

School Improvement Plan 2009-2010
Overall HSA Performance
Action Steps

School: Annapolis High School

Goal Indicator: I.4 – Beginning with the class of 2009 and thereafter, all diploma bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2 and Government by graduation.

Statement of Need: In 2007, 61.2 % of algebra students, 61.2% of biology students, 61% of English 10 students and 64.7% of government students at Annapolis High School passed the High School Assessment. There were great disparities between the white, African American, ELL, FARMS and Hispanic student groups in all tested areas. In 2008, 63.5% of algebra students, 60.8% of biology students, 58.9% of English 10 students and 62.1% of government students at Annapolis High School passed the High School Assessment.

Progress: In 2009, 91.3% of algebra students, 86.8% of biology students, 87.1% of English 10 students and 90.4% of government students at Annapolis High School passed the High School Assessment. (Before 2008-2009, data is based on number of first time test takers who passed the tests. Subsequent data is based upon total students passing the test.)

Annual Objective:

	2007 baseline	2008 Actual	2009	2010	2011	2012
Algebra	61.2%	63.5%	91.3	94.0	97.0	100%
Biology	61.2%	60.8%	86.8	92.0	96.0	100%
English	61%	58.9%	87.1	92.0	96.0	100%
Government	64.7%	62.1%	90.4	94.0	97.0	100%

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
All teachers will incorporate before, during and/or after reading strategies in daily instruction in order to provide	M. McCormick, AYP specialist	DCs Academic Chairs All teachers	Reading specialist Sue Bears binder in every department	Lesson plans AC & DC observations / walk throughs Monthly dept. / team meeting	6/10 With a monthly

students with skills they need to be successful on the High School Assessments. (EQ)		SIT		agendas and minutes Departmental portfolio of evidence	check
<u>All</u> teachers will provide students with daily opportunities to write in order to make students more comfortable and confident in the writing process. (EQ)	M. Gaines, academic chair	DCs Academic Chairs All teachers SIT	AYP English Specialist	Lesson plans AC & DC observations / walk throughs Monthly dept. / team meeting agendas and minutes Departmental portfolio of evidence	6/10 With a monthly check
All Dept. Chairpersons, will communicate and collaborate with classroom teachers and instructional/support services regarding instructional needs and student performance in attempts to more quickly meet the needs of and provide interventions for students. (EQ)	D. Pogonowski, academic chair	Intervention Specialist AYP specialist Special ed. Teachers ESOL teachers Social Worker PPW School Psych. Community Ambassadors All teachers	Flowchart of interventions Agenda time allotted during leadership for DCs to discuss.	Log in sheets from intervention programs Flow chart of interventions created Dept. meeting agendas/minutes concerning interventions	6/10
The English, social studies, math, and science departments will examine student test data and provide timely and targeted instructional interventions to promote mastery of assessment limits <u>during school hours.</u>	K. Jakovics	Academic Chairs Content teams (Eng, Govt, Alg, Bio)	Release time for students to meet with AYP specialists and DCs Panther Plus time	Benchmark data Grade data	Quarterly through 6/10
Provide Algebra and English 10 teachers with easy to implement reading/writing	Charlette Manbeck, Arika	9 th and 10 th Grade teachers	Strategies Professional	Agendas from weekly planning meetings	

strategies to increase HSA scores.	Pritchett-Sellman, IDT leaders		Development	Lesson plans Test scores	
All English, Math, Social Studies, Science Teachers will implement HSA and Bridge style activities in order for all students to have the necessary skills to meet the HSA graduation requirements.	Mike Melton, STC	ACs AYP Content Specialists IDTs	Sample tests and Bridge projects Professional Development	Department and Leadership Meetings Lesson plans Test scores	
Increase use of differentiated instruction to support all students	N. Clark M. Clarke M. Gaines H. Kelly A. Pritchett-Sellman J. Rose G. Solomon	Teachers	Staff development	Lesson plans Department Meetings	

School Improvement Plan 2009-2010
Algebra HSA
Action Steps

School: Annapolis High School

Goal Indicator: I.4 – Beginning with the class of 2009 and thereafter, all diploma bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2 and Government by graduation.

Statement of Need: In 2007, 61.2% of algebra students at Annapolis High School passed the High School Assessment. There were great disparities between the student groups passing: 35.4% of African-American students and 88.6% of white students.

Progress: In 2008, 63.5% of algebra students at Annapolis High School passed the High School Assessment.

Annual Objective:

Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	65.0	61.2		63.5	72.6	88.5	94.2	89.4	97.1	100.0
Af Am	45.1	35.4		43.9	57.9	84.6	88.4	79.1	94.2	100.0
Na Am	100	-		-						
Asian	60.0	57.1		77.8	83.4	91.7	97.1	90.0	98.6	100.0
Hisp	46.7	53.6		50.0	62.5	72.9	89.8	79.5	94.9	100.0
White	82.6	88.6		82.9	87.2	97.8	98.1	99.4	100	100.0
ELL	20.0	38.5		31.6	48.7	53.6	64	61.9	82	100.0
FARMS	36.5	38.2		40.0	55.0	73.6	86.9	80.0	93.5	100.0
SpEd	18.8	13.3		5.6	29.2	52.6	69.7	87.5	84.8	100.0

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
Plan as Algebra 1 team to create a basis of quality instructional strategies that utilize quality instructional strategies. (EQ)	Alg. Team Leaders (G. Solomon, M. Venn) Academic Chair (TBN)	Algebra 1 team	Common Planning Time	Weekly agenda Minutes unit plans	Ongoing through 6/10
Assess student success and recommend the following interventions <ul style="list-style-type: none"> • Contact Home • End of Class Period “Panther Connections” • After-school help Lunch tutor to help students to master content and skills taught in the classroom (EQ)	Academic Chair (TBN)	Algebra Team and HSA Team	Planning meetings	teacher log Benchmark results	Ongoing through 6/10
Conduct remediation in class and pull-outs during “Panther Connections” & after school tutoring for at-risk students, special ed students, and repeat Algebra HSA takers. (EQ)	N. Clarke, dept chair Math Academic Chair (TBN)	Special Ed Dept	Flexible scheduling for advisory Funds to pay teachers	Teacher Logs Sign in log	Ongoing through 6/10
Observe classes to monitor student outcomes and closure activities in order to ensure that teachers are communicating what the students should learn by the end of the period and assessing for planning purposes.	Academic Chair (TBN)	Leadership Team	Time	Log sheet benchmark results	Ongoing through 6/10

Increase use of Kurzweil to support special education students (EQ)	N. Clarke, dept chair	Special Ed Dept and classroom teachers	Special Ed. ; Staff Development; Teachers to serve as coaches;	Log Sheets Lesson Plans	
Utilize differentiated instruction to support the learning for all students.	N.Clarke, M.Clarke, M.Gaines,G.Solomon, K.Crouse, A. Pritchett, J.Rose, H.Kelly	All Teachers	All Teachers; Computers; Staff Development	Lesson Plans Classroom Observations	Ongoing through 6/10
Increase use of interactive technology (EQ)	N. Clarke, dept chair	All teachers	Staff Development Smartboards Airliners Senteos	Number of Smartboards & airliners in classrooms Classroom observations of the use of this technology by teachers and students	Ongoing through 6/10
Utilize understanding of Dimensions of Learning to incorporate Thinking Maps into lesson plans to improve instruction and student learning (EQ)	M. Lappe, administrator	P. Wheeler S. Grate M. Lappe M. Gaines	Staff Development office 9th Grade Academy	Lesson Plans Observation logs	Ongoing through 6/10

School Improvement Plan 2009-2010
Biology HSA
Action Steps

School: Annapolis High School

Goal Indicator: I.4 – Beginning with the class of 2009 and thereafter, all diploma bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2 and Government by graduation.

Statement of Need: In 2007, 61.2% of biology students at Annapolis High School passed the High School Assessment. There were great disparities between the student groups: 86.8% of white, 34.8% of African American, 46.2% of ELL, 31.5% of FARMS, 57.1% of Hispanic, and 20% of special education students. In 2008, 60.8% of biology students at Annapolis High School passed the High School Assessment.

Progress: In 2009, 86.8% of biology students at Annapolis High School passed the High School Assessment.

Annual Objective:

Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	61.5	61.2	60.8	70.0	79.1	80.0	81	90.0	100.0
Af Am	33.6	34.8	35.7	65.0	66.4	75.0	58.9	90.0	100.0
Na Am	100	100							
Asian	50.0	71.4	88.9	90.0	75.0	100.0	90	100.0	100.0
Hisp	46.7	57.1	44.1	55.0	77.1	85.0	69.2	90.0	100.0
White	85.4	86.8	85.1	90.0	93.4	90.0	99.4	90.0	100.0
ELL	40.0	46.2	36.8	55.0	64.3	75.0	52.4	90.0	100.0
FARMS	25.0	31.5	33.8	55.0	63.2	75.0	57.5	90.0	100.0
SpEd	15.6	20.0	33.3	55.0	63.2	75.0	75.0	90.0	100.0

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
Use common assessment items infused with teacher made individual assessments to indentify students for interventions to establish success on Goal 1 Skills and Goal 3 Biology Content.	Dan Sheckells, team leader	Bio Team	Common Planning for Bio. Team	Item analysis through Scantron (3-5 samples from various teachers/units which contain item analysis) Team Meeting minutes Benchmark results	Ongoing through 6/10
Students will use writing and reading strategies to analyze questions and demonstrate understanding to improve their responses.	Dan Sheckells, team leader	Bio Team	Common template for lab reports, plan for test taking strategies, AVID personnel resources, Sue Beers Reading Resource Manual, Strategies for vocabulary development. Governor's Academy participants.	Team Meeting Minutes Samples of student work in lab reports, interactive notebooks, notebooks and Benchmark results	Weekly through 6/10
Assess student success and recommend the following interventions. <ul style="list-style-type: none"> • Contact Home • After-school help, • In class 20 minute intervention/enrichme 	D. Pogonowski, academic chair	Bio Team Passing the H.S.A. teacher	Common Planning for biology team Common log sheets and Permanent substitute.	Teacher Logs Sign in log Benchmark results and utilize grade book technology to communicate student intervention needs to parents.	Ongoing through 6/10

<p>nt.</p> <ul style="list-style-type: none"> Teacher duty to assist in pre HSA and HSA classrooms 					
Increase the use of Kurzweil to support special education students (EQ)	N. Clarke, dept chair	Special Ed Dept	Staff Development; Special Ed. Teachers to serve as coaches; All Teachers; Computers	Log Sheets Lesson Plans	Ongoing through 6/10
Increase use of interactive classrooms (EQ)	N. Clarke, dept chair	All teachers	Staff Development Smartboards airliners	Number of Smartboards & airliners in classrooms	Ongoing through 6/10
Increase use of differentiated instruction (EQ)	Arika Pritchett, Maureen Gaines, Carla Crouse, Greg Solomon, Heidi Kelly, Joe Rose, and Merlene Clark	Biology and Matter and Energy Teachers	Staff Development	Daily Lesson Plans, student notebooks	Ongoing through 6/10
Utilize understanding of Dimensions of Learning to incorporate Thinking Maps into lesson plans to improve instruction and student learning	M. Lappe, administrator	P. Wheeler S. Grate M. Lappe M. Gaines	Staff Development office	Lesson Plans	Ongoing through 6/10

School Improvement Plan 2009-2010
English HSA
Action Steps

School: Annapolis High School

Goal Indicator 1.4 - Beginning with the class of 2009 and therefore, all diploma bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2, and Government by graduation.

Statement of Need: In 2007, 61% passed the High School Assessment. There were great disparities between the student groups: 85.6% of white, 39.6% of African American, 20% of ELL, 31.5% of FARMS, and 39.3% of Hispanic, 57.1% Asian Pacific-Islander, and 26.7% of Special Education students passed.

Progress: In 2008, 58.9% passed the High School Assessment.

Annual Objective:

Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	49.1	61.0	58.9	70.0	81.1	82.0	83.5	92.0	100.0
Af Am	25.7	39.6	38.9	59.0	72.0	79.0	71.3	90.0	100.0
Na Am	100	100			100				
Asian	50.0	57.1	77.8	84.0	66.7	91.0	80.0	98.0	100.0
Hisp	40.0	39.3	32.4	52.4	70.8	75.0	66.7	95.0	100.0
White	68.1	85.6	81.1	87.0	95.6	93.0	97.0	97.0	100.0
ELL	40.0	-	15.8	44.0	35.7	72.0	38.1	94.0	100.0
FARMS	19.2	31.5	33.8	56.0	65.5	78.0	70.0	95.0	100.0
SpEd	12.5	26.7	11.1	41.0	36.8	61.0	87.5	90.0	100.0

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure/Evidence	End Date
Incorporate an opportunity to write and/or independent reading every day in every English 9 class (EQ)	M. McCormick, AYP specialist C. Manbeck, 9 th Grade IDT	English 9 Team 9 th Grade IDT	<ul style="list-style-type: none"> • AYP English Specialist • Common planning for English 9 Team • Classroom libraries (all grade level) • Plus Period (Enrichment time during class period) 	<ul style="list-style-type: none"> • Composition Folders/Portfolios • Shared Experiences • Lesson Plans • Data from vertical/horizontal team 	Ongoing for school year 2009-2010 with quarterly checks at end of each MP
Assess students' success and after home contact, recommend the following interventions: 1-After school help <ul style="list-style-type: none"> • Twilight School (if offered by AHS) • Homework Harbor • Help Day • Evening School 2-"Focus" pull-out groups by Sped teachers (EQ) 3-Check-in/Check-out contract	M. Gaines, English Department Academic Chair N. Clarke, Special Ed. DC J. Golder, Intervention Specialist M. Clarke, PBIS/Check-in/out coordinator	English Teachers AYP Specialist Passing HSA teacher 9 th and 10 th Grade IDTs	<ul style="list-style-type: none"> • Common planning for English 9 & 10 Teams • Planning for 11 & 12 in horizontal time allotted in school calendar • Log Books 	<ul style="list-style-type: none"> • Log Books (of home contact, attendance in after school help, and pullouts) • Check-in/out records • Benchmark results 	Ongoing for school year 2009-2010 with quarterly checks at end of each MP
Conduct pull-outs in during school day & after school tutoring for special ed students (EQ)	N. Clarke, Department Chair	Special Ed Department	<ul style="list-style-type: none"> • Flexible scheduling for teacher responsible for pull-outs • Funds to pay teachers 	<ul style="list-style-type: none"> • Teacher Logs • Sign in log 	Ongoing for school year 2009-2010 with quarterly checks at end of each MP

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure/Evidence	End Date
Visit classes to document posted student outcomes, explicit instruction, differentiated instruction, and assessment practices then conference with teacher to give feedback (EQ)	M. Gaines, Academic Chair	M. Gaines AYP Specialist 9 th and 10 th grade IDTs	<ul style="list-style-type: none"> • Protection of Academic Chair and AYP specialist as support personnel 	<ul style="list-style-type: none"> • Record of visits and conference notes with teacher 	Ongoing for school year 2009-2010with quarterly checks at end of each MP
Increase use of differential instruction to support special education students (EQ)	M. Clarke, Assistant Principal M. Gaines, Academic Chair N. Clarke, Department Chair J. Rose, Department Chair K. Crouse, Teacher G. Solomon, Teacher A. Pritchett-Sellman, IDT H. Kelly, Teacher	All Departments and Teachers	<ul style="list-style-type: none"> • Staff Development • Computers 	<ul style="list-style-type: none"> • Log Sheets • Lesson Plans 	Ongoing for school year 2009-2010with quarterly checks at end of each MP
Increase use of Kurzweil to support special education students (EQ)	N. Clarke, Department Chair M. Gaines, Academic Chair	Special Ed Department English Department	<ul style="list-style-type: none"> • Staff Development; • Special Ed. Teachers to serve as coaches; • Computers 	<ul style="list-style-type: none"> • Log Sheets • Lesson Plans 	Ongoing for school year 2009-2010with quarterly checks at end of each MP
Increase use of interactive classrooms (EQ)	All Academic and Department Chairs	All teachers	<ul style="list-style-type: none"> • Staff Development • Installation of Smartboards • Airliners in all classrooms 	<ul style="list-style-type: none"> • Number of Smartboards & Airliners in classrooms 	Ongoing for school year 2009-2010with quarterly checks at end of each MP

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure/Evidence	End Date
Utilize understanding of Dimensions of Learning to incorporate Thinking Maps into lesson plans to improve instruction and student learning (EQ)	All Academic and Department Chairs	P. Wheeler S. Grate M. Lappe M. Gaines D. Scott A. Pritchett-Sellman J. Horn Y. Perry	<ul style="list-style-type: none"> • Key Player Training • DOL Training • In-house staff development • Thinking Maps Training for Thinking Maps 	<ul style="list-style-type: none"> • Lesson Plans • Department Meeting focus • Horizontal/Vertical Team Meeting focus 	Ongoing for school year 2009-2010with quarterly checks at end of each MP

**School Improvement Plan 2009-2010
Government HSA
Action Steps**

School: Annapolis High School

Goal Indicator I.4 – Beginning with the class of 2009 and thereafter, all diploma bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2 and Government by graduation.

Statement of Need: In 2007, 64.7% of government students at Annapolis High School passed the Government High School Assessment. There were disparities between the student groups: 30.8% of ELL students, 37.6% of African American, 87.4% of white students.

Progress: In 2008, 62.1% of government students at Annapolis High School passed the Government High School Assessment.

Annual Objective:

Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	65.7	64.7	62.1	65.0	85.0	90.0	86.8	95.0	100
Af Am	41.6	40.9	37.6	40.0	77.6	85.0	76.7	93.0	100
Na Am	100	100.0	-						100
Asian	50.0	64.3	77.8	80.0	75.0	87	80.0	94	100
Hisp	33.3	57.1	41.2	45.0	75.0	83.0	69.2	91.0	100
White	88.9	89.2	87.4	90.0	97.1	99	99.4	100	100
ELL	20.0	30.8	26.3	30.0	42.9	53.3	33.3	76.6	100
FARMS	32.7	37.1	33.8	40.0	70.1	80	77.5	90	100
SpEd	25.0	16.7	5.6	15.0	47.4	55.0	62.5	71.6	100

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
Examine student test data and provide timely and targeted instructional interventions to promote mastery <u>during school hours</u> .	K. Jakovics, Academic Chair	Academic Chair Government content teams	Team meeting time	Benchmark data analysis Grade data Team meeting minutes	Quarterly through 6/10
Conduct pull-outs in co-taught classes during Enrichment & after school tutoring for special ed students	N. Clarke, Dept Chair	Special Ed Dept	Flexible scheduling for advisory Funds to pay teachers	Teacher Logs Sign in log	Ongoing through 6/10
Test Preparation Assign social studies teachers to “push in” to government classes to provide targeted and timely remediation to specific students based on their performance on formative and summative assessments.	K. Jakovics, Academic Chair	Government Team	Social Studies teachers assigned duty	Grade data Push in log	Ongoing until 6/10
Develop a Review program during Enrichment and after school to meet the COMAR regulations and prepare students for success in January / May administration of the H.S.A.	K. Jakovics, Academic Chair	Government team Social Studies department Panther Connections teachers	List of students needing remediation to teachers. Review activities	Lists of students to teachers Attendance list Lesson overview	11/08 – all students identified and materials prepared 1/09 – 1 st round complete

					5/09 – 2 nd round complete Repeat process in 2009-2010 school year
Increase use of Kurzweil to support special education students (EQ)	N. Clarke, Dept Chair	Special Ed Dept	Staff Development; Special Ed. Teachers to serve as coaches; All Teachers; Computers	Log Sheets Lesson Plans	Ongoing through 6/10
Increase use of instructional technology such as Airliners, Streaming Videos, LCD Projector, Senteo Remotes, Smart Notebook Software, and the MSDE on-line course. (EQ)	N. Clarke, Dept Chair	All teachers	Staff Development airliners	Number of airliners in classrooms	Ongoing through 6/10
Utilize understanding of Dimensions of Learning to incorporate Thinking Maps into lesson plans to improve instruction and student learning (EQ)	M. Clarke, Dept Chair	P. Wheeler S. Grate M. Lappe M. Gaines	Staff Development office	Lesson Plans	9 th grade teachers in SY 08-09
Increase use of Differentiated Instruction	M. Clarke N. Clarke	All teachers	Staff Development	Lesson Plans	Ongoing through

	M. Gaines G. Solomen K. Crouse A. Pritchett H. Kelly S. Rose				6/10
Develop a pull-out tutoring session using MD Government on-line course during Enrichment for all ESOL students.	P. Wheeler, Academic Chair	M. Rodriquez	ESOL Computer Lab	Teacher Logs Sign in log	Ongoing through 6/10

School Improvement Plan 2009-2010
English Language Learners
Action Steps

School: Annapolis High School

1. Goal Indicator: Beginning with the class of 2009 and thereafter, all diploma-bound students in each NCLB student group will pass each of the High School Assessments, or equivalent, in Algebra, Biology, English 2, and Government by graduation.

Statement of Need: In 2007-2008, HSA pass rates were as follows for ELL students: English 15.8%, Government 26.3%, Biology 36.8%, Algebra 31.6%

Annual Objective:

HSA Tested Subjects	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
English	38.5	32.6	36.85	29.5	57.9	61.9	78.95	100
Government	30.8	26.3	44.7	43	63.1	33.3	81.5	100
Biology	46.2	36.8	52.6	6664.3	68.4	54.2	84.2	100
Algebra	38.5	31.6	48.7	4653.6	65.8	62.9	82.9	100

2. Goal Indicator: By the end of the 2011/2012 school year, all high schools will meet the graduation rate of 98% (for each NCLB student group) established by the Maryland State Department of Education

Statement of Need: In 2007-2008, 75 out of 192 ELL students were absent more than 20 days and therefore considered at risk in this area.

Annual Objective:

Graduation Rate	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
ELL students	30	-	47	54.17	64		81	98

3. Goal Indicator: By the end of the 2011/2012 school year, all high schools will have reached a dropout rate of less than 3% (for each NCLB student group) established by the Maryland State Department of Education.

Statement of Need: In 2007-2008, Annapolis High had 2 ELL dropouts this year. However, 75 out of 192 ELL students were absent more than 20 days and therefore considered at risk in this area.

Annual Objective: In 2008-2009,

Drop Out Rate	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
ELL students	8.2	-	3	6.67	3		3	3

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	End Date
Meet with students to discuss HSA pass status and Bridge options	P. Wheeler, chair B.Pabian, guidance counselor	P. Wheeler B. Pabian	Liaison periods	Log Sheets	6/10
Student Pull-outs in HSA subject areas	D. Perez, TA M. Rodriguez, S. Deitrick,	D. Perez M. Rodriguez	Liaison periods	Log Sheets	6/10
Increase use of Differentiated Instruction to support student achievement	M. Lappe, Admin.	Teachers: N.Clarke M.Gaines K.Crouse H.Kelly J.Rose G.Solomon	Professional Development	Lesson Plans Observations	
Implement Online Government course	P.Wheeler M.Rodriguez	P.Wheeler M.Rodriguez	Computer Lab	Attendance log	

Offer students other options for credit completion (Night School, TPAP)	P. Wheeler, B. Pabian, K. Randolph,	P. Wheeler B. Pabian K. Randolph	Night school classes with language support	Number of ELL students attending	6/10
Latino Community Night (discuss family/student needs, issues and truancy)	P. Wheeler B.Pabian,	P. Wheeler B.Pabian	Cafeteria space	Attendance at event	6/10
Phone call follow-up for absences (after 3 absences) and home visits	K. Randolph, D. Penn	J. Munoz B. Pabian ESOL Dept.	Communication via phone and home visits	Number of attendance referrals Phone log	6/10
PPW action after 3 absences	K. Randolph, D. Penn	ESOL Dept. B. Pabian Attendance Committee	Communication via phone and home visits	Attendance report committee data	6/10
Distance Learning with BUNAM/Cummunity Plaza, Functional Skills for completion of HS on time	M. Rodriguez	M.Rodriguez	Computer Lab	Communication log	
Meet with Parents and students about class cuts to sign contracts	P.Wheeler B.Pabian Ingrid Munoz	ESOL Department Guidance ESOL Liaison PPW's	Communication via phone and home visits	Communication log	

- **Thoughts**
- **Sheltered classes, ESOL Zone location, Spanish for Native Speakers, IB student participation increase by 10%**

**School Improvement Plan 2009-2010
Graduation Rate
Action Steps**

School: Annapolis High School

Goal Indicator: I.11 By June 2012, 98% of Annapolis High School students will graduate.

Statement of Need: At the end of the 2006-2007 school year, 76.6% of Annapolis High School students graduated.

Progress: At the end of the 2007-2008 school year, 75.0% of Annapolis High School students graduated.

Annual Objective:

Student Groups	05-06 Actual	06-07 Actual	07-08 Target	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	77.4	76.6	81.4	75.0	81.3	81.07	87.5		93.7	98.0
Af Am	63.6	70.4	76.3	68.97	76.7	79.44	84.5		92.2	98.0
Na Am	-	-								
Asian	100	90.0	92.0	81.82	86.4	70.59	90.9		95.4	98.0
Hisp	75.9	43.8	55.0	43.28	57.5	63.77	71.7		86.0	98.0
White	89.3	88.2	90.6	92.51	94.4	92.47	96.3		98.2	98.0
ELL	94.1	30.0	44.0	36.36	52.4	54.17	68.0		84.0	98.0
FARMS	55.4	64.7	71.8	68.69	76.3	78.70	84.2		92.0	98.0
SpEd	79.5	76.7	81.3	58.06	69.0	56.0	79.5		90.0	98.0

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure/ Evidence	End Date
Create forums to communicate graduation requirements and credit count to parents and students (EQ)	S. Hardy, teacher A. Matthews, guidance chairperson	Counselors M. Lappe Advisory teachers & others as needed Registrar Special Ed Teachers ESOL teachers	Publicity for information night transportation transcripts advisory lessons	Agendas Sign-in sheets for attendees Copy of lessons Course selection	3/10
Provide opportunities for credit recovery in order to increase number of graduates (EQ)	J. Golder, intervention specialist	Teachers Counselors Administrators D.C.	Staffing Twilight School Night school Grade data Evening High School 1 st semester classes offered 2 nd semester	Schedule of classes Rosters Meeting documentation Student conference Intervention form	6/10
Provide intensive intervention for selected seniors (those at risk of dropping out) using pull-outs and individual conferences (EQ)	Joyce Cheetham, social worker	Social Worker Psychologist PPW Counselors Teachers	Staffing Individual conferences	Attendance in ICU advisory Report cards Teacher anecdotal records Conference log	6/10
Provide intensive intervention for Sp.Ed students (EQ)	N. Clarke, dept chair	Special Ed. Dept	Staffing Pull-outs	Attendance records	6/10
Conduct credit checks twice a year w/special education students & assessing their progress in completer program (EQ)	N. Clarke, dept chair	Special Ed. Dept	Transcripts Report cards	Notes from conferences w/students	6/10

Using the Naviance program, students will investigate post-secondary options as motivation to stay in school (EQ)	A. Matthews, guidance chairperson, and K. Whitlock, Guidance Technician	Counselors	Naviance program Use of Computer lab	Schedule of students who completed program Course selection	3/10
Provide opportunities & resources for students to complete Bridge Project in order to meet HSA graduation requirements (EQ)	M. Lappe, administrator	Academic Chairs M. Lappe Testing Coordinator	Staffing	Log sheets/sign off sheets Modules Check point forms Bridge Student planner, agreement, record of module(s) acceptance	6/10
Opportunities to gain skills to master HSA requirements and content standards through Differentiated Instruction (EQ)	Administrators	J. Golder AYP specialists IDT Leaders Academic Chairs Content Teachers	Teacher & student participation	Mastery of content standards and improvement in HSA Benchmark scores	6/10
Opportunity to fulfill work study requirement for at-risk career completers (EQ)	Sam Salamy, Student Support Specialist	Work study Coor. J. Rose PPWs Counselors	Flexible scheduling Relationship with employers and business community	Referral from Career Completer teacher Work Study logs Contact log maintained by Student Support Specialist	Ongoing

<p>Create list in September and January of at-risk seniors and pair students with volunteer faculty mentors</p>	<p>A. Matthews, guidance chair; Jen Golder, Intervention Specialist; Carol Delany, Guidance Secretary; Malissa McCormick, AYP Specialist</p>	<p>Teachers Administrators PPWs Staff</p>	<p>Data Flexible Scheduling</p>	<p>Mentoring contact log/journal Data from attendance, academic performance, and disciplinary record</p>	<p>Ongoing</p>
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School Improvement Plan 2008-2009
AP/IB enrollment
Action Steps

School: Annapolis High School

Goal Indicator: I.6 – By the end of 2011/2012 school year, 80% of all high school seniors in each NCLB student group will have completed at least one AP, IB or honors course.

Statement of Need: In 2007, 67.6% of twelfth graders completed an AP, IB or honors course. There is a disparity between the percentage of white students (90.4%) and African American students (45.1%) enrolled in honors, AP or IB.

Progress: In 2008, 68.4% of twelfth graders completed an AP, IB or honors course. This was an increase of 0.8% from last year. There is a disparity between the percentage of white students (90.9%) and African American students (49.1%) enrolled in honors, AP or IB.

Annual Objective:

	2007 Baseline	2008 Obj.	2008 Actual	2009	2010	2011	2012
AP/IB/Honors	67.6%	70%	68.4%	73%	76%	78%	80%
AP	48.4%	70%	49.6%	73%	76%	78%	80%
Honors	65.5%	70%	66.8%	73%	76%	78%	80%
AP/IB exam	67.4%	76%	71.1%	83%	90%	95%	100%

Student Groups	06-07 Actual	07-08 Actual	08-09 Actual	09-10 Target	10-11 Target	11-12 Target
All	67.6	68.4		76.0	78.0	80.0
Af Am	45.1	49.1		76.0	78.0	80.0
Na Am	100.0			76.0	78.0	80.0
Asian	71.4	77.8		76.0	78.0	80.0
Hisp	60.7	41.2		76.0	78.0	80.0
White	90.4	90.9		76.0	78.0	80.0
ELL	30.8	15.8		76.0	78.0	80.0
FARMS	42.7	41.5		76.0	78.0	80.0
SpEd	30.0	5.0		76.0	78.0	80.0

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
Increase student support by utilizing AVID and AP seminar next semester and through scheduling for next year (EQ)	M. Lappe, administrator	Counselors Academic Chairs S. Grate S. Spencer	Current AP Data PSAT and grade data Teacher /Counselor Recommendations	Schedule Design 08-09 and 09-10 Teacher recommendations	2/10
Implement a recruitment plan for honors, AP and to include student and parent outreach in attempts to increase enrollment of all students in courses of rigor (EQ)	R. Smith, guidance	M. Lappe D. Weiss DCs Academic Chairs AVID teachers E. Whiting	AVID PSAT data AP Potential letters Advisory lesson Recruitment materials Teacher/counselor recommendation Articulation with middle schools	Letters Enrollment data	2/10
Implement a recruitment plan for IB for incoming ninth grade students	N. Heiles, IB coordinator			Middle school visits High School Nights Magnet fairs IB Expo Shadow days Media exposure	ongoing
Implement strategies and decisions decided by vertical teams into classroom instruction.	K. Jakovics M. Gaines D. Pogonowski S. Manbeck (AC Chairs)	DCs All teachers	Time to meet with middle schools. Established norms and expectations for vertical team meetings.	Lesson plans Vertical team meeting minutes	6/10

	J. Ross, teacher		Understanding of skill and content demands of honors, AP and IB courses.		
Increase retention of students from ELP program to IB Program	N.Heiles, IB coordinator A. Mathews, guidance chairperson			IB Summer Bridge Program	
Increase number of students in AP classes taking the AP exam	AP Teachers			Vertical Team meetings Course outlines with expectations Back to School Night focus for parents Letters about expectations to students and parents	

School Improvement Plan 2009-2010
Safe and Supportive Learning Environment
Action Steps

School: Annapolis High School

Goal Indicator 2: By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals, suspensions, and expulsions, for each NCLB group.

Statement of Need: During the 2006-2007 school year, 36.5% (661 students) of Annapolis High School students received one or more referrals.

Progress: During the 2007-2008 school year, 29.9% (523 students) of Annapolis High School students received one or more referrals.

Annual Objective: During the 2008-2009 school year, the Annapolis High Community with focus on building relationships as a means of improving school climate and decreasing the number of students receiving one or more referrals by 10%.

Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Target	08-09 Actual	09-10 Target	09-10 Actual	10-11 Target	11-12 Target
All	48.2	36.5	29.9		27.4	21.9		17.5	14.0
Af Am	64.3	52.9	43.3		40.0	32.0		25.6	20.5
Na Am	33.3	-							
Asian	22.8	27.3	12.5		17.0	13.6		10.9	8.7
Hisp	50.0	25.8	31.8		24.0	19.2		15.4	12.3
White	30.4	23.4	16.2		16.1	12.9		10.3	8.2
ELL	46.8	24.7	28.6		22.3	17.8		14.3	11.4
FARMS	63.2	45.9	44.5		36.6	29.3		23.4	18.7
SpEd	64.8	51.3	46.4		34.2	27.4		21.9	17.5

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/ Evidence	End Date
Implement and monitor PBIS school wide with fidelity (the seven principles of PBIS are developed) in	M. Clarke, Administrator	PBIS Team	Summer Institute training, weekly, monthly, special incentives for students and	Discipline data, minutes from PBIS team	Ongoing through 06/10

order to increase the frequency of positive behaviors (EQ)			adults, Community and Business participation	meetings, Bully Survey data	
Gather and review data for red and yellow zone students, share and discuss with faculty in order to document progress and determine plans for improvement	M. Clarke, administrator	PBIS Team Faculty	Access to SASI/SWIS Ability to gather and disaggregate data, copies of data and record of interventions	Meeting minutes, Bulletin boards (feature student and/or teacher of month), Monthly newsletter	Ongoing through 06/10
Develop strategies to effectively implement and utilize the enrichment portion of each class to provide necessary academic and social support.	J. Thompson, Administrator	Faculty	Activities	Monthly assessments, Climate surveys	Ongoing through 06/10
Train, assign and monitor student Ambassadors to provide support and mentoring to incoming 9 th grade students and new students to Annapolis High School	C. Hammond, Teacher L. Laupp	Annapolis High Ambassadors (AHA)Team	Schedule 11 th and 12 th graders in 9 th grade classrooms	Monthly assessments, Climate surveys	Ongoing through 06/10
Non-Violent Intervention Training. To teach teachers how to de-escalate a negative situation and create win-win situations. FISH! Philosophy to implement a fun way of interacting with each other and our students.	M. Clarke, Administrator	Administration PBIS Team	Office of Growth and Development, Department Chairs, Right Start Advisors, Content Specialists, Master Teachers	Schedules of Professional Development, Teacher Evaluations, Teacher Surveys Sign-in Sheets	Ongoing through 06/10
Offer Panther Café as a safe, positive option for students after school	J. Golder, Intervention Specialist	Panther Café Committee	Parent Volunteers	Attendance	Ongoing through 06/10

**School Improvement Plan 2009-2010
Community Engagement
Action Steps**

School: Annapolis High School

Goal Indicator: By the end of the 2011-2012 school year, AACPS will increase the percentage of partnerships with faith-based and/or community organizations from the current baseline by 30% for community-based and /or community sponsored academic and social support options for African American, Hispanic, FARMS and special education students.

Statement of Need: At the end of the 2006-2007 school year, Annapolis High School had 3 partnerships with faith-based & community organizations to provide academic and social support for African American, Hispanic, FARMS and special education students.

Progress: By the end of 2007-2008, Annapolis High School designed and implemented a program in order to increase partnerships with faith-based and/or community organizations from 3 to 4 to provide academic and social support for African American, Hispanic , FARMS and special education students.

Annual Objective: By the end of 2008-2009, Annapolis High School will maintain and strengthen its program with faith-based and/or community organizations in order to provide academic and social support for African American, Hispanic, FARMS and special education students.

Action Step	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Partner with faith-based and community organizations in order to plan,	M. Clarke, administrator	PBIS Team Advocates Teacher/sponsor Community Ambassadors	Rooms Sponsors Advertisement Monitoring Instrument Mentors	Mentor/ Support Description and Membership Log; Participation and sponsorship by faith-	Ongoing 06/10

implement and monitor programs that provide social and academic support (EQ)		Guidance		based and community organizations at and for school events Donation Log Volunteer Log	
Provide information about school sponsored events to faith-based and business partnership organizations so they can provide transportation in order to increase family involvement (EQ)	S. Hardy, teacher	School and Board Staff Community ambassadors	Busses Cabs List of School Events Communication/Advertisement Flyers to community centers	Increased attendance at school events and school sponsored community events	Ongoing 06/10
Recruit faith-based and community organizations in order to participate on our Integrated Community Stakeholders Team and Signature Support Team to support the implementation of the Annapolis High Signature Program.(EQ)	E. Elston, Signature School Coord	E. Elston administration	Meeting Rooms Sector Contact List School RFP Proposal Signature Survey	Participation, partnership, and sponsorship by faith-based and community organizations at and for school events and Signature program activities.	Ongoing 06/10
Implement an improved system of communication with	D. Lilley, principal	AHS Secretarial Staff Administration	Faith-based organizations (weekly bulletins), Community and Government	Increased family and community participation at school events	Ongoing 06/10

families (EQ)		Guidance Clubs/Organization Sponsors Community Ambassadors	sites for advertisement, Marquee ConnectEd. E-mail		
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Interventions at AHS

Passing the HSA Courses

Five sections of Passing the HSA are offered (one Algebra, one Biology, two English and one Government). Tenth through twelfth graders who have not yet passed an HSA meet in a full period, semester long course providing content instruction, review and practice in addition to test taking strategies instruction and practice. 150 students are currently enrolled.

Use Cognitive Tutor Computer Program for all Algebra I students in order to individualize activities and monitor students' progress.	Academic Chair (TBN)	Algebra Team and HSA Team	Computer Access	Student report from Cognitive Tutor Online	Ongoing through 6/10
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Panther Connections/HSA Advisory Sections

A total of five sections (one Algebra, one Biology, two English and one Government) of the Annapolis Panther Connections Advisory have been designated for HSA preparation. Tenth through twelfth graders, who have not yet passed an HSA, meet during the Panther Connections period to review content and test taking strategies. 93 students are currently enrolled.

Panther Prep

Panther prep is a support program designed to assist students in achieving success in Algebra and English 10 courses and on the Algebra and English 10 High School Assessments. Students enrolled in the Panther Prep classes attend hour long sessions on Tuesday and Thursday afternoons. Students who are currently enrolled in Algebra and English may participate in this program along with students who have completed the coursework but have not passed the HSA. Panther Prep sessions consist of content instruction, intensive practice, individual and small group tutoring and test taking strategy review.

Currently this program is supporting Seniors and Graduating Juniors who will be taking the October HSAs. 61 students were invited to participate in this program.

Individual/Small Group Tutoring

AYP Specialists in English and Math meet with students throughout the day, but especially during second and third period before students with early release leave the building. These pull out sessions are designed to provide individualized instruction and review to students who are not participating in other interventions.

Twilight School

A total of nine courses are being offered in Twilight School. These courses include Algebra, Biology, English 10 and Government as well as Passing the HSA: English and Passing the HSA: Algebra.

Evening High School

The Evening High School at AHS is now in its second year of operation.

Panther Café

The Panther Café opens in the afternoon from 3:10 until 5:00 as a reward to students who stay after school for academic help. The Panther Café takes place in the cafeteria on Tuesdays, Wednesdays and Thursdays. Board games, video games, ping pong tables, air hockey tables and other activities are available for student use. Tables are also available for students who wish to visit or study with friends and refreshments are sold.

Motivating Strategies

Because some students are reluctant to attend after school intervention programs, a variety of methods are used to encourage their participation. The following are examples: phone conferences are held with parents/guardians, individual conferences with students, transportation is provided in the form of activity buses or free bus tokens, Panther Bucks, tickets to enter the Panther Café, coupons for free snacks at the Panther Café and occasional refreshments during the intervention.

Biology H.S.A. Institutionalized Strategies:

- Common Planning time for the biology team
- Common Assessments
- Academic Chair monitors outcomes