teacher produced materials including Bench Mark testing.	Periodically throughout quarter	English Team	Results from practice and Bench Mark tests

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OBJECTIVE 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. (ESEA Goal 4)				
INDICATOR 4:1 No school will be identified as a persistently dangerous school based upon the percentage of suspensions and expulsions, by specified offense.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your summary of student achievement, curriculum, instruction, assessment, and staff capacity data, state what you will do to effect improvement.	TIME LINE:	PERSON(S) RESPONSIBLE :	EVALUATION: Specify data that you will use to measure progress.
Reduce the number of suspendable incidents at WHS	Increase staff development on student Bullying		Laurie Doolan Diane Cooper Cheryl Held Susan Berkowitz Troy Barnes Administration	Track the number , location, and time of year of physical altercations
	Use of Advisory to address personal safety issues	Once per year according to Advisory schedule		
	Unity Day program	May 2010		
	Continue School Culture Committee	Meet monthly		

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OBJECTIVE 5: By 2013-2014, all students will graduate from high school. (ESEA Goal 5)				
INDICATOR 5:2 Each middle and high school will decrease on an annual basis the percentage of students who drop out of school.				
SCHOOL INDICATORS: Describe specific targets.	STRATEGIC ACTIONS: Based on your summary of student achievement, curriculum, instruction, assessment, and staff capacity data, state what you will do to effect improvement.	TIME LINE:	PERSON(S) RESPONSIBLE :	EVALUATION: Specify data that you will use to measure progress
An increase of identified at risk students who meet minimum graduation requirements	1. Identified students will receive 1 mod of tutorial help as needed with the Owl Support team.	Ongoing	Administration, counselors, advisors, Reading Specialist, Drop out Prevention Specialist	Formative Data: Results of Progress reports on each student Teacher feedback
	2. Track students who are "At Risk", who may not graduate	Ongoing		
By June 2009, the percentage of students graduating from WHS will meet or exceed 95% overall. Target populations Increase the Special Education graduation rate 2% to reach 92% from 90%. Increase the FARMS graduation rate 2% to reach 75% from 73%	1. Institute a PM Academic Help program for all students. Source of funding: Director of High Schools, and Special Education Funds	3 days a week September - May	Karen Eckles Marti Bridgewater	
	2. Track students in completer programs.		Guidance Counselors	
	3. Identify students "At Risk" for not completing service learning requirement.	Quarterly	Dine Mongold	