

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

Winters Mill 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)																																
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<p>1.1.1 75% of all students taking the Global Perspectives High School Assessment will achieve at or above proficient level.(Annual Measurable Objective – 72.67%)</p> <p>*73% of Special Education students will score at or above proficient level. 75% of FARMs students will score at or above proficient level. At least 75% of students in reported minority subgroups will score at or above the proficient level.</p>	<p>a) Parent workshop held for HSA information and use of online resources. (Instructional/Learning) @ ETM</p> <p>b) Collaborative teams will continue to develop and implement formative assessments for use within their classes. (Instructional/learning &Organizational) @</p> <p>c) Scores from state assessments will be analyzed in order to provide individualized intervention strategies as needed. ^{PD} (Instructional/learning) @ ETM</p> <p>d) English teachers will provide after-school test preparation for students in the Falcon Learning Lab. (Instructional/learning) @</p> <p>e) Special Education teachers and Regular Education teachers will collaborate on instructional delivery (Staff Development; Instructional/Learning) @</p> <p>f) Global Perspectives teachers will collaborate with the Reading Specialist. (Instructional/Learning) @</p>	<p>December 3, 2009</p> <p>September 2009</p> <p>September 2009 – October 2009</p> <p>September 2009 – June 2010</p> <p>September 2009 (Continuing Weekly)</p> <p>October 2009</p>	<p>Ray Elliott; Jared Wastler</p> <p>Janice Chaney; Mary Kay Maurer</p> <p>Janice Chaney; Jeff Alisauckas; Mary Kay Maurer</p> <p>Amy Day; Betsy Donovan</p> <p>Terry Edmondson; Jeff Alisauckas</p> <p>Lynn Earp; Mary Kay Maurer; GP Teachers</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Parent feedback; collaborative meeting notes; formative assessments; formative assessment data; number of students utilizing after school help in the FLL</p> <p>Percent Proficient</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">Subgroup</th> <th style="background-color: #cccccc;">2007</th> <th style="background-color: #cccccc;">2008</th> <th style="background-color: #cccccc;">2009</th> </tr> </thead> <tbody> <tr> <td>Aggregate</td> <td>82.0</td> <td>70.4</td> <td>67.2</td> </tr> <tr> <td>Caucasian</td> <td>83.5</td> <td>74.1</td> <td>71.3</td> </tr> <tr> <td>African-Amer.</td> <td>64.3</td> <td>54.2</td> <td>51.9</td> </tr> <tr> <td>Hispanic</td> <td>60.0</td> <td>28.6</td> <td>33.3</td> </tr> <tr> <td>Special Ed.</td> <td>32.3</td> <td>29.4</td> <td>12.7</td> </tr> <tr> <td>FARMs</td> <td>61.1</td> <td>45.3</td> <td>52.9</td> </tr> </tbody> </table>	Subgroup	2007	2008	2009	Aggregate	82.0	70.4	67.2	Caucasian	83.5	74.1	71.3	African-Amer.	64.3	54.2	51.9	Hispanic	60.0	28.6	33.3	Special Ed.	32.3	29.4	12.7	FARMs	61.1	45.3	52.9
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<p>1.1.2 86% of all students taking the Algebra High School Assessment will achieve at or above proficient level. (2010 Annual Measurable Objective – 64.89%)</p> <p>*70% of Special Education students will score at or above proficient level. 80% of FARMs students will score at or above proficient level. At least 75% of students in reported minority subgroups will score at or above the proficient level.</p>	<p>a) Mathematics teachers will provide after-school test preparation for students in the Falcon Learning Lab. (Instructional/learning) @</p> <p>b) Intervention strategies and remediation will be utilized for Algebra I students identified based on formative assessment data. (Instructional/Learning) @ HSA Grant</p> <p>c) Collaborative teams within each core content area will continue to develop and implement formative assessments for use within their classes. (Instructional/learning &Organizational)</p> <p>d) Scores from state assessments will be analyzed in order to provide individual intervention strategies as needed. ^{PD} (Instructional/Learning) @</p>	<p>September 2009- June 2010</p> <p>October 2009</p> <p>September 2009</p> <p>September 2009- October 2009</p>	<p>Amy Day; Celeste Jordan</p> <p>Celeste Jordan; Algebra I Teachers</p> <p>Jeff Alisauckas; Content Area Supervisors</p> <p>Janice Chaney; Jeff Alisauckas; Celeste Jordan</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Number of students utilizing after school help in the FLL; number of students identified for remediation; collaborative meeting notes; formative assessments</p> <p>Percent Proficient</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">Subgroup</th> <th style="background-color: #cccccc;">2007</th> <th style="background-color: #cccccc;">2008</th> <th style="background-color: #cccccc;">2009</th> </tr> </thead> <tbody> <tr> <td>Aggregate</td> <td>82.3</td> <td>77.6</td> <td>83.4</td> </tr> <tr> <td>Caucasian</td> <td>82.8</td> <td>83.1</td> <td>84.8</td> </tr> <tr> <td>African-Amer.</td> <td>88.9</td> <td>76.5</td> <td>78.9</td> </tr> <tr> <td>Hispanic</td> <td>71.4</td> <td>52.9</td> <td>60.0</td> </tr> <tr> <td>Special Ed.</td> <td>60.0</td> <td>54.1</td> <td>60.5</td> </tr> <tr> <td>FARMs</td> <td>80.0</td> <td>72.7</td> <td>73.2</td> </tr> </tbody> </table>	Subgroup	2007	2008	2009	Aggregate	82.3	77.6	83.4	Caucasian	82.8	83.1	84.8	African-Amer.	88.9	76.5	78.9	Hispanic	71.4	52.9	60.0	Special Ed.	60.0	54.1	60.5	FARMs	80.0	72.7	73.2
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<p>1.1.3 83% of all students taking the Government High School Assessment will achieve at or above proficient level.</p> <p>*50% of Special Education students will score at or above proficient level. 70% of FARMs students will score at or above proficient level. All minority subgroups will demonstrate at least a 5% increase in percentage scoring at or above proficient.</p>	<p>a) Collaborative teams within each core content area will continue to develop and implement formative assessments for use within their classes. (Instructional/learning &Organizational)</p> <p>b) Teachers will implement and utilize collaborative review packet for students identified as needing assistance through formative assessments. (Instructional/Learning) @</p> <p>c) Government teachers will facilitate weekly after school review sessions based upon formative assessment data</p> <p>d) Parent workshop held for HSA information and use of online resources. (Instructional/Learning) @ ETM</p> <p>e) Government and US History teachers will participate in a professional learning community (Staff Development)</p> <p>f) Government teachers will collaborate with the Reading Specialist. (Instructional/Learning) @</p>	<p>September 2009</p> <p>October 2009</p> <p>September 2009</p> <p>December 3, 2009</p> <p>October 2009</p> <p>October 2009</p>	<p>Jeff Alisauckas; Content Area Supervisors</p> <p>Ray Elliott; Government Teachers</p> <p>Jen Herman; Ray Elliott; Government Teachers</p> <p>Ray Elliott; Jared Wastler</p> <p>Jared Wastler; Government Teachers; US History Teachers</p> <p>Lynn Earp; Jen Herman; Govt. Teachers</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Collaborative meeting notes; formative assessments; student/teacher feedback on collaborative review packet; number of students attending after school review sessions; number of parents attending HSA Fair; feedback from parents attending the HSA Fair; PLC notes; Reading Specialist feedback</p> <p>Percent Proficient</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">Subgroup</th> <th style="background-color: #cccccc;">2007</th> <th style="background-color: #cccccc;">2008</th> <th style="background-color: #cccccc;">2009</th> </tr> </thead> <tbody> <tr> <td>Aggregate</td> <td>83.2</td> <td>74.1</td> <td>70.4</td> </tr> <tr> <td>Caucasian</td> <td>84.4</td> <td>74.2</td> <td>73.3</td> </tr> <tr> <td>African-Amer.</td> <td>81.5</td> <td>79.2</td> <td>56.0</td> </tr> <tr> <td>Hispanic</td> <td>60.0</td> <td>56.5</td> <td>565.5</td> </tr> <tr> <td>Special Ed.</td> <td>57.5</td> <td>38.6</td> <td>39.3</td> </tr> <tr> <td>FARMs</td> <td>67.1</td> <td>64.7</td> <td>46.1</td> </tr> </tbody> </table>	Subgroup	2007	2008	2009	Aggregate	83.2	74.1	70.4	Caucasian	84.4	74.2	73.3	African-Amer.	81.5	79.2	56.0	Hispanic	60.0	56.5	565.5	Special Ed.	57.5	38.6	39.3	FARMs	67.1	64.7	46.1
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<p>1.1.4 90% of all students taking the Biology High School Assessment will achieve at or above proficient level.</p> <p>*70% of Special Education students will score at or above proficient level. 75% of FARMs students will score at or above proficient level. All minority subgroups will demonstrate at least a 5% increase in percentage scoring at or above proficient.</p>	<p>a) Biology teachers will participate in peer coaching. (Organizational & Staff Development)</p> <p>b) Biology teachers will facilitate weekly after school review sessions based upon formative assessment data</p> <p>c) Parent workshop held for HSA information and use of online resources. (Instructional/Learning) @ ETM</p> <p>d) Biology teachers will participate in a professional learning community. (Staff Development; Instructional/Learning)</p>	<p>November 2009-February 2010</p> <p>September 2009</p> <p>December 3, 2009</p> <p>September 2009</p>	<p>Tim Pennell; Biology Teachers</p> <p>Stephanie Davis; Biology Teachers</p> <p>Ray Elliott; Jared Wastler</p> <p>Lois Tiffany; Biology Teachers</p>	<p>SUMMATIVE DATA: 2010 Maryland School Assessment Data.</p> <p>FORMATIVE DATA: Peer coaching feedback; number of students attending after school review sessions; number of parents attending the HSA Fair; PLC notes; feedback from parents attending the HSA Fair</p> <p><i>Percent Proficient</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #cccccc;">Subgroup</th> <th style="background-color: #cccccc;">2007</th> <th style="background-color: #cccccc;">2008</th> <th style="background-color: #cccccc;">2009</th> </tr> </thead> <tbody> <tr> <td>Aggregate</td> <td>97.2</td> <td>89.0</td> <td>83.5</td> </tr> <tr> <td>Caucasian</td> <td>97.8</td> <td>89.8</td> <td>76.7</td> </tr> <tr> <td>African-Amer.</td> <td>66.7</td> <td>88.2</td> <td>66.7</td> </tr> <tr> <td>Hispanic</td> <td>NRD</td> <td>88.9</td> <td>58.8</td> </tr> <tr> <td>Special Ed.</td> <td>50.0</td> <td>65.4</td> <td>60.0</td> </tr> <tr> <td>FARMs</td> <td>50.0</td> <td>83.3</td> <td>64.6</td> </tr> </tbody> </table>	Subgroup	2007	2008	2009	Aggregate	97.2	89.0	83.5	Caucasian	97.8	89.8	76.7	African-Amer.	66.7	88.2	66.7	Hispanic	NRD	88.9	58.8	Special Ed.	50.0	65.4	60.0	FARMs	50.0	83.3	64.6
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1.1.5 The percentage of students enrolled in Advanced Placement (AP) Courses taking the AP Exams will increase by 1 percentage point each year.	a) AP Coordinator will visit each 1 st /2 nd Semester AP classroom to encourage participation in the AP exams. (Instructional/Learning)	November 2009 – February 2010	Tara Robinson; Christina Mohlhenrich	SUMMATIVE DATA: 2010 Maryland School Assessment Data; AP Scores FORMATIVE DATA: Feedback from advisors; number of students signing up for AP courses; feedback from visits; student/teacher feedback from Mock AP sessions <i>Number of AP Exams Taken</i> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th>Subgroup</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>ND</td> <td>226</td> <td>312</td> </tr> </tbody> </table> <i>Percent Scoring 3 or Higher</i> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th>Subgroup</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>ND</td> <td>73.0</td> <td>71.25</td> </tr> </tbody> </table>	Subgroup	2007	2008	2009	Total	ND	226	312	Subgroup	2007	2008	2009	Total	ND	73.0	71.25
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1.1.6 The percentage of total students taking 1 or more Advanced Placement (AP) Courses will increase by 1 percentage point each year.	a) Course selection process will encourage participation in Advanced Placement courses. (Organizational)	January 2010 – March 2010	Janice Chaney; Christina Mohlhenrich																	
1.1.7 The percentage of students achieving a score of 3 or higher on the Advanced Placement Exams will increase by 1 percentage point each year.	a) Advanced Placement course teachers will receive staff development to better prepare them to teach an Advanced Placement course. (Staff development) b) Mock AP exams will be administered to prepare students for the May administration. (Instructional/Learning)	August 2009 – September 2009 March 2010	Janice Chaney; Jeff Alisauckas Jared Wastler; Janice Chaney; Tara Robinson																	

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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.
<p>5.1.1 The percentage of students failing one or more courses will decrease by 1 percentage point each year. The percentage of students in each grade failing one or more courses will decrease by 1 percentage point each year.</p> <p>*Subgroups applicable to WMHS: African American Students White (non-Hispanic) Special Education Students FaRMs Students</p>	<p>a) The Falcon learning lab will be open for student academic support from 7:15 am to 4:00pm. (Organizational) @ Targeted Poverty</p> <p>b) Teen Leadership course will be offered, focusing on academic success and self-improvement (Instructional/Learning) @</p> <p>c) Two parent evenings will be held for Eighth grade parents to help them learn about the Winters Mill High School programs and course selection. (Organizational) @ ETM</p> <p>d) The use of credit recovery in the Falcon Learning lab will be promoted. (Organizational) @ Targeted Poverty</p> <p>e) Content area teachers will be available in the Falcon Learning Lab on designated afternoons to provide content specific academic support to students. (Organizational) @</p>	<p>September 2009 – June 2010</p> <p>August 2009 – June 2010</p> <p>Winter 2010</p> <p>January 2010</p> <p>August 2009</p>	<p>Amy Day</p> <p>Dave Herman; Amy Day</p> <p>Christina Mohlhenrich; Jeff Alisauckas</p> <p>Christina Mohlhenrich; Amy Day</p> <p>Amy Day</p>	<p>SUMMATIVE DATA: 2010 Graduation Rate.</p> <p>FORMATIVE DATA: Student/Parent feedback from the Teen Leadership course; number of students utilizing the FLL weekly; number of teachers available in the FLL; number of students utilizing credit recovery programs in the FLL; interim grades of students utilizing FLL services</p>
<p>5.1.2 The percentage of students completing graduation requirements in fours years will meet the state standard of 90%.</p>	<p>a) All students will complete an electronic four year plan. (Organizational)</p>	<p>February 2010</p>	<p>Janice Chaney</p>	

11/9/2009

@ - At Risk / ETM – Education That Is Multicultural

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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.				
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5.1.3 The percent of students meeting the University of Maryland Requirements will increase by 5 percentage points each year.	<i>Institutionalized Measures in Place</i>			<u>SUMMATIVE DATA: 2010 Graduation Rate; Graduation Data</u> <u>FORMATIVE DATA:</u> Number of students on track to meet requirements
5.1.4 The percent of students completing an MSDE approved Completer Program will increase by 5 percentage points each year.	<i>Institutionalized Measures in Place</i>			
5.1.4 The percent of students meeting both requirements will increase by 5% each year.	<i>Institutionalized Measures in Place</i>			

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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 5.2: Each middle and high school will decrease on an annual basis the percentage of students who drop out of school.				
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5.2.1 The percent of student dropping out of school will decrease by 0.5 percentage points each year.	a) The Character Education Committee will continue to implement PBIS (Positive Behavior Intervention System) at Winters Mill High School. (Staff Development & Instructional/learning) @ ETM	September 2009	Regina McCombs; Brianna Carter; Jeff Alisauckas	<u>SUMMATIVE DATA: 2009-2010 Dropout Rate.</u> <u>FORMATIVE DATA:</u> PBIS monthly data; monthly discipline data
5.2.2 The percent of attendance of all students will meet the state excellent standard of 96%	a) The Administration will meet with students with greater than 20% absences during the summer months. (Organizational) @ b) Students with unverified absences will meet with an administrator upon their return to school (Organizational)	August 2009	Jeff Alisauckas; Administrators	
		September 2009 – May 2010	Jeff Alisauckas; Administrators	

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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 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.
6.2.1 The percent of 11 th and 12 th graders participating in Winters Mill sponsored internships will increase by 2 percentage points each year.	<i>Institutionalized Measures in Place</i>			SUMMATIVE DATA: 2009-2010 School Data on Business and Community Partners. FORMATIVE DATA: Number of students exploring internship options
6.2.2 The percentage of all students participating in job shadowing experiences will increase by 3 percentage points each year.	<i>Institutionalized Measures in Place</i>			

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

Winters Mill High School

OBJECTIVE 6: Improve on an annual basis CCPS collaboration and communication with parents, businesses, and the community.				
INDICATOR 6.3: Parent participation in teacher-parent conferences will increase on an annual basis at all grade levels.				
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.
6.3.1 The percentage of students with at least 1 parent attending an annual advisory planning conference will be 100% each year.	a) Parent conferences will be held with students, parents, and their advisor on a yearly basis to review the student’s Educational Career Plan and the upcoming school year course selection sheet. (Organizational) @ ETM	February 2010	Janice Chaney	<u>SUMMATIVE DATA:</u> 2009-2010 School Data on Teacher-Parent Conferences. <u>FORMATIVE DATA:</u> Student/parent feedback on Advisory conferences

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

Winters Mill High School

APPENDIX – Institutionalized Measures

The following strategic actions have been identified as measures which are part of the standardized procedures and culture of Winters Mill High School. These strategic actions will be evaluated annually to ensure continued progress.

Strategic Action	Former Location in SIP	Persons Responsible	Data/Artifacts Supporting Implementation
A cross-curricular reading committee will examine and encourage the use of reading and writing across the curriculum. (Organizational)	1.1.1.a (2006-07)	Reading Representative English Content Liaison Reading Committee	Number of meetings held by the committee
The professional development on reading and writing across the curriculum, including Lexile scores, will be implemented based on staff needs assessment. (Staff Development)	1.1.1.a (2008-09)	Reading Representative English Content Liaison, Reading Specialist, Reading/Writing committee, Administration	Evaluation of professional development program
All teachers will utilize school-wide reading and writing strategies from the professional development plan within their classroom. (Instruction/learning) @ ETM	1.1.1.d (2008-09)	Reading Representative	Artifacts from faculty; HSA data
Resources in the Media Center will identified by their Lexile Score to encourage students to use appropriate resources. (Organizational)	1.1.1.n (2006-07)	Media Specialist	Number of resources identified by Lexile Score in the Media Center
Freshman Seminar teachers will include research-based reading and writing strategies within their instructional program to provide a consistent foundation of reading strategies to all students. (Instruction/Learning)	1.1.1.q (2006-07)	Academy Coordinator Freshman Seminar teachers Media Specialist Reading Specialist	Faculty feedback
New staff members will be in-serviced on the Winters Mill reading and writing program. (Staff Development)	1.1.1.s (2006-07)	Academy Coordinator English teachers	Number of teachers in-serviced on reading and writing strategies
School-wide reading and writing strategies will be shared and promoted to encourage continued use within all content areas. (Staff Development)	1.1.1.e (2007-08)	Reading Representative English Content Liaison Reading Specialist Reading Committee	Artifacts gathered <i>Falcon Fundamentals</i> Handbook
Students who have been identified as reading two or more years below grade level will be placed in a Reading course.(Organizational) @	1.1.1.f (2007-08)	Reading Representative Readings Specialist Administration	Number of students enrolled in Read 180 or Wilson Reading Program Lexile Scores
Winters Mill High School will administer a Reading test to all students in freshman seminar to obtain a Reading Lexile score for each student. (Instructional) @	1.1.1.g (2007-08)	Reading Representative Media Specialist Reading Specialist Administration	Reading Lexile scores for all students
Develop lessons that are rigorous and relevant. (Instructional/Learning)	1.1.1.i (2007-08)	Global Representative Perspective Content liaison HSA Teachers Collaborative teams	Data gathered from formative assessments HSA scores
A school-wide reading initiative incorporating schoolwide reading strategies will continue to be implemented in the Advisory program through weekly reading lessons. (Instruction/learning)	1.1.1.1 (2007-08)	Academy Coordinator Advisors Academy leaders Media Specialists	Number of reading lessons in Advisory program

SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

Winters Mill High School

Strategic Action	Former Location in SIP	Persons Responsible	Data/Artifacts Supporting Implementation
Eighth Grade students who have been identified as struggling in mathematics will be invited to attend a Mathematics Intervention Workshop in the summer prior to their Ninth Grade year to provide support as they enter high school mathematics. (Organizational & Instructional/Learning)	1.2.1.c (2006-07)	Algebra I Representative Middle and High School Mathematics teachers	Mathematics grades of students who participate in the summer intervention program MSA Scores
Develop lessons that are rigorous and relevant. (D quadrant) (Instruction/Learning)	1.1.1.g (2008-09)	Algebra I Representative; Algebra I Teachers	Artifacts and HSA Scores
Utilize and implement Governor's Academy strategies in the classroom. (Instructional/Learning)	1.3.1.h (2008-09)	Biology Representative	Artifacts and HSA Scores
Biology teachers will use mastery learning strategies on HSA concepts and items. (Instructional/Learning)	1.3.2.f (2006-07)	Biology Representative Content Liaison HSA teachers Collaborative team	Data analysis on formative assessments
Level I and Level I Biology classes will be combined. (Organizational)	1.3.2.g (2006-07)	Biology Representative Administration	Data gathered on formative assessments
Guidance counselor will visit each 10 th and 11 th Grade advisory with PSAT information and discuss the importance of PSAT in relation to SAT and college admission. (Instructional/Learning)	1.5.1.b (2006-07) 1.6.1.b (2006-07)	SAT/AP Representative Guidance	Number of students taking the PSAT
Implement the regular use of SAT preparation questions. (Instructional/Learning)	1.7.1.a (2008-09)	SAT/AP Representative	SAT Scores
Advisory lessons to support SAT preparation initiative will be developed. (Instructional/Learning)	1.7.1.b (2006-07)	SAT/AP Representative Academy Coordinator English and Math teachers	Number of SAT Advisory lessons
SAT preparation advisory lessons will be incorporated into the Advisory program. (Instructional/Learning)	1.7.1.c (2006-07)	Academy Coordinator SAT/AP Representative All Faculty	Evaluation of SAT Preparation lessons SAT scores
Students will be encouraged to take a more rigorous academic program and Advanced Placement courses during advisory course planning sessions. (Instructional/Learning & Organizational)	1.10.1.a (2006-07) 1.11.1.a (2006-07)	SAT/AP Representative Advisors Content Liaisons	Number of students enrolled in AP courses Number of students taking AP exams
Parent workshops will be held to inform parents of the academic expectations of Advanced Placement courses in order to encourage parental support. (Organizational)	1.10.1.b (2006-07) 1.11.1.b (2006-07) 1.12.1.a (2006-07)	SAT/AP Representative Administration AP Teachers	Number of parents attending workshops AP scores
AP Potential and planning lessons will be taught in Honors Freshman Seminar courses. (Instructional/Learning)	1.10.1.e (2006-07)	Academy Coordinator Freshman Seminar teachers	Freshman Seminar lesson plans AP enrollment and scores
AP Coordinator will utilize PSAT scores to create and implement AP Potential group sessions for 10 th and 11 th grade students. (Instructional/Learning & Organizational)	1.10.1.b (2007-08)	SAT/AP Representative Administration AP Teachers	Number of students enrolled in AP courses Number of students taking AP exams
AP Coordinator will utilize PSAT scores to create and implement AP Potential group sessions for 10 th and 11 th grade students. (Instructional/Learning & Organizational)	1.11.1.a	SAT/AP Representative Administration AP Teachers	Number of students enrolled in AP courses
Advanced Placement Review Sessions will be held in the Spring, prior to the administration of AP tests, to better prepare students for the AP exams.	1.12.1.b (2006-07)	SAT/AP Representative AP teachers	Number of students participating in review sessions AP scores

11/9/2009

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SCHOOL IMPROVEMENT PLAN TO ACHIEVE CCPS OBJECTIVES AND INDICATORS

2009 - 2010

Winters Mill High School

Strategic Action	Former Location in SIP	Persons Responsible	Data/Artifacts Supporting Implementation
Content area teachers will be available in the Falcon Learning Lab on designated afternoons to provide content-specific academic support to students. (Organizational) @	1.13.1.b (2006-07)	Support Representative Content area teachers	Number of teachers available in the Falcon learning lab for student assistance
The Transitional Committee will plan and carry out a “field trip” for the incoming Ninth Grade during the spring of their Eighth Grade year to visit Winters Mill High School and learn about programs, activities, and expectations. (Instructional/Learning)	1.13.1.f (2006-07)	Transition Representative Administration	Completion of Eighth Grade visit to Winters Mill
Support Representative will organize support and tutoring throughout the school day. (Instructional/Learning & Organizational) @	N/A	Support Representative	Number of support teachers available throughout the school day.
Faculty members will be in-serviced in using the computer program “Bridges” so that they can use the program with their advisees for career exploration. (Staff Development)	6.2.1.b (2006-07)	Media Specialist Academy Coordinator Career Connections Coordinator	Number of staff members in-serviced on “Bridges” Evaluation of staff development program
Advisors will be provided information on career opportunities available to students within their academy. (Instructional/Learning)	6.2.1.k (2006-07)	Academy Coordinator Career Connections Coordinator Academy Leaders	Evaluation of Career Education Program for advisors
Guidance counselors will meet individually with every junior and senior to ensure graduation and academy requirements are met. (Organizational)	6.2.1.l (2006-07)	Guidance Coordinator Guidance counselors	Number of students graduating with academy requirements
Students will work with their Advisor on a yearly basis to create/update their Educational Career Plan to plan for courses that will meet their educational career goals upon graduation. (Organizational)	6.2.1.m (2006-07)	Academy Coordinator Advisors Guidance Staff	Completed Career Education Plan for all students
Information on internship opportunities will be included in the Advisory Program to promote student participation in internships. (Organizational)	6.2.6.p (2006-07)	Career Preparation Academy Coordinator	Number of students involved in internship experiences
Information on job shadowing opportunities will be included in the Advisory Program to promote student participation in job shadowing. (Organizational)	6.2.8.q (2006-07)	Career Preparation Academy Coordinator	Number of students involved in job shadowing experiences
At least one Career Day will be held during each school year to provide career information to students. (Instructional/Learning)	6.2.11.v (2006-07)	Academy Coordinator Academy leaders Career Preparation	Number of Career Day presentations and presenters participating
Eleventh Grade students will participate in Mock Interviews with members of the business community to gain experience in the interview process. Students will participate in pre/post interview activities in Advisory. (Instructional/Learning)	6.2.11.w (2006-07)	Career Preparation Academy Coordinator Eleventh Grade Advisors	Number of students participating in mock interviews Number of business representatives participating in mock interviews
Students will be encouraged to participate in student service activities through Advisory. (Organizational)	2.1.1.a (2006-07)	Academy Coordinator Service Learning Coordinator Advisors	Number of student service lessons presented in Advisory Percentage of students completing 55 service learning hours prior to 12 th grade Number of students participating in extra curricular activities
An annual Veterans Day Assembly will be held to show respect to community veterans and their service to our country. (Instructional/Learning)	2.1.1.b (2006-07)	Government Representative Administration Veterans Day Committee	Number of veterans recognized at the Veterans Day Assembly
Students who have demonstrated positive behavior will be recognized in the Falcon Coupon Program. (Instructional/Learning)	2.1.2.e (2006-07)	Character Representative Character Education Committee Administration	Number of Falcon Coupons presented yearly Number of discipline referrals
The Character Education Committee will implement the Code of Conduct/Honor Code at Winters Mill High School through Advisory lessons. (Instructional/Learning)	2.1.3.k (2006-07)	Character Representative Character Education Committee Academy Coordinator	Number of Advisory lessons related to the Code of Conduct and Honor Code Number of discipline referrals